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SAMARQAND DAVLAT CHET TILLAR INSTITUTI
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES
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SECTION III
COMBINATION OF LANGUAGE AND QUALITY EDUCATION IN TEACHING METHODS

RAQAMLI JAMIYAT QURISHDA FALSAFIY YONDASHUVLAR

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Annotatsiya: *Ushbu maqolada raqamli jamiyat tushunchasi, uning falsafiy konseptual asoslari, epistemologik va aksiologik masalalari, shuningdek raqamli transformatsiyaning ijtimoiy hayotga ta'siri falsafiy yondashuvlar asosida tahlil qilinadi. Tadqiqotda texnologik determinism, ijtimoiy-falsafiy yondashuvlar, etik paradigma va ijtimoiy adolat masalalari muhokama qilinadi.*

Kalit so'zlar: *raqamli jamiyat, falsafa, epistemologiya, aksiyologiya, texnologik determinism, ijtimoiy adolat.*

Raqamli jamiyat zamonaviy jamiyatning texnologik transformatsiyasi natijasida yuzaga kelgan yangi ijtimoiy-texnologik munosabatlar majmuasi sifatida qaraladi. Axborot va kommunikatsiya texnologiyalarining rivojlanishi shaxslar, institutlar va jamiyat o'rtasidagi munosabatlarni tubdan o'zgartirmoqda. Shu bilan birga, raqamli jamiyatning falsafiy tahlili uning epistemologik mohiyati, aksiologik qadriyatlari va ijtimoiy oqibatlarini chuqur anglash imkonini beradi. Falsafa nafaqat texnologik rivojlanish nuqtayi nazaridan, balki ijtimoiy, madaniy va axloqiy aspektlarni ham o'z ichiga olgan holda raqamli jamiyatni tushuntiradi. Bu esa, epistemik mas'uliyat, shaxsiy ma'lumotlar himoyasi va ijtimoiy adolat kabi masalalarni falsafiy tahlil qilishni talab qiladi [Nurmatova, 2026].

Texnologik determinism konsepsiyasiga ko'ra, texnologik vositalar jamiyatning ijtimoiy strukturasi va shaxs xulq-atvorini belgilovchi asosiy kuch hisoblanadi. Marshall McLuhan va Jacques Ellul kabi olimlar texnologiyaning jamiyatni shakllantirishdagi o'rnini ta'kidlagan. Shu nuqtai nazardan, raqamli texnologiyalar shaxs va jamiyat o'rtasidagi kommunikatsiyani markaziy rolga chiqaradi va ijtimoiy institutlarning funksiyalarini qayta belgilaydi [Shaydullayev, 2025]. Ijtimoiy-texnologik yondashuv texnologiya va jamiyatning o'zaro bog'liqligini ta'kidlaydi. Bu yondashuvga ko'ra, texnologiya ijtimoiy institutlar va madaniyat bilan uyg'unlashgan holda rivojlanadi. Raqamli transformatsiya bu jarayonda shaxsning bilim olish, ijtimoiy tarmoqlar orqali kommunikatsiya qilish va virtual identifikatsiyaga erishish kabi jarayonlarni o'z ichiga oladi. Bu yondashuv raqamli jamiyatni kompleks va kontekstga mos falsafiy tahlil qilish imkonini yaratadi [Falsafa va jamiyat, 2025].

Raqamli jamiyatda epistemologik savollar – bilimning shakllanishi va tarqalishi, haqqoniyligi bilan bog'liq. Onlayn resurslar va sun'iy intellekt vositalari orqali tarqatiladigan bilimlar jamiyatda umumiy bilim maydonini shakllantiradi. Shu bilan birga, "fake news" fenomeni epistemik ishonchlilikni qayta baholashni talab qiladi. Sun'iy intellektning rivojlanishi bilimga kirish va uni baholash jarayonini o'zgartiradi. Raqamli jamiyatda epistemik mas'uliyat shaxsning axborotni tanlash va baholash qobiliyatlari bilan uzviy bog'liq. Shu sababli, epistemologik yondashuvlar jamiyatdagi bilimning sifati va ishonchliligini tahlil qilishda markaziy rol o'ynaydi [Shaydullayev, 2025]. Axborot erkinligi raqamli jamiyatda shaxsning erkin fikr va bilimga kirish huquqini ta'minlaydi. Shu bilan birga, axborot sifati va jamiyat erkinligi o'rtasida muvozanat saqlanishi zarur.

Shaxsiy ma'lumotlarning yig'ilishi va algoritmik tahlil qilinishi shaxsning maxfiylik huquqi va ijtimoiy etik tamoyillar bilan uyg'un bo'lishi zarur. Raqamli adolat va tenglikni ta'minlash bu nuqtayi nazardan muhimdir. Raqamli jamiyatda ijtimoiy adolat masalalari, ayniqsa, digital divide (raqamli tafovut) orqali ko'rinadi. Bu tafovut shaxslar va guruhlar o'rtasida imkoniyatlar va resurslarga kirishda farq yaratadi. Falsafiy

yondashuv bu tafovutni kamaytirish, raqamli huquqlar va adolatni ta’minlash strategiyasini ishlab chiqadi [Nurmatova, 2026].

Xulosa qilib aytganda, raqamli jamiyatni falsafiy tahlil qilish uning epistemologik, aksiyologik va ijtimoiy qatlamlarini chuqur anglashni talab qiladi. Falsafiy yondashuvlar texnologik determinismdan sotsio-texnologiyaga, axborot erkinligidan ijtimoiy adolatga qadar asosiy konseptual bazalarni ochib beradi. Raqamli jamiyatni barqaror va adolatli shakllantirish uchun epistemik mas’uliyat, shaxsiy hayot maxfiyligi va ijtimoiy adolat prinsiplari falsafiy tahlil orqali mustahkamlanishi zarur.

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MA'NAVIYAT VA MA'RIFATNING TA'LIM TIZIMIDAGI O'RNI

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Annotatsiya. *Ushbu maqolada xalqning milliy tafakkurini rivojlantirish, buyuk davlatni barpo etish, umuminsoniy va milliy qadriyatlar uyg'unligiga asoslangan fuqarolik jamiyatni qurish va buning uchun ma'naviyat va ma'rifatni takomillashtirish zaruriyati xaqida so'z boradi.*

Kalit so'z: *Millat, milliy, ma'naviyat, uzviy, bilim, rivojlanish, ajdodlar, xulq-odob, me'yor, mehnatsevarlik.*

O'zbek halqi ham barcha millatlar orasida o'ziga xos va mos bilimlar boyligi, ma'nolar majmuini to'plab, asrab, rivojlantirib kelmoqda. Milliy ma'naviyat uzviy rivojlanib keldi. Biroq 130 yildan ortiq davom etgan tutqunlik milliy ma'naviyatimiz asosi va uning rivojiga salbiy ta'sir ko'rsatdi. Tabiiy, milliy, ma'naviy rivojlanish sinfiylik natijasida edi. Millatni o'z ajdodlaridan ma'naviy uzoqlashtirish siyosati amalga oshirildi. Shu sababli mustaqillikning birinchi yillardan boshlab milliy ma'naviyatni – tiklash, to'ldirish va boyitish davlat siyosatiga aylandi. Chunki, har bir millatning o'z ma'naviyatini aniqlashi, bilishi va o'z aql-farosatining, ongining tarkibiy qismiga aylantirish millatni mustahkamlaydi, uning o'ziga bo'lgan e'tiqod va qadr hissini boyitadi. Ana shu sababli "ma'naviyat" so'zi tilimizdan siqib chiqarilgan edi.

A.Ibrohimov va N.Jo'rayevlarning ta'kidlashicha, "Ma'naviyat -jamiyatning, millatning va ayrim bir kishining ichki hayoti, ruhiy kechinmalari, aqliy qobiliyati, idrokini mujassamlashtiruvchi tushuncha. Ma'naviyat inson va jamiyat madaniyatining negizi, inson va jamiyat hayoti ma'lum yo'nalishining bosh omilidir. U muayyan iqtisodiy-ijtimoiy hayot tizimining shakllanishi, o'zgarishi yoki inqirozga yuz tutishiga kuchli ta'sir ko'rsatadi".

"Ma'naviyat – bu insonning bilimliligi, vatanparvarlik tuyg'usiga egaligi, xulq-odob me'yorlari, mehnatsevarlik xislatlari mujassamlashgan hamda ezgulikni namoyon etuvchi botiniy tuyg'ular majmuidir".

Ma'rifat tushunchasi esa harakatni ifodalab, arabcha – «bilmoq» degan ma'noni beradi. Ta'lim-tarbiya, iqtisodiy, siyosiy, falsafiy, diniy g'oyalar majmui asosida kishilarning ong-bilimini, madaniyatini o'stirishga qaratilgan faoliyat «ma'rifat» so'zining lug'aviy mazmunini tashkil qiladi. Ma'rifat so'zi tasavvuf ta'limotining markaziy tushunchalaridan biri. Ilmlarni tashqi va ichki bilimlarga bo'lgan so'fiylar ma'rifatini «ilmi botiniy» deb tushunishgan. Turkistonda ibtidoiy maktablar, madrasa va qorixonalarni ma'rifat maskani deb bilishgan. Hozirgi paytga kelib ma'rifat maskanlari va vositalarining shakl va turlari ko'paydi, ta'sirchanligi oshdi. Bunga misol tariqasida kutubxona, teatr, kitob, gazeta va jurnallar, ommaviy axborot vositalari, radio, televideniye, videoroliklar, kompyuter, internet tarmoqlari va boshqalar ma'rifiy ishlarning keng tarmog'ini hosil qilmoqda.

Milliy mustaqillik bizga o'z ma'rifat tizimimizni yaratish imkoniyatini berdi. Shu tariqa mustaqil O'zbekistonda ma'naviyat va ma'rifat insonning, halqning, jamiyatning, davlatning kuch-qudrati, milliy qadriyatlarimizni tiklash, o'zligimizni anglash, milliy g'oya va mafkurani shakllantirishning eng muhim vositalaridan biri sifatida e'tirof etilib, rivojlanib bormoqda.

Hozirgi kunda «ma'naviyat» tushunchasi «ma'naviy qadriyatlar», «shaxsning ma'naviy madaniyati», «ma'naviy ehtiyoji», «ma'naviy qiziqish», «shaxsning ichki ma'naviy dunyosi», «ma'naviy madaniyatni shakllantirish andozasi» kabi tushunchalarning mohiyatini pedagoglarimiz tomonidan o'rganila boshlandi. Bu tushunchalarni pedagogik mohiyati nazariy nuqtayi nazardan asoslab berildi. Oliy ta'lim muassasalarida amalga oshirilayotgan ma'naviy-ma'rifiy faoliyat ham ijtimoiy-siyosiy, ijtimoiy-pedagogik jihatlariga ega. Masalaning ijtimoiy – siyosiy jihati respublikamizda keng amalga oshirilayotgan O'zbekiston mustaqilligini mustahkamlash, halqning milliy tafakkurini rivojlantirish, buyuk davlatni barpo etish, umuminsoniy va milliy qadriyatlar uyg'unligiga asoslangan fuqarolik jamiyatni qurish va buning uchun ma'naviyat va ma'rifatni takomillashtirish zaruriyatidan kelib chiqadi.

Respublikamizda mustaqillik yillari amalga oshirilgan pedagogik tadqiqotlar tahlili mamlakatimizda ma’naviy-ma’rifiy faoliyatga oid ishlarda yaqqol ko‘zga tashlanmoqda. O‘zbekiston Respublikasida yuksak ma’naviyatli, komil insonni tarbiyalash modeliga qator tarbiya yo‘nalishlari nazariy asoslanmoqda, jumladan, tarbiyaning aqliy, estetik, mehnat, ekologik, huquqiy, iqtisodiy, tibbiy tarbiya qatoriga ma’naviy-axloqiy tarbiya yo‘nalishi ham kiritildi.

«Oliy ta’limning davlat ta’lim standarti»da ham bakalavr yo‘nalishida gumanitar va ijtimoiy-iqtisodiy fanlar bloki birinchi ko‘rsatilib, uning mazmunida, milliy istiqlol g‘oyasi va demokratiya, milliy va umuminsoniy qadriyatlar negizida milliy va gumanitar dunyoqarashni, yuksak ma’naviyat va demokratik madaniyatni, iqtisodiy, huquqiy va ijodiy tafakkurni, e’tiqodi va ijtimoiy-siyosiy faollikni shakllantirishi» kabi talablarni ta’minlash lozimligi uqtirilgan.

Demak, ushbu qonun va Davlat ta’lim standartlarida uzluksiz ta’lim turlari, jumladan oliy ta’lim tizimida ham ta’lim sohasini boshqarishda yagona davlat siyosatini amalga oshirish bilan birga yoshlar ongida ma’naviy qadriyatlarni rivojlantirish, ajdodlarimiz tomonidan yaratilgan bebaho ma’naviy va madaniy merosini tiklash, ma’naviy tiklanishning ijobiy, bunyodkorlik mohiyatini kuchaytirish, ma’naviy boy shaxs shakllanishi uchun zarur shart-sharoit yaratish, ta’lim oluvchilarda yuksak ma’naviyat, madaniyat va ijodiy fikrlashni, iftixor va insoniy qadr-qimmat tuyg‘usini shakllantirish, talabalarning milliy - madaniy ehtiyojlarini qondirishda ko‘maklashish, ularda fuqarolik tuyg‘usini shakllantirish, mustaqil hayotga tayyorlash kabi yo‘nalishlar chuqur o‘rin olgan. Albatta, bunda ma’naviy-ma’rifiy faoliyatni oliy ta’lim faoliyatida amalga oshirish O‘zbekistonda fuqarolik jamiyati asoslarini shakllantirishning negizini tashkil etadi. Bugungi kunda talaba-yoshlarda Vatan ravnaqi, yurt tinchligi, xalq farovonligi, komil inson, ijtimoiy hamkorlik, millatlararo totuvlik, dinlararo bag‘rikenglik kabi milliy istiqlol g‘oyasining asosiy yo‘nalishlarini shakllantirish oliy o‘quv yurtlaridagi ma’naviy-ma’rifiy faoliyatni yanada takomillashtirishni taqozo etmoqda. Chunki, ozod va obod Vatan, erkin va farovon hayot barpo etish O‘zbekiston xalqining milliy taraqqiyot yo‘lidagi bosh g‘oya ekanligini har bir talaba chuqur his etishi va uni mustahkamlashda faol ishtirok etishni ta’minlash oliy o‘quv yurtida amalga oshirilayotgan ma’naviy-ma’rifiy faoliyatning eng asosiy vazifasi bo‘lib hisoblanadi. Shuning uchun ham talaba-yoshlarga ma’naviy-ma’rifiy bilimlarni berish, ko‘nikma va malaka hosil qilish muhim masalalardan biridir. Chunki, bu sohada ma’lum ish tajribalar to‘plandi. Shu bilan birga ba’zi bir kamchiliklar ham aniqlandi. Lekin shunga qaramay, ushbu muammoning pedagogik yechimi tarbiya nazariyasida to‘ligicha o‘z ifodasini topgani yo‘q. Oliy ta’lim muassasalarida ma’naviy-ma’rifiy faoliyatni tashkil etish va boshqarish bo‘yicha yagona, izchil bir tizim ishlab chiqilmagan. Ushbu sohani rivojlantirishga oid maxsus adabiyotlar yetarli emas.

Respublika oliy ta’lim muassasalarining amaldagi holatini o‘rganish shuni ko‘rsatdiki, ma’naviy-ma’rifiy faoliyatni tashkil etish va boshqarishda ba’zi bir muammolar mavjudligi aniqlandi. Shu bois maqolamizda oliy o‘quv yurtida ma’naviy-ma’rifiy faoliyatni tashkil etish va boshqarish muammosini yoritishga, uning ilmiy-pedagogik asoslarini ishlab chiqishga e’tibor qaratildi.

Yangi ijtimoiy iqtisodiy sharoitda mamlakatimizda oliy ta’lim muassasalari uchun mutaxassistayyorlash jarayonining ilmiy asoslari yaratildi, yangi mazmun vayo‘nalishda faoliyat yurutuvchi uzliksiz ta’lim tizimi shakllantirildi. Hozirgi sharoitda respublikamizda bo‘lajak o‘qituvchilarning ma’naviy-ma’rifiy faoliyatga tayyorlash mexanizmini yaratish oliy pedagogika ilm maskanlari oldida turgan eng muhim muammolardan biri hisoblanadi.Shundan kelib chiqib bo‘lajak o‘qituvchilarni ma’naviy- ma’rifiyfaoliyatga tayyorlashda o‘quv jarayoniga kasbiy ma’naviy sifatlarning kiritilishi hamda ularning kasbiy qobiliyatini ma’naviy shakllantirishlozim bo‘ladi. Bunda bo‘lg‘usi o‘qituvchilarda yuqoridagi hislatlarni tarkib toptirishda oliy o‘quv yurtining asosiy vazifasi ma’naviyat va ma’rifatmarkazlari, ilmiy targ‘ibot markazlari, jamoatchilik tashkilotlaridagi ma’naviyat va ma’rifat markazlari, mahalla, oila va maktablar faoliyatini izchil jonlantirishdan iborat bo‘lishi kerak.Bo‘lajak o‘qituvchilarda ma’naviy ma’rifiy ishlarni tashkil etishni takomillashtirish va ularning samaradorligini oshirishda quyidagi vazifalarni amalga oshirish maqsadga muvofiqdir. Ular:

- ma’naviy ma’rifiy ishlarni tashkil etishning nazariyasi va amaliyoti orasidagi pedagogik psixologik ziddiyatni bartaraf etish;

- talabalarning bo‘sh vaqtini foydali tashkil qilishga qaratilgan tarbiyaviy, ma’naviy- ma’rifiy ishlarning yangi tizimini ishlab chiqish;

- talabalar kasbiy ma’naviyatiga salbiy ta’sir ko‘rsatayotgan omillarni bartaraf etishning chora-tadbirlarini ishlab chiqish;

- mazkur ta’lim yo‘nalishida oliy ta’lim muassasasi va oila,mahalla hamkorligining samadorligini oshirish;

Yuqorida qayd etilganlarga asoslanib, bo‘lg‘usi o‘qituvchi kadrlarni tarbiyalashning milliy modeli vazifalari doirasiga quyidagilarni kiritish mumkin:

- yoshlar tarbiyasida oilaning g‘oyaviy, milliy-ma’naviy, mafkuraviyrolini belgilab olish;

- ota-onalarni farzandlarini vayronkor g‘oyalardan himoyalash uslubiyati bilan qurollantirish;

- ota-onalar uchun mustaqillik va milliy g‘oyani mustahkamlash, mafkuraviy to‘qnashuvlar voqeligini to‘g‘ri aks ettirishga qaratilgan tavsiyalar ishlab chiqish kabilar.

Shuningdek, yana bir muhim masala, bo‘lajak mutaxassislarnima’naviy-ma’rifiy faoliyatga tayyorlashda xalqimizning boy milliy-madaniy, tarixiy an’analariga, urf-odatlariga hamda umumbashariy qadriyatlargaasoslangan samarali pedagogik shakl va vositalar ishlab chiqilib amaliyotgajoriy etilishi, shaxsni g‘oyaviy tarbiyalash va uni har tomonlama kamol toptirishning ustuvorligini ta’minlash, jamiyatning umumiy hamda pedagogik madaniyatini ko‘tarish,mamlakatimiz yoshlari orasida ma’naviy-ma’rifiy faoliyatni takomillashtirish pedagogikaning asosiy maqsadi sifatida qaralmoqda. Bu maqsad qator vazifalarning bajarilishini taqozo qiladi.

Jumladan:

- mahallada sog‘lom muhit, milliy ruh va ma’rifatli turmush tarziniyaratish;

- farzandlar uchun ota-onaning g‘oyaviy jihatdan o‘rnak bo‘lishi;

- mahalla ahlining Vatan, Millat, Mustaqillik oldidagi burchlarini anglab yetishlari, fuqarolarning ularga rioya qilish ko‘nikma va malakalarini shakllantirish;

- jamiyatda yoshlarning sog‘lom e’tiqod sohibi bo‘lishlari uchun madaniy-ma’rifiy muhit yaratish;

Demak, yuqoridagi bildirilgan fikr-mulohozalarga tayangan holda aytish mumkinki, bo‘lajak o‘qituvchilarni ma’naviy-ma’rifiy faoliyatga tayyorlashda oliy ta’lim muassasalari, jamoatchilik tashkilotlari, oila va mahallaning o‘rni muhim hisoblanadi.

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YOZMA NUTQ KOMPETENSIYASI TUSHUNCHASINING NAZARIY ASOSLARI VA UNING LINGVODIDAKTIK TALQINI

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Annotatsiya. *Mazkur maqolada yozma nutq kompetensiyasi tushunchasining nazariy asoslari va uning lingvodidaktik talqini tizimli ravishda tahlil qilinadi. Tadqiqot kompetensiyaviy paradigma, kommunikativ yondashuv hamda diskurs nazariyasi doirasida olib borildi. Yozma nutq kompetensiyasi ko'p komponentli tuzilma sifatida talqin qilinib, uning lingvistik, diskursiv, pragmatik, sotsiokulturologik va strategik tarkibiy qismlari aniqlashtirildi. Shuningdek, yozma nutqni o'qitishning integrativ-kommunikativ modeli asoslab berildi. Tadqiqot natijalari yozma nutq kompetensiyasi shaxsning nafaqat grammatik bilimlari, balki tafakkur madaniyati, ijtimoiy moslashuvchanligi va metakognitiv nazorat qobiliyatini ham qamrab oluvchi murakkab jarayon ekanini ko'rsatdi.*

Kalit so'zlar: *yozma nutq, kompetensiya, lingvodidaktika, kommunikativ yondashuv, diskurs, akademik yozuv, strategik kompetensiya.*

INTRODUCTION. Zamonaviy ta'lim paradigmasida shaxsning kommunikativ salohiyati uning kasbiy va ijtimoiy muvaffaqiyatini belgilovchi asosiy omillardan biri sifatida qaralmoqda. Ayniqsa, yozma nutq kompetensiyasi global axborot makonida samarali faoliyat yuritishning muhim sharti bo'lib, u nafaqat lingvistik bilimlarni, balki tafakkur madaniyatini, mantiqiy fikrlashni, ijtimoiy kontekstni anglashni va pragmatik moslashuvni ham talab etadi. Kompetensiya tushunchasi tilshunoslikka Noam Chomsky tomonidan kiritilib, dastlab u "lingvistik kompetensiya"ni ideal til egasining ichki bilim tizimi sifatida talqin qilgan. Biroq mazkur yondashuv real kommunikativ jarayonni to'liq qamrab olmagani sababli, keyinchalik Dell Hymes tomonidan "kommunikativ kompetensiya" tushunchasi ilgari surildi va unda tilning ijtimoiy qo'llanish qobiliyati asosiy mezon sifatida belgilandi. Shu tariqa, yozma nutq kompetensiyasi ham sof grammatik bilimdan tashqari, kontekstual va funksional xususiyatlarni o'z ichiga oluvchi murakkab tizim sifatida shakllandi. Bugungi kunda lingvodidaktikada yozma nutq kompetensiyasi matn yaratish, uni strukturaviy tashkil etish, auditoriyaga moslashtirish va reflektiv tahrirlash ko'nikmalarini o'z ichiga oluvchi integrativ jarayon sifatida talqin qilinmoqda. Mazkur maqolaning maqsadi yozma nutq kompetensiyasi tushunchasining nazariy ildizlarini ochib berish hamda uning lingvodidaktik interpretatsiyasini tizimlashtirishdan iborat.

METHODS. Tadqiqot metodologiyasi kompleks xarakterga ega bo'lib, unda nazariy tahlil, qiyosiy yondashuv, komponentli tahlil va modellash metodlari qo'llanildi. Avvalo, kompetensiya tushunchasining evolyutsiyasi va uning tilshunoslikdagi talqinlari o'rganildi. Xususan, Michael Canale va Merrill Swain tomonidan ishlab chiqilgan kommunikativ kompetensiya modeli tahlil qilinib, undagi grammatik, sotsiolingvistik, diskursiv va strategik komponentlar yozma nutq kompetensiyasiga nisbatan moslashtirildi. Shuningdek, sotsiokognitiv yondashuv asosida Lev Vygotskyning yaqin rivojlanish zonasi nazariyasi yozma nutqni bosqichma-bosqich shakllantirish mexanizmini tushuntirishda metodologik asos bo'lib xizmat qildi. Tadqiqot jarayonida yozma nutq kompetensiyasining tarkibiy tuzilmasi ajratib ko'rsatildi va ularning o'zaro funksional bog'liqligi aniqlashtirildi. Modellash jarayonida yozma nutqni shakllantirishning integrativ-kommunikativ modeli ishlab chiqildi, bunda reproduktiv, transformativ va produktiv bosqichlar o'zaro uzviy tizim sifatida qaraldi. Metodologik jihatdan tadqiqot kompetensiyaviy paradigma doirasida olib borildi va unda shaxsning faol subyekt sifatidagi roli asosiy e'tiborga olindi.

RESULTS. Tadqiqot natijalari yozma nutq kompetensiyasining ko'p komponentli va dinamik tizim ekanini tasdiqladi. Birinchidan, lingvistik komponent yozma nutqning grammatik to'g'riligi, leksik boyligi va sintaktik murakkabligini ta'minlaydi, biroq u yakka holda to'liq kompetensiyani ifodalay olmaydi. Ikkinchidan, diskursiv komponent matnning mantiqiyligi, kohesiyasi va koherensiyasini ta'minlab, mazmunning izchil

rivojlanishiga xizmat qiladi; bu borada Teun A. van Dijkning diskurs nazariyasi muhim nazariy asos bo‘lib xizmat qiladi. Uchinchidan, pragmatik komponent yozuvchining kommunikativ vaziyatni to‘g‘ri baholashi va auditoriyaga mos stil tanlash qobiliyatini ifodalaydi. To‘rtinchidan, sotsiokulturologik komponent madaniy kontekstni hisobga olish, milliy va ijtimoiy qadriyatlarni inobatga olishni talab qiladi. Nihoyat, strategik komponent yozma jarayonni rejalashtirish, tahrirlash va o‘z-o‘zini nazorat qilish kabi metakognitiv mexanizmlarni o‘z ichiga oladi. Tadqiqot natijalari shuni ko‘rsatdiki, yozma nutq kompetensiyasi faqat tayyor bilimlarni qo‘llash emas, balki yangi matn yaratish, g‘oyalarni tizimlashtirish va ijtimoiy muhitga moslashtirish jarayonidir. Shu bois uni rivojlantirish jarayoni tizimli, bosqichli va reflektiv xarakterga ega bo‘lishi zarur.

DISCUSSION. Lingvodidaktik talqinda yozma nutq kompetensiyasi o‘qitish jarayonining markaziy elementi sifatida qaraladi va u kommunikativlik, integrativlik hamda refleksivlik tamoyillariga asoslanadi. Zamonaviy metodist olimlar, jumladan Jack C. Richards va Jeremy Harmer yozma nutqni jarayon sifatida o‘qitish modelini taklif etib, unda pre-writing, drafting, revising va editing bosqichlari alohida ahamiyat kasb etishini ta’kidlaydilar. Bu yondashuv yozma nutqni yakuniy mahsulot emas, balki dinamik va interaktiv jarayon sifatida ko‘rishga imkon beradi. Shuningdek, konstruktivistik paradigma vakili Jean Piaget yozma nutqni shaxsning faol bilim qurish jarayoni sifatida talqin qilib, o‘quvchining mustaqil fikrlashini rivojlantirishga urg‘u beradi. Lingvodidaktik modelda yozma nutqni shakllantirish o‘quvchining motivatsiyasi, kognitiv faolligi va ijtimoiy tajribasiga tayangan holda amalga oshirilishi lozim. Muhokama jarayonida aniqlanishicha, yozma nutq kompetensiyasini rivojlantirish samaradorligi o‘qitish metodlarining kommunikativ yo‘naltirilganligi, teskari aloqa tizimining mavjudligi va reflektiv baholash mexanizmlariga bevosita bog‘liq. Shu bois, zamonaviy ta’lim tizimida yozma nutqni o‘qitish integrativ-kommunikativ model asosida, real kommunikativ vaziyatlarga yaqinlashtirilgan topshiriqlar orqali tashkil etilishi maqsadga muvofiqdir.

CONCLUSION. Yozma nutq kompetensiyasi nazariy jihatdan lingvistik kompetensiya, kommunikativ kompetensiya va diskurs nazariyalarining kesishgan nuqtasida shakllangan murakkab hodisa hisoblanadi. Uning lingvodidaktik talqini yozma nutqni ko‘p komponentli, bosqichma-bosqich va reflektiv rivojlanadigan jarayon sifatida qarashni taqozo etadi. Tadqiqot natijalari yozma nutq kompetensiyasini rivojlantirish integrativ-kommunikativ model asosida tashkil etilganda samarali natija berishini ko‘rsatdi. Demak, yozma nutqni o‘qitish jarayoni grammatik mashqlar bilan cheklanmasdan, diskursiv, pragmatik va sotsiokulturologik jihatlarni ham qamrab olishi zarur.

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GLOBAL PEDAGOGIES IN LOCAL CLASSROOMS: UNDERSTANDING THE DYNAMICS OF POLICY BORROWING

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Abstract*.This article examines the concept of policy borrowing as an analytical framework for understanding the adoption and adaptation of foreign educational models in TESOL contexts. It argues that educational reform should not be viewed as a simple transfer of successful international methods from one country to another, but as a complex process shaped by cultural, institutional, and classroom-level realities. The article discusses the four main stages of policy borrowing: cross-national attraction, decision, implementation, and internalization or indigenization. Special attention is given to the gap between macro-level educational reforms and micro-level classroom practices, particularly in contexts such as Uzbekistan, where global standards and Western methodologies are increasingly introduced. The article highlights that imported approaches such as Communicative Language Teaching, CLIL, CEFR-based reforms, and constructivist methods may face resistance when they conflict with local traditions, exam-oriented systems, teacher authority, or limited resources. It concludes that teachers play a crucial role as interpreters and mediators of borrowed policies, determining whether reforms are successfully localized, partially adapted, or tacitly rejected. Therefore, effective educational transfer requires not only international models but also careful contextualization, teacher involvement, and sensitivity to local educational culture.*

Keywords: *policy borrowing, TESOL, educational reform, policy transfer, indigenization, classroom realities, Communicative Language Teaching, Uzbekistan, teacher agency, localized education*.

Educational reform frequently involves looking beyond national borders for proven models. In the field of Teaching English to Speakers of Other Languages (TESOL), there is constant pressure to adopt globalized standards and Western methodologies to keep pace with international modernization. Here in Uzbekistan, as in many rapidly developing educational landscapes, we are highly familiar with the push to integrate foreign communicative frameworks and international assessment standards into our local schools. However, these international transfers often yield unexpected or suboptimal results at the classroom level. To comprehensively understand how foreign teaching methods are adopted and adapted in localized contexts, it is essential to move beyond simply evaluating the pedagogical merits of the methods themselves. This paper explores the concept of "policy borrowing" as an analytical framework, demonstrating its value in explaining why macro-level policies often disconnect from classroom realities and how we can better navigate these transitions.

The framework of policy borrowing offers a way to analyze what actually happens when an educational system attempts to learn from another. In contemporary research, the transfer of educational models is not viewed as a simple administrative copy-and-paste, but rather as a continuous, four-stage process: cross-national attraction, decision, implementation, and internalization or indigenization (Qiang & Kang, 2011). Cross-national attraction typically begins when internal dissatisfaction or poor external evaluations create the impetus to look elsewhere for solutions. This attraction leads to a formal decision stage regarding how choices will be made, which is subsequently followed by the implementation phase where the foreign model enters the host country's specific environment. The ultimate theoretical goal of this journey is internalization or indigenization, the point at which the borrowed policy is so deeply integrated into the education system that it is no longer perceived as a foreign import.

For educational stakeholders teachers, administrators, and policymakers alike this framework is incredibly valuable because it fundamentally shifts our analytical focus. Rather than asking "why are our teachers failing to implement this new method?", the policy borrowing framework allows us to investigate precisely why international transfers fail to produce their expected outcomes on a systemic level. It directs attention to the dynamic, often messy interactions between the "home" culture that developed the policy and the "target" culture attempting to implement it. Crucially, this lens highlights specific systemic barriers that

require effective, localized substitutions if a transfer is to succeed. Without this framework, there is a tendency to mistakenly blame teachers or students for a method's failure, rather than recognizing a fundamental clash of educational ecosystems.

A recurring phenomenon revealed through this lens is the stark disconnect between top-down macro-policies and the practical realities of the classroom.

Governments frequently adopt international frameworks to boost economic competitiveness or ensure administrative accountability, yet they often overlook the pedagogical suitability or the local resource constraints of these imports. For instance, research has shown that the global spread of Content and Language Integrated Learning (CLIL) is sometimes utilized as a celebratory "quick fix," despite the fact that its success frequently relies on highly selective student cohorts and the expenditure of significant resources that most local schools do not possess (Paran, 2013). Similarly, the adoption of the Common European Framework of Reference (CEFR) in places like Vietnam functions primarily as a tool for political accountability, leaving under-resourced teachers struggling to meet unrealistic standards (Van Huy & Hamid, 2015). In Saudi Arabia, the top-down mandate of Western constructivist theories often falters because teachers are excluded from the design process and lack necessary management support (Alshammari, 2023).

The explanatory power of the policy borrowing framework is perhaps most apparent when analyzing the profound friction between imported pedagogies and local traditions. Frameworks developed in the Global North such as Communicative Language Teaching (CLT), constructivism, and English immersion carry embedded cultural assumptions that frequently clash with established educational norms of the Global South and East. The communicative approach, which prioritizes free expression, can directly conflict with a traditional, exam-oriented culture where students and parents expect rote learning and definitive answers. Furthermore, Western constructivist methods, which rely on student-led, discovery-based learning, struggle in contexts with high power distance where students expect teachers to be authoritarian experts. Even competence-based curricula have been shown to clash with deeply embedded local cultural traditions when imported without modification (Al-Senafi, 2020). By utilizing the policy borrowing framework, we can articulate these clashes not as pedagogical failures, but as expected cultural frictions that must be actively managed.

Ultimately, viewing educational reform through this framework reveals that macro-level success depends almost entirely on micro-level actors. Teachers function as the final gatekeepers of reform. They are the decisive factor in whether a borrowed policy is successfully indigenized, pragmatically adapted, or entirely rejected. In some cases, a lack of ownership over a borrowed standard leads educators to simply cut-and-paste ready-made materials to meet administrative requirements without altering their actual pedagogical practices. Educators often utilize survival strategies to navigate the pressure of official mandates, sometimes engaging in "tacit rejection" a scenario where pre-existing local structures are so resilient that educators prioritize traditional exams over new methods, perpetuating old ways of teaching despite official directives (Hayes, 2016). Conversely, when local actors are empowered, foreign models can be heavily modified to fit specific needs, such as adapting programs to accommodate large class sizes and the lack of a natural English-speaking environment. As we continue to develop and refine our educational systems in Uzbekistan, understanding the mechanisms of policy borrowing is a practical necessity. Educational transfer is a complex social process, not merely the delivery of a new textbook or curriculum. By applying this framework, we can move our focus away from high-level government mandates and look closely at the micro-level realities of the classroom where policies are actually enacted. As educators navigate the introduction of foreign methods within our specific cultural and systemic landscape, we must ask whether imported practices are being successfully indigenized or tacitly rejected to maintain cultural coherence. Recognizing our teachers not just as implementers, but as the active, essential interpreters of policy, is the first step in bridging the gap between global intention and local reality.

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EFL STUDENTS' PERCEPTIONS OF VOCABULARY RETENTION IN A CAMBRIDGE CURRICULUM CLASSROOM

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Abstract. *Vocabulary retention remains a persistent challenge in EFL classrooms, particularly when learning relies on memorization rather than meaningful use. While communicative teaching practices are widely believed to support vocabulary learning, limited attention has been given to how students themselves perceive their effectiveness. This study investigates EFL students' perceptions of vocabulary retention in a communicative classroom within a Cambridge curriculum context. Adopting a qualitative descriptive design, the study involved students aged 13–19 enrolled in an English course. Data were collected through a 20-item Likert-scale questionnaire and supported by non-participant classroom observation. The data were analyzed using the interactive model of Miles and Huberman. The findings indicate that students generally perceive communicative activities, such as speaking, storytelling, and interaction, as effective in enhancing vocabulary understanding and immediate use. However, the results also reveal that communicative use alone does not guarantee long-term retention. Students reported difficulties in remembering vocabulary after class and emphasized the need for repetition and continued practice, while observation data showed limited explicit reinforcement. The study suggests that communicative teaching should be complemented with systematic reinforcement strategies to support sustainable vocabulary retention.*

Keywords: *Vocabulary retention; Communicative approach; EFL context; Student perception*

Introduction. Vocabulary knowledge is widely recognized as a key component in second and foreign language acquisition because it allows learners to understand and communicate meaning effectively (Mizambek & Seidaliyeva, 2026). In the context of English as a Foreign Language (EFL), vocabulary is often viewed as a fundamental element of language proficiency, since learners depend on lexical knowledge to support the development of listening, speaking, reading, and writing skills. When learners possess limited vocabulary, they may encounter difficulties in comprehending messages or expressing their ideas clearly (Nation, 2001). Therefore, vocabulary learning has consistently been regarded as an essential aspect of language teaching and learning. One of the major challenges in vocabulary learning is retention, or the ability of learners to remember and reuse newly learned words over time. Many EFL learners quickly forget vocabulary after initial exposure, particularly when words are taught through rote memorization or presented as isolated lists (Fathurizki et al., 2025). Previous research indicates that vocabulary retention is more effective when learners encounter and practice words within meaningful contexts rather than relying solely on memorization (Schmitt, 2008). Consequently, instructional approaches that promote contextualized language use are often regarded as more effective in supporting long term vocabulary development.

In recent decades, communicative language teaching (CLT) has been widely implemented in language classrooms (Chen et al., 2026; Salam et al., 2024). This approach prioritizes meaningful communication, interaction, and the use of language in authentic contexts (Richards & Rodgers, 2014). Through activities such as pair work, group discussions, and role play, learners are encouraged to actively apply vocabulary to express ideas and negotiate meaning with others. From a sociocultural perspective, language learning develops through social interaction and collaborative engagement, allowing learners to construct knowledge and gradually

internalize new linguistic forms (Vygotsky, 1978). Within communicative classrooms, vocabulary development is therefore embedded in meaningful communication rather than presented as isolated lexical items.

Another theoretical perspective that helps explain vocabulary retention is the Depth of Processing Theory, which proposes that information processed at deeper and more meaningful levels is more likely to be stored in memory (Craik & Lockhart, 1972). When learners use vocabulary in communicative tasks, they must interpret the meanings of words, relate them to specific contexts, and apply them during real time interaction. Such processes can foster greater cognitive engagement and increase the chances that new vocabulary will be retained. Therefore, communicative classroom activities may facilitate vocabulary development by encouraging learners to actively process and use newly learned words.

In many English courses that follow international curricula, including the Cambridge curriculum, communicative classroom practices are commonly employed to support language learning (Anderson, 2020). Instruction frequently incorporates interactive activities that require students to engage actively in discussions, collaborative tasks, and speaking exercises. Through these activities, learners encounter vocabulary in meaningful contexts and are encouraged to apply it in communication. Although these approaches are widely implemented, it is often assumed that communicative practices naturally lead to improved vocabulary retention among learners (Garcés-Manzanera, 2023; Teng, 2025)

However, much of the previous research on vocabulary learning has concentrated mainly on measurable outcomes such as vocabulary acquisition, vocabulary size, or performance on vocabulary tests (Cong Dung Nguyen & Language Faculty, 2022; Na & Trang, 2022; Patra et al., 2022). Although these studies offer important insights into vocabulary development, they often pay less attention to learners' subjective experiences and perceptions regarding how vocabulary is remembered. Learners' perceptions are significant because they can influence motivation, engagement, and the learning strategies students employ (Borg, 2011). Therefore, exploring how students perceive their ability to retain vocabulary in communicative classrooms may provide valuable insight into the effectiveness of these instructional practices.

Therefore, this study seeks to explore EFL students' perceptions of vocabulary retention in a communicative English classroom operating within the Cambridge curriculum context. In particular, the research examines how students perceive their ability to remember vocabulary acquired through communicative classroom activities, identifies which activities they consider most effective for supporting vocabulary retention, and investigates the challenges they encounter when attempting to retain new words. By focusing on learners' perspectives, this study aims to contribute to a deeper understanding of vocabulary learning processes in communicative EFL classrooms.

Methods. This study employed a qualitative descriptive approach to explore students' perceptions of vocabulary retention in communicative English classroom activities. A qualitative descriptive design aims to provide a straightforward description of participants' experiences and perspectives regarding a particular phenomenon (Creswell & Creswell, 2022). Through this approach, the study focused on describing students' perceptions of vocabulary retention, the classroom activities that help them remember vocabulary, and the challenges they experience when learning new words in communicative classroom settings.

Participants. The participants in this study were EFL students enrolled in an English course implementing the Cambridge curriculum. They were selected because they regularly engaged in communicative classroom activities such as pair work, group discussions, and interactive speaking tasks. In total, 18 students participated in the study, with ages ranging from 13 to 19 years. This study used a purposive sampling technique, allowing the researcher to select participants who were most relevant to the objectives of the study. Purposive sampling is commonly used in qualitative research to select individuals who have direct experience with the phenomenon being studied (Creswell & Creswell, 2022). All participants had experienced vocabulary learning through communicative classroom activities, which made them suitable respondents for providing insights into their perceptions of vocabulary retention. Their experiences in the English course were expected to provide meaningful information regarding how communicative learning practices influence vocabulary retention.

Data collection. The data for this study were collected using two instruments: a questionnaire and classroom observation.

First, a questionnaire was used to gather students' perceptions of vocabulary retention in communicative classroom activities. The questionnaire consisted of 20 Likert-scale statements, with response options ranging from strongly disagree to strongly agree. The items were designed to explore students' perceptions of vocabulary learning in communicative classroom settings.

The questionnaire items focused on three main areas: (1) students' perceived vocabulary retention, (2) communicative classroom activities that help students remember vocabulary, and (3) perceived difficulties in vocabulary retention. These areas were included to obtain a clearer understanding of how students perceive their vocabulary learning experiences in communicative classroom practices. The questionnaire was distributed through Google Forms to facilitate efficient data collection.

Second, classroom observation was conducted to provide contextual information about the teaching and learning process in the classroom. The observation employed a non-participant observation approach, in which the researcher observed the classroom without actively participating in the learning activities. Non-participant observation allows researchers to examine classroom interaction and instructional practices in their natural setting (Creswell & Creswell, 2022). The observation was conducted in two classroom sessions. During the observation, the researcher focused on several aspects of the learning process, including how vocabulary was presented in the classroom (e.g., guided discovery or context-based presentation), the types of communicative tasks used during the lesson, and the ways students interacted and used vocabulary in classroom activities. Field notes were taken to document relevant classroom events and interactions that could support the interpretation of the questionnaire findings.

Data Analysis. The data in this study were analyzed using the interactive model of qualitative data analysis proposed by (Miles et al., 2014), which consists of three main stages: data reduction, data display, and conclusion drawing.

First, in the data reduction stage, the questionnaire responses were compiled and reviewed to identify relevant patterns related to students' perceptions of vocabulary retention, helpful communicative activities, and perceived learning difficulties. Observation notes were also examined to identify important classroom events related to vocabulary learning practices.

Second, during the data display stage, the data were organized into categories based on the main focus areas of the study. The categorized data were then arranged in tables to facilitate interpretation and identify patterns across students' responses.

Finally, in the conclusion drawing stage, the researcher interpreted the patterns found in the data to explain students' perceptions of vocabulary retention in communicative classroom activities. The observation findings were used to support and contextualize the results obtained from the questionnaire data.

Results. The findings of this study are derived from the analysis of questionnaire data and classroom observation. The questionnaire responses were summarized into percentage distributions to illustrate general patterns, while the interpretation focused on identifying themes related to students' perceptions of vocabulary retention. The observation data were used to support and validate the questionnaire findings. Based on the analysis, the findings are organized into three main themes: (1) vocabulary retention through communicative use, (2) the role of communicative activities in vocabulary learning, and (3) challenges in vocabulary retention and the need for reinforcement.

1. Vocabulary Retention Through Communicative Use

Table 1 presents students' responses regarding their perceptions of vocabulary retention when learning occurs through communicative use.

Table 1. Students' Perceptions of Vocabulary Retention

As shown in Table 1, students generally demonstrated positive perceptions toward vocabulary retention

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Vocabulary is easier to remember through communication	11.1%	61.1%	27.8%	0%	0%
Speaking activities help vocabulary retention	38.9%	33.3%	27.8%	0%	0%
Learning vocabulary in context improves memory	22.2%	44.4%	27.8%	5.6%	0%
Using vocabulary in real communication improves understanding	27.8%	66.7%	5.6%	0%	0%

through communicative use, although the level of agreement varies across statements. For the statement "Vocabulary is easier to remember through communication," a majority of students selected *Agree* (61.1%), followed by a notable proportion of *Neutral* responses (27.8%). This indicates that while most students perceive communicative use as beneficial, a considerable number remain uncertain about its effectiveness for memory retention.

A stronger level of agreement is observed in relation to speaking activities. Approximately 38.9% of students selected *Strongly Agree* and 33.3% selected *Agree*, suggesting that speaking plays a significant role in supporting vocabulary retention. However, the presence of 27.8% neutral responses suggests that not all students experience the same level of benefit from speaking activities, possibly due to differences in confidence or participation levels. Similarly, the statement "Learning vocabulary in context improves memory" received 22.2% *Strongly Agree* and 44.4% *Agree*, indicating a generally positive perception of contextualized learning. Nevertheless, the appearance of 5.6% *Disagree* and a relatively high neutral response (27.8%) suggests that contextual learning may not consistently lead to strong retention for all learners.

The most strongly supported statement is "Using vocabulary in real communication improves understanding," with 66.7% of students selecting *Agree* and 27.8% selecting *Strongly Agree*. Only a small proportion of students (5.6%) selected *Neutral*, and none expressed disagreement. This result highlights that students perceive real communicative use as particularly effective in enhancing their understanding of vocabulary, even more consistently than its role in memory retention. The classroom observation provides strong support for these perceptions. Vocabulary was presented in context, and students were encouraged to infer meaning through guided discovery. During communicative tasks, particularly storytelling activities, students actively used target vocabulary and were able to recall it without direct teacher assistance. This suggests that communicative use facilitates immediate vocabulary activation and understanding.

However, the relatively high proportion of neutral responses across several items indicates that communicative use does not equally benefit all students in terms of retention. While students generally recognize the value of communication for understanding vocabulary, their confidence in its effectiveness for long-term memory appears to be less consistent. This finding suggests that communicative use supports vocabulary learning at the level of comprehension and short-term use, but may require additional reinforcement to ensure more stable retention.

2. The Role of Communicative Activities in Vocabulary Learning

Table 2 presents students' perceptions of different communicative activities and their effectiveness in supporting vocabulary retention.

Activity	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Pair work helps vocabulary retention	22.2%	38.9%	33.3%	0%	5.6%
Group discussion supports vocabulary learning	16.7%	44.4%	38.9%	0%	0%
Role play helps remember vocabulary	22.2%	44.4%	22.2%	11.1%	0%
Classroom games support vocabulary retention	35.3%	52.9%	11.8%	0%	0%

Table 2. Perceived Effectiveness of Communicative Activities

As shown in Table 2, students generally perceive communicative activities as beneficial for vocabulary learning; however, the level of perceived effectiveness varies depending on the type of activity. Among the four activities, classroom games received the strongest positive response, with 35.3% of students selecting *Strongly Agree* and 52.9% selecting *Agree*. The relatively low proportion of neutral responses (11.8%) and the absence of disagreement indicate that classroom games are widely perceived as highly effective in supporting vocabulary retention. This suggests that activities that are engaging and enjoyable may enhance students' motivation and involvement, which in turn facilitates vocabulary learning.

In contrast, pair work shows a more varied distribution of responses. While 22.2% of students selected *Strongly Agree* and 38.9% selected *Agree*, a considerable proportion (33.3%) remained *Neutral*, and 5.6% selected *Strongly Disagree*. This indicates that pair work is not consistently perceived as effective by all students. The relatively high neutral response suggests that the impact of pair work may depend on factors such as partner interaction, task design, or individual participation levels.

A similar pattern is observed in group discussion activities. Although 16.7% of students selected *Strongly Agree* and 44.4% selected *Agree*, a substantial proportion (38.9%) remained neutral. The absence of disagreement suggests that group discussion is not viewed negatively; however, the high neutral percentage indicates that its effectiveness may not be strongly perceived by all learners. This may be due to variations in students' engagement or confidence when participating in larger group interactions. Role play also received generally positive responses, with 22.2% selecting *Strongly Agree* and 44.4% selecting *Agree*. However, this activity shows a slightly higher level of disagreement compared to others, with 11.1% of students selecting *Disagree*. This suggests that while role play can be beneficial for vocabulary learning, it may present challenges for some students, possibly due to performance anxiety or difficulty in spontaneous language production. The classroom observation provides important context for interpreting these results. During the lesson, communicative activities were implemented through group discussion and role-play in the form of collaborative storytelling. Students were required to create and continue stories based on visual prompts, which encouraged them to use vocabulary actively and interact with their peers. These activities promoted creativity and required students to apply vocabulary in meaningful contexts.

In addition, students demonstrated active participation, used English consistently, and incorporated target vocabulary into their spoken output. This supports the idea that communicative activities facilitate vocabulary learning by promoting interaction and repeated use of language. However, the variation in students' perceptions suggests that the effectiveness of these activities is influenced by how they are experienced by individual learners.

Overall, the findings indicate that communicative activities play an important role in vocabulary learning, particularly when they are engaging and require active participation. However, not all activities are equally effective for all students, and their impact may depend on factors such as task design, level of interaction, and students' confidence in using the language.

3. Challenges in Vocabulary Retention and the Need for Reinforcement

Table 3 presents students' perceptions of the difficulties they experience in retaining vocabulary and their need for additional practice.

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I sometimes forget vocabulary after class	11.1%	55.6%	11.1%	16.7%	5.6%
I find it difficult to remember vocabulary if I hear it only once	11.1%	44.4%	27.8%	16.7%	11.1%
I feel nervous using new vocabulary when speaking.	11.1%	33.3%	33.3%	16.7%	5.6%
I need more practice outside class to remember vocabulary	22.2%	33.3%	33.3%	11.1%	0%

Table 3. Students' Perceived Difficulties in Vocabulary Retention

As shown in Table 3, students reported several challenges related to vocabulary retention, particularly in maintaining vocabulary knowledge beyond classroom activities. For the statement "I sometimes forget vocabulary after class," the majority of students selected *Agree* (55.6%), with an additional 11.1% selecting *Strongly Agree*. This indicates that forgetting vocabulary after classroom exposure is a common experience among students. However, the presence of 16.7% *Disagree* and 5.6% *Strongly Disagree* responses suggests that not all students face this difficulty to the same extent. A similar pattern is observed in the statement "I find it difficult to remember vocabulary if I hear it only once." While 44.4% of students selected *Agree* and 11.1% selected *Strongly Agree*, a relatively high proportion of students (27.8%) remained *Neutral*, and a combined 27.8% expressed disagreement. This distribution indicates that although many students recognize the limitation of single exposure, others may feel more confident in their ability to retain vocabulary or may not be fully aware of their retention challenges. The affective dimension of vocabulary learning is reflected in the statement "I feel nervous using new vocabulary when speaking." The responses are more evenly distributed, with 33.3% selecting *Agree* and 11.1% selecting *Strongly Agree*, while an equal proportion (33.3%) remained neutral. The presence of 16.7% *Disagree* and 5.6% *Strongly Disagree* suggests that nervousness is experienced by some students but is not a universal issue. This variation may be related to differences in students' confidence, speaking ability, or familiarity with communicative activities. The need for continued practice is clearly reflected in the final statement, "I need more practice outside class to remember vocabulary." A majority of students selected *Agree* (33.3%) and *Strongly Agree* (22.2%), indicating that many learners perceive additional practice as necessary for effective vocabulary retention. However, the relatively high neutral response (33.3%) suggests that some students are uncertain about the extent to which outside practice contributes to their learning. The classroom observation provides important context for understanding these challenges. During the lesson, students were able to use and recall vocabulary effectively within communicative activities, particularly in storytelling tasks. Vocabulary was repeated naturally through interaction, and students demonstrated the ability to apply vocabulary in meaningful contexts. However, there was limited evidence of explicit reinforcement or structured review of vocabulary during or after the activities.

This finding suggests that while communicative activities support immediate vocabulary use and engagement, they may not fully address long-term retention without additional reinforcement. The absence of systematic review or consolidation strategies may contribute to students' tendency to forget vocabulary after class and their perceived need for further practice.

Overall, the findings indicate that vocabulary retention is influenced not only by classroom interaction but also by the frequency of exposure and opportunities for reinforcement. While communicative practices facilitate initial learning and use of vocabulary, sustained retention appears to require repeated exposure and continued practice beyond the classroom context.

Discussion. This study aimed to explore EFL students' perceptions of vocabulary retention in a communicative classroom within a Cambridge curriculum context. The findings reveal that students generally perceive communicative practices as beneficial for vocabulary learning; however, their perceptions also indicate that communicative use alone may not be sufficient to ensure long-term retention. The discussion below interprets these findings in relation to relevant theoretical perspectives and previous research.

1. Communicative Use and Depth of Vocabulary Processing

The findings demonstrate that students perceive communicative use, particularly speaking and real-life interaction, as an effective way to understand and remember vocabulary. Most students agreed that vocabulary is easier to remember when it is used in communication and meaningful contexts. This perception is consistent with the Depth of Processing Theory, which suggests that information processed at a deeper, more meaningful level is more likely to be retained. In communicative activities, learners are required to engage with vocabulary beyond surface-level recognition. They must interpret meaning, select appropriate words, and use them in context. This deeper cognitive engagement enhances the likelihood of retention. The classroom observation supports this interpretation, as students were actively involved in meaning-making processes through guided discovery and storytelling tasks. These activities required learners to process vocabulary semantically and contextually, which aligns with the principles of deep processing.

However, the presence of relatively high neutral responses across several items suggests that not all students experience the same level of benefit from communicative use. This indicates that while communicative interaction can promote deeper processing, its effectiveness may vary depending on individual differences such as proficiency level, participation, and confidence.

2. The Role of Interaction in Vocabulary Learning. The findings also highlight the importance of communicative activities, particularly those involving interaction, in supporting vocabulary learning. Activities such as group discussion, role play, and storytelling were perceived as beneficial, with classroom games receiving the highest level of agreement. These results can be interpreted through a sociocultural perspective, particularly the concept of learning through interaction proposed by Lev Vygotsky.

From this perspective, language learning occurs through social interaction, where learners construct knowledge collaboratively. The classroom observation showed that students actively participated in communicative tasks, interacted with peers, and used vocabulary in meaningful exchanges. Such interaction provides opportunities for negotiation of meaning, feedback, and repeated exposure to vocabulary, all of which contribute to language development.

Nevertheless, the variation in students' responses across different activity types suggests that not all communicative activities are equally effective. Activities that are more engaging and interactive, such as games and storytelling, appear to have a stronger impact on vocabulary retention. In contrast, activities like pair work and group discussion showed higher levels of neutral responses, indicating that their effectiveness may depend on factors such as task design, group dynamics, and student involvement. These findings suggest that while interaction is essential, the quality and structure of communicative activities play a crucial role in determining their effectiveness in vocabulary learning.

3. Vocabulary Retention and the Need for Reinforcement

Despite the overall positive perceptions of communicative learning, the findings reveal that students continue to experience difficulties in retaining vocabulary over time. Many students reported forgetting vocabulary after class and emphasized the importance of repetition and additional practice. This indicates that communicative use, although beneficial for initial learning, may not guarantee long-term retention. This finding can also be explained within the framework of the Depth of Processing Theory, which suggests that retention depends not only on the depth of initial processing but also on the frequency of exposure and reinforcement. While communicative activities promote deep processing, the absence of repeated exposure may limit the consolidation of vocabulary in long-term memory. The classroom observation supports this interpretation. Although students were able to use and recall vocabulary during activities, there was limited evidence of explicit reinforcement or structured review. Vocabulary repetition occurred naturally through interaction, but

systematic consolidation strategies were not clearly observed. This may explain why students perceive a need for additional practice outside the classroom.

In addition, affective factors such as nervousness when using new vocabulary were identified as potential challenges. While not all students reported this issue, its presence suggests that emotional factors may influence learners' willingness to use vocabulary, which in turn affects retention. Students who are less confident may engage less actively in communicative tasks, reducing their opportunities for practice and reinforcement.

4. Implications for Vocabulary Teaching in Communicative Classrooms

The findings of this study suggest that communicative teaching practices play an important role in facilitating vocabulary learning by promoting meaningful use and interaction. However, they also highlight the need to complement communicative activities with explicit reinforcement strategies to support long-term retention.

First, teachers should continue to use communicative activities that encourage active participation and meaningful language use, such as storytelling, role play, and interactive tasks. These activities enhance engagement and promote deeper processing of vocabulary.

Second, it is important to incorporate structured repetition and review into communicative lessons. This may include revisiting vocabulary in subsequent lessons, using recycling activities, or providing opportunities for spaced practice. Such strategies can strengthen memory and reduce the likelihood of forgetting.

Finally, teachers should consider students' affective factors, such as confidence and anxiety, when designing communicative tasks. Creating a supportive classroom environment and providing low-pressure opportunities for practice may help students feel more comfortable using new vocabulary.

Conclusion. This study investigated EFL students' perceptions of vocabulary retention in a communicative classroom within a Cambridge curriculum context. The findings indicate that students generally perceive communicative teaching practices as beneficial for vocabulary learning, particularly in enhancing understanding and immediate use of vocabulary. Activities such as speaking, storytelling, and interactive tasks enable students to engage actively with vocabulary and use it in meaningful contexts, which supports deeper processing and facilitates short-term retention.

However, the study also reveals that communicative use alone may not be sufficient to ensure long-term vocabulary retention. Many students reported difficulties in remembering vocabulary after class and emphasized the need for repetition and continued practice. The observation findings further support this by showing that while vocabulary is actively used during classroom interaction, explicit reinforcement and systematic review are limited. This suggests that vocabulary retention requires not only meaningful use but also repeated exposure and consolidation.

In addition, the findings highlight that the effectiveness of communicative activities varies depending on the type of activity and the level of student engagement. More interactive and engaging activities, such as games and storytelling, appear to be more effective in supporting vocabulary learning compared to less structured interaction. Affective factors, such as students' confidence in using new vocabulary, also influence their learning experience.

Despite these contributions, this study has several limitations. First, the study relies primarily on students' self-reported perceptions, which may not fully reflect their actual vocabulary retention ability. Second, the data were collected from a relatively small number of participants within a single English course context, which may limit the generalizability of the findings. Third, the use of a questionnaire without in-depth qualitative interviews restricts the depth of insight into students' experiences and reasoning. Based on these limitations, future research is recommended to adopt a more comprehensive approach by combining perception-based data with objective measures of vocabulary retention, such as vocabulary tests or longitudinal tracking of vocabulary use. In addition, future studies may involve a larger and more diverse sample across different educational contexts to enhance generalizability. Further research could also incorporate interviews or

classroom discourse analysis to explore students' experiences in greater depth and to better understand how communicative practices and reinforcement strategies interact to support long-term vocabulary retention.

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ASSESSING LANGUAGE DEVELOPMENT IN AN AI-DRIVEN WORLD

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Abstract. *The increasing use of generative artificial intelligence (AI) in language learning environments has raised significant concerns about the validity of traditional assessment practices. Established approaches to language assessment rely on the assumption that observable performance reflects underlying competence. However, recent research suggests that AI-mediated writing may disrupt this relationship by contributing to idea generation, linguistic formulation, and revision processes. This paper reviews literature on language assessment validity, second language acquisition, and technology-enhanced learning to examine how AI challenges conventional interpretations of learner performance. It argues that in AI-assisted contexts, performance alone may no longer constitute sufficient evidence of learning. Drawing on existing theoretical frameworks, the paper highlights the importance of process-oriented indicators such as learner decision-making, inquiry, and transfer as complementary sources of evidence. The discussion outlines implications for rethinking assessment practices in AI-driven language education.*

Introduction. Language assessment in applied linguistics has traditionally been grounded in the assumption that learner performance provides a valid basis for inferring underlying language competence. Frameworks of communicative language ability and test validity emphasize observable features such as grammatical accuracy, lexical control, and discourse appropriateness as indicators of proficiency (Bachman & Palmer, 1996; Messick, 1989). Within this paradigm, written or spoken output is treated as a primary source of evidence for evaluating language development.

The emergence of generative artificial intelligence (AI), however, has introduced new complexities into this relationship. AI tools are increasingly capable of producing fluent, grammatically accurate, and contextually appropriate language, often with minimal input from users. Recent studies have noted that such tools can support various stages of writing, including idea generation, drafting, and revision, thereby influencing the final product in ways that are not always transparent (Kasneci et al., 2023). As a result, the extent to which learner output reflects independent competence has become more difficult to determine.

This issue can be understood as part of a broader concern with the validity of performance-based assessment in technology-mediated contexts. Previous research has already highlighted challenges in aligning test performance with actual ability, particularly when contextual or methodological factors influence outcomes (Dehghan & Barzegar, 2025). The integration of AI extends these concerns by introducing an additional layer of mediation in the production process.

In light of these developments, this paper reviews relevant literature to examine how AI affects the interpretation of performance in language assessment. It considers whether traditional product-based measures remain sufficient and explores the potential role of process-oriented perspectives in capturing language development more accurately.

Rethinking Evidence of Learning in AI-Mediated Contexts. The validity of language assessment depends on the extent to which observed performance can be meaningfully interpreted as evidence of underlying ability (Messick, 1989). In traditional contexts, this interpretation is supported by the assumption that learners are the primary agents responsible for producing language. However, in AI-mediated environments, this assumption is increasingly challenged.

Research on generative AI suggests that these tools can perform functions traditionally associated with language competence, including lexical selection, syntactic structuring, and discourse organization (Kasneci et al., 2023). Consequently, learner output may reflect a combination of individual knowledge and AI-generated contributions. This raises questions about whether performance alone can continue to serve as a reliable indicator of learning. At the same time, studies in computer-assisted language learning (CALL) indicate that the impact of technology on learning depends largely on the nature of learner engagement. Data-driven learning

(DDL), for example, has been shown to promote active exploration, hypothesis testing, and metalinguistic awareness through interaction with authentic language data (Boulton & Cobb, 2017; Johns, 1991). Similarly, Dehghan (2025) highlights the role of DDL in fostering learner autonomy and deeper cognitive processing, suggesting that technology can support meaningful learning when it encourages active participation. These findings point to an important distinction between different forms of technological mediation. While some tools may facilitate learning by engaging learners in analytical and reflective processes, others may reduce the need for such engagement by providing ready-made solutions. In the context of AI-assisted writing, this distinction becomes particularly relevant, as the availability of high-quality generated text may shift attention away from the processes underlying language use.

From a theoretical perspective, second language acquisition research has long emphasized the importance of cognitive engagement in learning. Schmidt's (1990) Noticing Hypothesis, for instance, argues that conscious attention to linguistic forms is necessary for acquisition. Similarly, research on transfer highlights the ability to apply knowledge across contexts as a key indicator of learning (Perkins & Salomon, 1992). These perspectives suggest that understanding how learners engage with language may be as important as evaluating what they produce.

In this context, some scholars have argued for greater attention to process-based dimensions of language use. These include learners' ability to justify their linguistic choices, explore alternative forms, and apply knowledge in new situations. Such dimensions are consistent with findings from DDL research, where learning is associated with inquiry, comparison, and decision-making rather than passive reception (Boulton, 2010; Cobb, 1997).

Taken together, the literature suggests that AI-mediated environments may require a broader conception of evidence in language assessment. While performance remains relevant, it may need to be complemented by insights into the processes through which that performance is achieved. This does not imply that traditional measures are obsolete, but rather that they may be insufficient on their own in contexts where language production is increasingly mediated by AI.

Implications for Language Assessment. The challenges outlined above have important implications for the design and interpretation of language assessment in AI-rich environments. If performance alone cannot fully account for learner competence, then assessment practices may need to incorporate additional sources of evidence. One implication is the potential value of tasks that make learner reasoning more visible. For example, requiring learners to explain their linguistic choices can provide insight into their level of understanding and awareness, complementing the evaluation of final output. Such approaches are consistent with theories that emphasize the role of conscious processing in language learning (Schmidt, 1990).

A second implication concerns the role of inquiry in assessment. Tasks that encourage learners to compare alternatives, evaluate different expressions, and reflect on language use may help capture aspects of learning that are not evident in final products alone. This aligns with research in DDL and exploratory learning, where knowledge is constructed through interaction and analysis (Boulton & Cobb, 2017). A third implication relates to transfer. Assessing learners' ability to apply language knowledge across contexts can provide stronger evidence of internalization than performance on isolated tasks (Perkins & Salomon, 1992). In AI-mediated environments, such tasks may help distinguish between surface-level performance and deeper learning. Importantly, these implications do not suggest that AI should be excluded from language learning or assessment. Rather, they highlight the need to reconsider how evidence is interpreted in contexts where AI plays a role. As research on technology-enhanced learning indicates, the effectiveness of digital tools depends on how they are integrated into pedagogical and assessment practices (Dehghan, 2025).

Overall, the literature points toward a more nuanced approach to language assessment one that considers both performance and process. In AI-driven contexts, capturing the ways in which learners engage with language may be essential for maintaining the validity of assessment.

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ДИНАМИКА МЕЖКУЛЬТУРНОГО ДИАЛОГА ВО ФРАНЦУЗСКОЙ КУЛЬТУРЕ: ТРАДИЦИЯ, ГИБРИДИЗАЦИЯ И ТРАНСФОРМАЦИЯ КУЛЬТУРНОЙ ИДЕНТИЧНОСТИ

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Аннотация. *В статье рассматриваются особенности формирования и развития межкультурного диалога во французской культуре в контексте глобализации и трансформации культурной идентичности. Анализируются исторические предпосылки формирования французской культурной модели, роль франкофонии как инструмента культурного взаимодействия, а также влияние миграционных процессов и цифровых технологий на современное культурное пространство Франции. Делается вывод о том, что французская культура представляет собой динамичную и противоречивую систему, в которой сочетаются традиционные ценности и инновационные тенденции.*

Ключевые слова: *французская культура, межкультурный диалог, франкофония, культурная идентичность, глобализация, литература*

Вопрос межкультурного диалога в современном мире приобретает особую актуальность в условиях глобализации, когда культурные границы становятся всё более условными. Французская культура занимает в этом процессе особое место, поскольку исторически выступала как один из центров формирования европейской культурной парадигмы.

Однако утверждение о «центральности» французской культуры требует критического осмысления. С одной стороны, Франция действительно сыграла значительную роль в распространении языковых и культурных норм. С другой – её культурная модель формировалась не изолированно, а в постоянном взаимодействии с другими культурами.

Цель данной статьи – проанализировать французскую культуру как пространство межкультурного диалога, выявить её основные трансформации и определить роль традиций и инноваций в этом процессе.

Формирование французской культуры как открытой системы связано с несколькими ключевыми факторами: колониальной историей, культурной экспансией и философией универсализма. В эпоху Просвещения французская мысль развивает идею универсальных ценностей, предполагающих возможность диалога между культурами. Однако этот диалог изначально не был равноправным. Французская культура часто выступала в роли нормативной модели, к которой должны были стремиться другие общества.

Колониальная политика Франции усилила этот дисбаланс. Французский язык и культура распространялись как инструмент культурной интеграции, но фактически выполняли функцию культурного доминирования. Таким образом, исторический анализ показывает, что межкультурный диалог во французском контексте всегда сопровождался противоречием между стремлением к универсализму и реальной асимметрией культурных влияний.

Современная франкофония представляет собой сложное культурное пространство, объединяющее страны с различным историческим и культурным опытом. С формальной точки зрения франкофония направлена на развитие сотрудничества, поддержку языкового разнообразия и укрепление культурных связей. Однако при более глубоком анализе выявляется двойственная природа этого явления.

С одной стороны, франкофония способствует:

- сохранению культурной идентичности
- развитию межкультурной коммуникации
- расширению образовательных и научных контактов

С другой стороны, сохраняется влияние Франции как культурного центра, что ставит под сомнение равноправие участников этого процесса.

Таким образом, франкофония не может рассматриваться исключительно как гармоничная модель взаимодействия. Она представляет собой систему, в которой сочетаются элементы сотрудничества и культурной иерархии.

Французская литература является одним из наиболее показательных отражений межкультурных процессов.

В классической литературе доминировала идея универсального человека и общечеловеческих ценностей. Однако современная литература демонстрирует существенный сдвиг в сторону осмысления культурного многообразия.

Особое место занимают произведения авторов, представляющих постколониальное и миграционное пространство. В их текстах поднимаются вопросы:

- культурной идентичности
- принадлежности
- конфликта традиций и современности

Современная французская литература характеризуется:

- смешением языковых кодов
- использованием гибридных форм
- пересмотром исторических нарративов

Это свидетельствует о переходе от монологической культурной модели к полифонической, в которой присутствует множество голосов.

Глобализация оказывает значительное влияние на французскую культуру, трансформируя её традиционные формы. Развитие цифровых технологий приводит к:

- ускорению культурного обмена
- расширению доступа к культурным ресурсам
- изменению форм коммуникации

Однако этот процесс сопровождается рядом проблем.

Во-первых, происходит частичное размывание национальной идентичности.

Во-вторых, усиливается влияние англоязычной культуры, что вызывает опасения относительно сохранения французского языка.

В ответ на эти вызовы Франция реализует активную культурную политику, направленную на защиту языка и поддержку национальной культуры.

Тем не менее, эффективность этих мер остаётся дискуссионной, поскольку глобализационные процессы имеют объективный и трудно контролируемый характер.

Анализ показывает, что французская культура представляет собой сложную и противоречивую систему.

Её нельзя рассматривать как замкнутую или однородную. Напротив, она формируется в условиях постоянного взаимодействия с другими культурами. Межкультурный диалог в данном контексте включает:

- процессы интеграции
- культурные конфликты
- борьбу за идентичность

Важно подчеркнуть, что диалог культур не всегда носит гармоничный характер. Он может сопровождаться напряжением и асимметрией влияний. Игнорирование этих аспектов приводит к упрощённому пониманию культурных процессов. Французская культура демонстрирует устойчивую тенденцию к сочетанию традиций и инноваций. С одной стороны, сохраняются ключевые элементы культурной идентичности, включая язык и литературное наследие. С другой – усиливается влияние глобальных процессов, требующих адаптации и трансформации.

Межкультурный диалог во французской культуре следует рассматривать как динамический процесс, в котором отсутствует окончательное равновесие. Именно эта динамичность обеспечивает её устойчивость и способность к развитию.

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СЕМАНТИЧЕСКИЕ И ПРАГМАТИЧЕСКИЕ ОСОБЕННОСТИ КОНЦЕПТА «ПУТЕШЕСТВИЕ»

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Аннотация. *В данной статье рассматриваются семантические и прагматические особенности концепта «путешествие». В лингвистике концепт считается важной единицей, отражающей мышление и культурный опыт человека. В работе анализируются лексическое значение концепта «путешествие», его семантическое поле и прагматические функции в процессе коммуникации. Также рассматриваются культурные и коммуникативные аспекты данного концепта.*

Ключевые слова: *концепт, путешествие, семантика, прагматика, семантическое поле, язык и культура.*

Введение. В последние годы современные научные исследования уделяют особое внимание изучению взаимосвязи между человеческим мышлением и языком. Особенно в рамках когнитивной лингвистики понятие «концепт» рассматривается как один из важных объектов исследования. Концепт представляет собой сложную семантическую единицу, формирующуюся в сознании человека и выражаемую посредством языка.

Концепт «путешествие» занимает важное место в истории человечества. Он означает не только движение или перемещение из одного места в другое, но и получение нового опыта, знакомство с различными культурами и приобретение знаний. Через языковые единицы проявляются семантическая структура и коммуникативные функции данного концепта. Поэтому изучение семантических и прагматических особенностей концепта «путешествие» является актуальным для лингвистических исследований.

Обзор литературы Понятие концепта исследовалось многими лингвистами. Например, В.А.Маслова рассматривает концепт как когнитивную единицу, тесно связанную с культурой и мышлением. Ю.С.Степанов, в свою очередь, считает концепт одним из основных элементов культуры.

Кроме того, такие ученые, как А. Вежбицкая и Дж. Лакофф, исследовали семантическую структуру концептов на основе когнитивного подхода. По их мнению, языковые единицы отражают человеческий опыт и мировоззрение. С этой точки зрения концепт «путешествие» также является важной лингвистической единицей, демонстрирующей взаимосвязь языка и культуры.

Основная часть Концепт «путешествие» с семантической точки зрения состоит из нескольких основных компонентов. К ним относятся такие понятия, как движение, расстояние, цель, время и новый опыт. В лексическом плане слово «путешествие» означает перемещение из одного места в другое с определённой целью.

С точки зрения семантического поля существует ряд лексических единиц, связанных с концептом «путешествие»: поездка, прогулка, туризм, экспедиция, дорога, визит и другие. Эти единицы отражают различные аспекты концепта «путешествие».

С прагматической точки зрения концепт «путешествие» в процессе коммуникации выполняет различные функции. Например, в рекламных текстах путешествие ассоциируется с положительными эмоциями, отдыхом и новыми впечатлениями. В туристическом дискурсе данный концепт используется как мотивационное средство, побуждающее людей посещать новые места.

Кроме того, концепт «путешествие» обладает и культурными коннотациями. В разных культурах путешествие может быть связано с получением знаний, расширением мировоззрения или отдыхом. Поэтому данный концепт через язык отражает также культурные ценности.

Заключение В результате исследования можно сделать вывод, что концепт «путешествие» является лингвокогнитивной единицей со сложной семантической структурой. Он включает такие компоненты, как движение, расстояние, опыт и цель. С прагматической точки зрения данный концепт выполняет различные функции в коммуникации, отражая культурный и социальный опыт человека. Таким образом, концепт «путешествие» является важным лингвистическим явлением, демонстрирующим взаимосвязь языка и культуры.

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РОЛЬ ЭЛЕКТРОННЫХ СРЕДСТВ ФОРМАТИВНОГО ОЦЕНИВАНИЯ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ АРАБСКОГО ЯЗЫКА КАК ВТОРОГО

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Аннотация. *В данной статье рассматривается важность электронных инструментов формативного оценивания в преподавании арабского языка не носителям языка. Также проанализированы такие аспекты, как формативное оценивание позволяет постоянно проверять знания и навыки студентов, определять уровень понимания, адаптировать методику обучения, повышать активность студентов за счет использования интерактивных платформ, таких как Kahoot, Quizizz, Google Forms, предоставлять преподавателю быстрые и точные результаты, а также создавать условия для применения индивидуального подхода.*

Ключевые слова: *формирующее оценивание, электронное оценивание, арабский язык, второй язык, интерактивные платформы, учебный процесс.*

Введение. Эффективные методы оценивания при преподавании арабского языка как второго всегда были в центре внимания преподавателей. Традиционные системы оценивания зачастую ориентированы на конечный результат и оценивают уровень знаний студентов только по итогам тестов или экзаменов. При этом у студентов нет возможности выявлять и исправлять свои ошибки в процессе обучения. Это затрудняет применение индивидуального подхода и препятствует эффективной организации учебного процесса. По этой причине понятие формативного оценивания сегодня стало важным инструментом для преподавателей и методистов. Формативное оценивание позволяет постоянно отслеживать знания и навыки студентов, определять уровень их понимания и адаптировать методику преподавания в соответствии с потребностями студентов. В последние годы электронные платформы, в частности такие инструменты, как Kahoot, Quizizz и Google Forms, значительно упростили процесс формативного оценивания. Эти инструменты не только позволяют преподавателям получать быстрые и точные результаты, но и вовлекают студентов в интерактивный учебный процесс, побуждая их к активному участию. С этой точки зрения, электронное формативное оценивание не только повышает эффективность обучения, но и способствует равномерному формированию знаний у учащихся. Это подтверждает и анализ результатов студентов, которые участвовали в тестах формативного оценивания с использованием Kahoot, Quizizz и других электронных платформ в ведущих вузах нашей страны по преподаванию арабского языка - Международной исламской академии Узбекистана, Ташкентском государственном университете востоковедения и университете Oriental.

Анализ литературы и методы. Следует отметить, что в последние десятилетия было проведено множество исследований по инструментам формативного оценивания при обучении иностранным языкам, в том числе английскому языку как второму. Например, в исследованиях Brown (2015) и McManus (2018) был проанализирован процесс измерения знаний студентов и выявления ошибок на уроках английского языка с помощью Google Forms и Kahoot. Эти исследователи убедились, что электронные формативные тесты повышают активность учащихся, позволяют учителям анализировать в режиме реального времени и помогают им адаптироваться к индивидуальным учебным потребностям. Также была проверена эффективность формативного оценивания с использованием таких платформ, как Quizizz и Socrative, при обучении турецкому, испанскому и французскому языкам. Однако такого глубокого анализа в области преподавания арабского языка как второго языка пока недостаточно. Большинство исследований ограничивались только грамматическими тестами, практически не уделялось внимания методам постоянной оценки знаний студентов с помощью электронных платформ. Это снижает адаптивность учебного процесса к индивидуальным потребностям при обучении арабскому языку как второму.

Результаты. Для исследования были отобраны студенты Международной исламской академии Узбекистана, Ташкентского государственного университета востоковедения и Университета Востока, с которыми в процессе проведения занятий использовались инструменты формирующей электронной оценки. Испытания проводились через платформы Kahoot, Quizizz и Google Forms. Общее количество студентов составило 120 человек, из каждого университета было отобрано 40 студентов. Результаты теста можно увидеть в таблице ниже:

Название университета	Платформа	Средний балл	Максимальный балл	Минимальный балл	Стандартное отклонение
Международная исламская академия Узбекистана	Kahoot	78.5	95	60	9.2
	Quizizz	80.1	96	62	8.7
	Google Forms	77.8	94	61	9.0
Ташкентский государственный университет востоковедения	Kahoot	81.3	97	65	8.5
	Quizizz	82.6	98	67	7.9
	Google Forms	80.9	96	64	8.3
Университет Oriental	Kahoot	76.7	92	58	10.1
	Quizizz	78.2	93	59	9.5
	Google Forms	75.9	91	57	10.0

Из таблицы видно, что высокий средний балл наблюдался у студентов Ташкентского государственного университета востоковедения на платформе Quizizz (82.6). Это свидетельствует о высокой интерактивности, конкурентоспособности и эффективности данной платформы. В Международной исламской академии Узбекистана средний балл на этой платформе немного выше (80.1), а стандартное отклонение (8.7) относительно стабильно. В Oriental University средний балл на всех платформах несколько ниже (75.9-78.2), а стандартное отклонение (9.5-10.1) указывает на разницу между результатами студентов. Таким образом, интерактивные платформы (Kahoot, Quizizz) повышают средний балл и делают результаты более стабильными, в то время как Google Forms, хотя и полезны с точки зрения удобства, относительно ниже по интерактивности.

Примечательно, что 92% студентов оценили тесты Kahoot как интересные, а 85% заявили, что увеличили свою посещаемость. 88% студентов считали платформу Quizizz интерактивной и конкурентоспособной, а в 83% случаев поощряли посещение занятий. Google Forms удобен для 80% студентов, а 70% респондентов оценили платформу как интерактивную.

Обсуждение. Результаты показывают, что электронные средства формативного оценивания являются эффективным инструментом для студентов, изучающих арабский язык как иностранный. Вышеуказанный эксперимент показал, что участие студентов в интерактивных платформах на 15-20% выше, чем в традиционных письменных тестах. Например, в тестах, проведенных через Kahoot, средний балл составил 78,5%, через Quizizz - 81,3%, Google Forms - 76,7%. Эти цифры подтверждают, что они помогают повысить мотивацию и внимание студентов к оценке в электронном формате.

Также интерес студентов составляет 92% в Kahoot, 88% в Quizizz и 80% в Google Forms, и становится ясно, что элементы интерактивности и конкуренции играют важную роль в повышении вовлеченности. Эти результаты согласуются с исследованиями, проведенными при обучении английскому языку и другим языкам: например, было отмечено, что при обучении английскому языку как второму учащиеся показали на 10-25% лучшие результаты в интерактивных тестах по сравнению с традиционными тестами (Musa & Abdullahi, 2022). Кроме того, существует сильная положительная корреляция между рейтингом интерактивности и средним баллом (r = 0,87). То есть, чем интерактивнее платформа, тем лучше будут результаты студентов.

Заключение. С практической точки зрения, из этого небольшого исследования были сделаны следующие рекомендации: регулярное внедрение электронных инструментов формативного оценивания в учебный процесс, закрепление знаний посредством небольших блоков и частых тестов; использование элементов игры и соревнования для мотивации студентов и создания интерактивной среды; адаптация результатов тестов к индивидуальным потребностям и быстрое принятие педагогических решений; проведение углубленного статистического анализа электронного оценивания при обучении арабскому языку как второму и развитие методической базы.

Таким образом, электронные средства формативного оценивания являются эффективным педагогическим решением при обучении арабскому языку как иностранному и служат для оптимизации процесса обучения и преподавания студентов и преподавателей.

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FOREIGN LANGUAGE TEACHING IN THE PROCESS OF INTERCULTURAL COMMUNICATION

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Annotation. *The goals of teaching foreign languages play an important role in the formation of methodological foundation. The personal development of young specialists in the sphere of methodology deals with the usage of communicative approach as essential part in teaching process.*

Key words: *methodology, language system, teaching process, communication.*

In today's world, learning foreign languages is an important part of many professional training courses. The level of language skills plays a big role in a person's career growth and in building connections with international partners. On this ground, schools should help students reach a certain level of foreign language skills, so they can continue learning it at university and after graduation or on their own. The quality of learning depends a lot on how the foreign language teacher works and their ability to use different modern methods to solve specific learning problems.

As a result of studying the methodology course, students should know: modern trends in the development of methodology; the content and structure of the foreign language teaching system; features of the interaction of methodology with the sciences that are basic to it; various techniques for the formation and development of foreign language communicative skills; qualification requirements for a foreign language teacher. Must be able to: use modern technologies in teaching foreign languages; practically apply techniques and methods of teaching a foreign language; prepare teaching materials for classes taking into account the stage and profile of training; analyze and evaluate the individual psychological characteristics of students and their level of proficiency in a foreign language; analyze their own teaching activities and activities colleagues; organize independent work using various self-education techniques; plan and conduct classes and extracurricular activities in a foreign language.

After studying the methodology course, students should acquire the knowledge on
the current trends in teaching methods;
the structure of foreign language teaching;
how teaching methods relate to other subjects;
different ways to develop foreign language skills;
and the qualifications needed for a foreign language teacher.

The methodology of teaching foreign languages is a systematic set of rules of how to teach a foreign language and how to improve the teaching process. It helps to understand the main rules of teaching a foreign language. There are two main types of methods: general and specific. The general method focuses on the rules and features of teaching any foreign language, no matter which one it is. For example, the way to choose study material or balance speaking and writing will be the same for any Western European language taught in schools. However, knowing the general methods is not enough when teaching a specific language. Each language has its own unique features. For example, English has special rules for continuous verb forms, German has complex word structures and noun declensions, and French has its own ways of using articles and specific vowel sounds. These differences show that teachers need to develop specific methods for each language. The specific methodology focuses on teaching the unique features of each foreign language.

General and specific methods are connected. General methods improve with the experience from specific methods, and the rules of general methods are seen in specific methods. The study of foreign language teaching methods is about the knowledge we have gathered on how to teach, creating a big theory that explains how the learning process works. These are the patterns we follow when learning a foreign language.

Foreign language teaching involves a complex and structured approach where specific goals, conditions, and methodologies come together to achieve effective learning outcomes. The learning objective is central to this process, as it defines the desired result of the learning experience. Once this objective is established, the methodology – the set of strategies, techniques, and tools – is developed. The learning objective and methodology are inextricably linked to the conditions under which learning takes place, which include both the physical environment and the psychological readiness of the learners.

Foreign language teaching methodology draws from a variety of academic disciplines, each contributing valuable insights into how language learning can be optimized. Core disciplines include philosophy, pedagogy, psychology, psycholinguistics, and linguistics. These disciplines provide both the theoretical frameworks and the practical data necessary for refining teaching methods.

The relationship between linguistics and methodology is crucial. Linguistics offers detailed descriptions of the language system, such as grammar, syntax, and phonology, which are then translated into teaching techniques. The methodology uses this linguistic knowledge to design effective language-learning activities.

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ЖАНРОВАЯ ЭВОЛЮЦИЯ ИСТОРИЧЕСКОГО РОМАНА В ЗАПАДНОЙ И ВОСТОЧНОЙ ЛИТЕРАТУРАХ

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Аннотация. *В статье анализируется эволюция исторического романа в западной и восточной литературных традициях в сравнительно-типологическом аспекте. Жанр рассматривается как форма художественной реконструкции прошлого, связанная с культурной памятью, идеологическим дискурсом и национальной идентичностью. Показано, что в западной литературе исторический роман, возникший в эпоху романтизма, прошёл путь от реалистических к постмодернистским интерпретациям истории. В восточной традиции историческая проза формировалась на основе хроникальных и эпических форм, сохраняя религиозно-нравственную специфику, а в XIX–XX веках трансформировалась под влиянием европейских моделей. Особое внимание уделено узбекской литературе, где исторический роман выступает важным инструментом осмысления прошлого и формирования национального самосознания.*

Ключевые слова: *исторический роман; жанровая эволюция; западная литература; восточная литература; узбекская литература; культурная память; национальная идентичность.*

Исторический роман занимает особое место в системе литературных жанров, поскольку формируется на пересечении художественного вымысла и исторического знания. Обращение к прошлому в рамках романной формы позволяет автору не только реконструировать значимые события и эпохи, но и предложить их интерпретацию, обусловленную культурными, идеологическими и эстетическими установками конкретного исторического периода. Эта двойственная природа жанра – сочетание фактографической основы, исторической фактологии и художественного моделирования – определяет его сложность, многоплановость и высокий интерпретационный потенциал.

В западноевропейской литературе исторический роман складывается в контексте Просвещения и романтизма, когда усиливается интерес к истории как к научной дисциплине и как к источнику национального самосознания. Однако как самостоятельный жанр он оформляется в начале XIX века, прежде всего в творчестве Вальтера Скотта, который разработал классическую модель исторического романа, основанную на сочетании вымышленных персонажей с реальными историческими событиями и фигурами.

Романтический исторический роман характеризуется героизацией прошлого, повышенной эмоциональностью, акцентом на национальном колорите и противопоставлением прошлого и настоящего. Прошлое в романтической поэтике часто идеализируется и осмысливается как утраченный «золотой век».

Во второй половине XIX века исторический роман развивается в русле реализма. В произведениях Оноре де Бальзака, Виктора Гюго, Льва Толстого историческая проблематика тесно переплетается с социальной и философской. Реалистический исторический роман ориентирован на объективное изображение исторических процессов, анализ социальных конфликтов и осмысление роли личности в истории.

В XX веке жанр исторического романа претерпевает существенные трансформации. Модернистская и постмодернистская эстетика приводят к пересмотру принципов исторической достоверности, к появлению метаисторических форм, множественности точек зрения, интертекстуальности и иронического переосмысления прошлого.

Таким образом, западная модель исторического романа, развиваясь от романтической идеализации к реалистическому анализу и далее к постмодернистской деконструкции истории,

демонстрирует постепенный переход от «большой» национальной истории к критическому осмыслению исторического знания и его художественной репрезентации.

В восточных литературных традициях историческая проза имеет иные генетические основания. В отличие от западной модели романа, здесь ведущую роль играли хроники, летописи, эпические сказания и историко-биографические жанры, тесно связанные с религиозным мировоззрением и мифологическим сознанием.

Так, в арабо-персидской традиции исторические сочинения сочетали фактографичность с нравоучительной интерпретацией событий; в китайской литературе историческое повествование выполняло прежде всего функцию морального воспитания; в тюркских и узбекских литературных традициях значительное место занимали эпические дастаны и исторические хроники, сохранявшие коллективную память народа.

Историческая проза Востока на протяжении долгого времени сохраняла синкретический характер, объединяя элементы истории, мифа и религии, что во многом определило специфику дальнейшей эволюции жанра.

Лишь в XIX- XX вв. под влиянием европейской романной модели восточная проза постепенно приобретает романную структуру: усложняется композиция, усложняется психологическая мотивация персонажей, возрастает роль индивидуального восприятия истории. При этом сохраняется связь с хроникально-эпическими истоками и дидактической традицией, что отличает восточный исторический роман от западного.

В узбекской литературе предпосылки формирования исторического романа связаны с классическими историческими сочинениями и хрониками, такими как «Бобур-наме» Захириддина Мухаммада Бабура, «Шайбани-наме», «Тарихи Рашиди», сочетающими автобиографичность, хроникальность и художественные элементы.

Переход к собственно романной форме исторической прозы происходит в XX веке. Одним из первых образцов исторического романа в узбекской литературе считается роман Абдуллы Кадыри «Ўтган кунлар» («Минувшие дни», 1925), в котором историческое прошлое осмысливается через судьбы частных лиц. Несмотря на то, что роман нередко определяется как социально-бытовой, он заложил основы исторического романа нового типа.

Значительным этапом стало творчество Айбека, прежде всего роман «Навои» (1944), где образ исторической личности используется для осмысления национальной культуры и духовного наследия. В дальнейшем исторический роман в узбекской литературе развивается в произведениях Пиримкула Кадырова («Юлдузли тунлар»), Адыла Якубова и других авторов.

Возникновение арабского исторического романа в начале XX в. тесно связано с периодом национального возрождения (ан-Нахда). В этом контексте официальным зачинателем жанра в арабской литературе считается египетский писатель ливанского происхождения Джирджи Зейдан (1961-1914), автор серии исторических романов, посвящённых ключевым периодам истории исламского мира. Его произведения, построенные по «вальтерскоттовской» модели, сыграли важную роль в интеграции арабской литературы в мировое литературное пространство.

В дальнейшем арабский исторический роман эволюционирует от классической формы к более сложным и экспериментальным моделям.

Во второй половине XX века под влиянием модернистских тенденций и социально-политических потрясений жанр трансформируется, приобретая черты романа-палимпсеста, документального романа, романа-аллегории.

Таким образом, жанровая эволюция исторического романа в западной и восточной литературных традициях выполняет сходные функции, выступая важным инструментом формирования национального самосознания, сохранения культурной памяти и интерпретации исторического опыта.

Современный этап развития жанра отличается расширением его границ и усиленным вниманием к субъективной памяти, что подтверждает его устойчивую актуальность. Несмотря на различие истоков

и художественных стратегий, в обеих традициях исторический роман развивается сложно и многовекторно. В западной литературе исторический роман складывается в русле романтизма, затем развивается в рамках реалистической эстетики и в XX веке подвергается радикальному переосмыслению в модернистской и постмодернистской поэтике. При этом жанр постепенно смещает акцент с героизированного изображения прошлого на критическое осмысление исторического опыта и механизмов исторического знания.

В восточной, в том числе узбекской, литературе историческая проза опирается на устойчивые традиции хроникального и эпического повествования, что обусловливает её особое отношение к факту, мифу и религиозному смыслу истории. Формирование собственно исторического романа здесь происходит в XX веке и связано с переосмыслением национального прошлого в условиях культурной и социальной трансформации.

Если затронем вопрос, связанный с турецкой литературой, то она пред- ставляет собой важный пример того, как восточная традиция исторического повествования трансформируется под влиянием европейской романной модели. В XIX веке в условиях модернизации Османской империи появляются первые произведения, где исторический контекст становится фоном для социально-культурного анализа и воспитания патриотического сознания. Хотя многие из ранних текстов ещё ближе к хронике или нравоучительной прозе, они уже демонстрируют переход к романной структуре и формированию исторической тематики как жанровой категории.

В XX веке исторический роман в Турции получает классическое оформление. Важной вехой является творчество Кемаля Тахира, особенно роман «Devlet Ana» (1973), где через эпическую реконструкцию становления Османской империи раскрывается связь между государственностью, народом и культурной памятью. В таких произведениях исторический сюжет выступает как средство осмысления национальной идентичности и политической истории.

Несмотря на различие жанровых истоков и художественных стратегий, исторический роман в обеих традициях выполняет сходные функции: он служит инструментом формирования национального самосознания, сохранения культурной памяти и интерпретации исторического опыта. Современный этап развития жанра характеризуется расширением его границ, обращением к микроистории и субъективной памяти, что свидетельствует о сохраняющейся актуальности исторического романа в мировой литературе.

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IMPORTANCE OF FOREIGN LANGUAGE IN MEDICINE

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Abstract. *Proficiency in foreign languages plays a crucial role in modern medical education and professional practice. Medicine is an international science, where research findings, clinical guidelines, and technological innovations are constantly exchanged across borders. Knowledge of foreign languages enables medical students and healthcare professionals to access up-to-date scientific literature, participate in international conferences, collaborate with global colleagues, and provide better care to patients from diverse linguistic and cultural backgrounds. Moreover, learning a foreign language contributes to the development of analytical thinking, communication skills, cultural competence, and professional confidence. In the context of globalization and increasing mobility, foreign language competence is no longer an additional qualification but an essential component of medical professionalism. Therefore, integrating foreign language education into medical training significantly enhances both the academic development and future career opportunities of medical specialists.*

Keywords: *Foreign language, medicine, medical education, professional communication, globalization, cultural competence, scientific research, international collaboration, communicative competence, healthcare professionalism.*

Introduction. Medicine today is a global, knowledge-driven profession in which language is more than a tool for everyday conversation it is a medium for learning, collaboration, and safe clinical practice. Rapid advances in biomedical science, the international circulation of clinical guidelines, and the growth of cross-border training and telemedicine mean that clinicians and students must be able to access, interpret, and communicate complex information that is often produced in other languages. At the same time, migration, travel, and multicultural patient populations make multilingual clinical communication a routine part of patient care. These twin pressures; the global flow of medical knowledge and the multilingual reality of clinical practice; give foreign-language competence a practical and strategic value for modern physicians.

For medical students, early and structured exposure to foreign languages develops cognitive skills that complement clinical reasoning: improved information retrieval from diverse sources, sharper critical appraisal of literature, and greater facility with technical vocabulary. For practicing clinicians, language skills enable direct access to primary research, participation in international conferences and collaborations, and more effective communication with patients and colleagues who do not share the same mother tongue. Beyond utility, language learning fosters cultural competence and empathy, reducing misunderstandings that can compromise diagnosis, adherence, and patient safety.

This article examines the importance of foreign languages in medical education and practice, emphasizing how language competence strengthens academic performance, enhances professional mobility, and improves patient-centered care. It follows the structural model of the provided sample article and is intended to be practical for undergraduate medical students and early-career clinicians preparing academic submissions or conference papers.

Presentation of the Main Material. The study of foreign languages in medicine should not be viewed as an additional academic burden, but as an integral component of professional formation. Modern medical science develops rapidly, and a significant proportion of high-impact journals, clinical trials, and international treatment guidelines are published in foreign languages, particularly English. A medical student who is able to read and interpret scientific articles in their original language gains access to more accurate and up-to-date information, without relying solely on translations.

This strengthens evidence-based practice and enhances clinical decision-making. Professional communication is another essential dimension. Medicine is increasingly collaborative: physicians participate in

international research projects, attend global conferences, complete exchange programs, and engage in online educational platforms. In such settings, foreign language proficiency enables active participation rather than passive observation. It allows medical professionals to present research, defend clinical opinions, ask critical questions, and establish academic networks. This communicative competence contributes directly to professional growth and career advancement.

In clinical practice, foreign language knowledge also improves patient care. Many healthcare systems serve culturally and linguistically diverse populations. The ability to communicate with patients in a language they understand reduces anxiety, improves history-taking accuracy, strengthens doctor–patient trust, and enhances adherence to treatment plans. Even basic communicative ability in a patient's language can positively influence therapeutic outcomes. Thus, language competence becomes part of clinical competence.

Furthermore, learning a foreign language contributes to cognitive development. It improves memory, attention distribution, analytical thinking, and the ability to switch between conceptual frameworks. Medical education requires students to process large volumes of complex information; therefore, linguistic training indirectly supports academic performance. The structured learning of grammar, terminology, and professional vocabulary develops precision in expression; a quality that is crucial in writing medical records, prescriptions, and scientific papers.

However, effective language education in medical institutions must be professionally oriented. General language instruction is insufficient if it is not connected to clinical terminology and real medical contexts. Teaching strategies should incorporate case discussions, medical terminology, research article analysis, and simulation of doctor–patient communication. When foreign language learning is directly linked to professional scenarios, students perceive its relevance, which increases motivation and learning efficiency.

In this way, foreign languages function not only as communication tools but also as instruments of intellectual development, professional mobility, and global integration within the medical field.

Research Objective. The objective of this study is to identify and substantiate the importance of foreign language proficiency in medical education and professional practice. The article aims to analyze how the study of foreign languages contributes to the development of clinical reasoning, communicative competence, and academic mobility among medical students. It seeks to examine the relationship between language competence and the ability to access, interpret, and apply international medical knowledge in clinical and research settings.

Furthermore, the research is directed toward evaluating the role of foreign languages in strengthening evidence-based practice through direct engagement with international scientific literature, clinical guidelines, and research publications. The study also aims to assess how multilingual competence enhances participation in international conferences, exchange programs, online medical platforms, and collaborative research initiatives.

Another important objective is to explore how foreign language learning fosters cultural competence, ethical sensitivity, and effective doctor–patient communication in multicultural healthcare environments. The ability to understand linguistic and cultural nuances is essential for accurate history-taking, patient counseling, and improving treatment adherence.

In addition, the study intends to analyze the educational dimension of foreign language instruction in medical universities, particularly the integration of professionally oriented language courses into the curriculum. It considers how structured language training can improve students' motivation, self-confidence, and readiness for global professional engagement.

Finally, the research seeks to demonstrate that foreign language education supports the development of cognitive and professional qualities such as analytical thinking, memory capacity, and precision in medical terminology, adaptability, intellectual flexibility, and the ability to synthesize information from diverse scientific sources. By addressing these aspects comprehensively, the study emphasizes that foreign language proficiency represents a strategic academic and professional asset in the formation of competent, competitive, and internationally oriented healthcare specialists.

Conclusion. In conclusion, the importance of foreign language proficiency in medicine cannot be underestimated in the context of modern global healthcare. Medicine is an international discipline characterized

by continuous scientific exchange, technological innovation, and multicultural patient interaction. Therefore, the ability to understand and use a foreign language significantly enhances both academic and professional effectiveness.

The study demonstrates that foreign language competence strengthens access to international medical literature, supports evidence-based practice, and facilitates participation in global scientific cooperation. It also improves professional communication, enabling medical specialists to collaborate with colleagues from different countries and to engage confidently in academic discussions, conferences, and research projects.

From a clinical perspective, knowledge of foreign languages contributes to better doctor–patient communication, particularly in multicultural societies. It promotes cultural sensitivity, reduces misunderstandings, and improves the overall quality of healthcare delivery. These factors directly influence patient satisfaction, adherence to treatment, and clinical outcomes.

Moreover, foreign language learning supports the development of important cognitive and professional qualities such as analytical thinking, precision in terminology, intellectual flexibility, and effective information processing. These competencies are essential for the formation of a well-rounded and competitive medical specialist.

Thus, foreign language education should be regarded not as a supplementary subject, but as an integral element of medical training. Its integration into medical curricula creates favorable conditions for the development of competent, adaptable, and globally oriented healthcare professionals capable of meeting the demands of contemporary medicine.

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РОЛЬ ПРЕПОДАВАТЕЛЯ В РАЗВИТИИ НАВЫКОВ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Annotation. *This article discusses the topic the effectiveness of developing intercultural communication skills with the teacher's methodological skills. It also deals with understanding and appreciating another culture and the associated way of life with its customs, values and views.*

Keywords *culture, communication, development, learning, motivation, reading, empathy.*

Современное общество характеризуется интенсивными процессами глобализации, расширением международного сотрудничества и ростом академической и профессиональной мобильности. В этих условиях обучение иностранному языку перестаёт рассматриваться исключительно как процесс усвоения грамматических структур и лексических единиц. Оно всё чаще понимается как средство приобщения обучающихся к иной культуре и формирования готовности к межкультурному взаимодействию.

Межкультурная коммуникация становится одной из ключевых целей языкового образования, а формирование соответствующих навыков – важнейшей педагогической задачей. В данном контексте особую значимость приобретает роль преподавателя иностранного языка, который выступает не только источником языковых знаний, но и проводником культурных ценностей, норм и моделей поведения. Цель данной статьи – определить и проанализировать роль преподавателя в развитии навыков межкультурной коммуникации у обучающихся в процессе изучения иностранного языка.

Понятие межкультурной коммуникации рассматривается как процесс взаимодействия представителей разных культур, предполагающий не только языковое понимание, но и знание культурных особенностей, ценностей, норм поведения и коммуникативных стратегий. В рамках коммуникативного и социокультурного подходов обучение иностранному языку направлено на формирование межкультурной коммуникативной компетенции, включающей следующие компоненты: лингвистический; социокультурный; прагматический; стратегический; ценностно-отношенческий.

Развитие данных компонентов невозможно без целенаправленной педагогической деятельности, что подчёркивает ведущую роль преподавателя в образовательном процессе.

Одной из ключевых функций преподавателя иностранного языка является роль медиатора культур. Он помогает обучающимся осмыслить различия и сходства между родной и изучаемой культурами, предотвращает формирование стереотипов и способствует развитию культурной рефлексии.

Преподаватель организует процесс сопоставления культурных реалий, объясняет национально-культурную специфику языковых единиц, речевого этикета, невербального поведения. Благодаря этому обучающиеся учатся интерпретировать высказывания носителей языка с учётом культурного контекста, что является основой успешной межкультурной коммуникации.

Эффективность развития навыков межкультурной коммуникации во многом зависит от методического мастерства преподавателя. Использование аутентичных материалов (тексты СМИ, художественные произведения, видеоматериалы, подкасты), моделирование реальных коммуникативных ситуаций, проектная и проблемно-ориентированная деятельность способствуют погружению обучающихся в культурную среду изучаемого языка.

Особое значение имеют интерактивные методы обучения: дискуссии, ролевые игры, кейс-стади, виртуальные обмены и онлайн-коммуникация с представителями других культур. Преподаватель в данном случае выступает организатором и фасилитатором межкультурного диалога, создавая условия для активного и осознанного участия обучающихся в коммуникации.

Неотъемлемым условием успешного формирования межкультурной коммуникативной компетенции у студентов является высокий уровень межкультурной компетентности самого преподавателя. Его личностные качества – открытость, толерантность, эмпатия, готовность к межкультурному взаимодействию – оказывают значительное влияние на образовательный процесс.

Преподаватель выступает образцом межкультурного поведения, демонстрируя уважение к культурному разнообразию и способность к диалогу. В этой связи особую актуальность приобретает необходимость непрерывного профессионального развития преподавателей, участия в международных программах, стажировках и межкультурных проектах.

Развитие навыков межкультурной коммуникации не ограничивается когнитивным аспектом и включает формирование ценностных установок. Преподаватель иностранного языка выполняет важную воспитательную функцию, способствуя развитию у обучающихся толерантности, уважения к другим культурам и готовности к сотрудничеству.

Через содержание учебных материалов и организацию общения преподаватель формирует у студентов понимание культурного многообразия мира и осознание собственной культурной идентичности, что является важным условием гармоничного межкультурного взаимодействия.

Таким образом, роль преподавателя в развитии навыков межкультурной коммуникации при обучении иностранному языку является ключевой и многоаспектной. Преподаватель выступает как медиатор культур, методист, воспитатель и носитель межкультурных ценностей. От его профессиональной и межкультурной компетентности во многом зависит успешность формирования у обучающихся способности к эффективному межкультурному взаимодействию. В условиях глобализации возрастает необходимость переосмысления задач языкового образования и усиления межкультурного компонента в подготовке преподавателей иностранного языка. Это позволит обеспечить соответствие образовательного процесса современным требованиям и подготовить обучающихся к полноценному участию в межкультурной коммуникации.

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INNOVATSION TA'LIM SHAROITIDA BO'LAJAK O'QITUVCHILARNI O'QITISHDA LEKSIK KO'NIKMALARNING PSIXOLOGIK TAVSIFI VA ULARNING O'ZARO FAOLIYATINING TABIATI

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Annotatsiya: *Ushbu maqolada innovatsion ta'lim muhitida bo'lajak o'qituvchilarning leksik ko'nikmalarini shakllantirishning psixologik jihatlari tahlil qilinadi. Leksik kompetensiya nafaqat til birliklarini bilish, balki ularni pedagogik faoliyatda mos vaziyatlarda qo'llay olish qobiliyati sifatida qaraladi. Shuningdek, o'qituvchilar o'rtasidagi o'zaro faoliyat (interaktsiya) tabiati – hamkorlik, muloqot va fikriy almashinuvning leksik ko'nikmalar rivojiga ta'siri yoritilgan. Maqola psixolingvistika, pedagogik psixologiya va innovatsion ta'lim nazariyalariga tayanadi.*

Kalit so'zlar: *leksik ko'nikmalar, innovatsion ta'lim, bo'lajak o'qituvchilar, psixologik tavsif, o'zaro faoliyat, interaktsiya, pedagogik muloqot.*

Kirish: Zamonaviy ta'lim tizimida innovatsion yondashuvlarning joriy etilishi o'qituvchi kasbiy tayyorgarligiga yangi talablar qo'ymoqda. Xususan, bo'lajak o'qituvchilarning leksik ko'nikmalari – ya'ni pedagogik nutqda so'zlarni to'g'ri, tez va mos ravishda tanlash va qo'llash qobiliyati – muhim psixologik va metodik muammo sifatida e'tirof etilmoqda. Innovatsion ta'lim sharoitida an'anaviy "bilim – ko'nikma – malaka" modelidan farqli ravishda, talabaning faolligi, kognitiv egiluvchanligi va ijodiy fikrlashi birinchi o'ringa chiqadi. Bu esa leksik ko'nikmalarni psixologik jihatdan qayta ko'rib chiqishni talab qiladi.

Maqolaning maqsadi – innovatsion muhitda bo'lajak o'qituvchilarda leksik ko'nikmalarni shakllantirishning psixologik xususiyatlarini tavsiflash hamda bu jarayonda o'qituvchilarning o'zaro faoliyati (interaktsiya) tabiatini ochib berishdir.

1. Leksik ko'nikma tushunchasi va tarkibi: Psixologik nuqtai nazardan leksik ko'nikma – bu so'zni ongli ravishda tanlash, uning ma'no va uslubiy xususiyatlarini hisobga olib, nutqiy vaziyatga moslashtira olish qobiliyatidir. Bunday ko'nikma quyidagi komponentlarni o'z ichiga oladi:

Idrok komponenti (so'zlarni eshitib yoki ko'rib tanish);

Semantik komponent (so'z ma'nolarini farqlash);

Assotsiativ komponent (so'zlar orasida bog'lanishlar yaratish);

Pragmatik komponent (so'zni nutqiy maqsadga muvofiq qo'llash).

Innovatsion ta'lim sharoitida bu komponentlarning rivojlanishi tezlashadi, chunki interfaol metodlar (keys-stadi, loyiha ishi, rolli o'yinlar) talabani doimiy leksik tanlov qilishga undaydi.

1.2. Kognitiv va affektiv omillar: Psixologik tadqiqotlar (Piaget, Vygotsky, Leontiev) shuni ko'rsatadiki, leksik ko'nikmalar bilvosita xotira, diqqat, tafakkur va hissiy holat bilan bog'liq. Bo'lajak o'qituvchilarda quyidagi psixologik xususiyatlar muhim:

Kognitiv egiluvchanlik – yangi pedagogik vaziyatga mos so'zlarni topa olish;

Leksik tashvish (lexical anxiety) – notanish yoki murakkab so'zlarni qo'llashdan qo'rqish;

Ichki motivatsiya – o'z nutqiy mahoratini rivojlantirishga intilish. Innovatsion ta'limda aynan ichki motivatsiyani qo'llab-quvvatlovchi muhit yaratiladi: talabalarga tanlash erkinligi, xato qilish huquqi va konstruktiv fikr-mulohaza beriladi.

1.3. Leksik ko'nikmalarning yosh va kasbiy evolyutsiyasi

Bo'lajak o'qituvchilarning leksik ko'nikmalari uch bosqichda rivojlanadi:

Akademik bosqich – passiv lug'atni faollashtirish.

Simulyatsion bosqich (mikroo'qitish, virtual sinf) – kasbiy lug'atni qo'llash.

Real faoliyat bosqichi (amaliyot) – avtomatlashgan leksik malaka. Innovatsion muhitda ikkinchi bosqichga ko‘proq e’tibor qaratiladi, bu esa psixologik tayyorgarlikni kuchaytiradi.

2. O‘zaro faoliyat (interaktsiya) tabiati va uning leksik rivojga ta’siri

2.1. O‘zaro faoliyat turlari. O‘zaro faoliyat deganda bo‘lajak o‘qituvchilarning bir-biri bilan, shuningdek o‘qituvchi va talabalar o‘rtasidagi muloqotiy harakatlari tushuniladi. Quyidagi turlari ajratiladi:

2.2. Hamkorlik va leksik imitatsiya. Psixologik kuzatuvlar shuni ko‘rsatadiki, talabalar o‘zaro muloqotda bir-birlarining so‘z boyligini bilvosita o‘zlashtiradilar. Bu **leksik imitatsiya** (so‘z va iboralarni takrorlash, moslashtirish) va **leksik moslashuv** (suhbatdoshning lug‘atiga yarasha so‘zlash) mexanizmlari orqali amalga oshadi. Masalan, “keys-stadi” yoki “debate” metodlari qo‘llanilganda, talabalar muqarrar ravishda yangi pedagogik atamalarni bir-biridan eshitib, ularni o‘z nutqlariga kiritadilar. Bu jarayon Vygotskiyning “proksimal rivojlanish zonasi” qonuniyatiga to‘liq mos keladi.

2.3. Muloqotiy to‘siqlar va ularni bartaraf etish: Innovatsion muhitda ham ba’zi psixologik to‘siqlar saqlanib qolishi mumkin:

O‘zaro faoliyatning ijobiy tabiati aynan shu to‘siqlarni yumshatishda namoyon bo‘ladi. Talabalar kichik guruhlarda ishlaganda o‘zlarini erkin his qiladilar, xato qilishdan kam uyaladilar va leksik tajriba orttira boshlaydilar.

3. Innovatsion ta’lim sharoitida leksik ko‘nikmalarni rivojlantirish modellari. 3.1. Interaktiv leksik treninglar: Amaliyot shuni ko‘rsatadiki, an’anaviy diktant va lug‘at yodlashdan ko‘ra, quyidagi metodlar samaraliroq:

Leksik assotsiatsiyalar xaritasi (mind mapping);

Rolli pedagogik vaziyatlar (masalan, “o‘qituvchi va ota-ona” suhbati);

Onlayn leksik o‘yinlar (Quizlet, Kahoot kabi platformalar).

Bu metodlar talabalarning kognitiv faolligini oshiradi va leksik ko‘nikmalarni psixologik jihatdan mustahkamlaydi.

3.2. Refleksiv yondashuv. Innovatsion ta’limda talabalar nafaqat so‘z o‘rganadi, balki o‘z leksik xatolarini tahlil qilishga, so‘z tanlash jarayonini ongli ravishda kuzatishga o‘rgatiladi. “Leksik kundalik” yoki “video-tahlil” usullari yordamida talaba o‘z nutqiy kamchiliklarini ko‘radi va ularni tuzatish yo‘llarini izlaydi. Bu metakognitiv ko‘nikmalarni shakllantiradi.

3.3. Axborot-kommunikatsiya texnologiyalarining roli. Zamonaviy innovatsion muhitda sun’iy intellektga asoslangan leksik trenajyorlar, korpus lingvistikasi vositalari (masalan, Sketch Engine, Reverso Context) talabalarga real pedagogik muloqotda ishlatiladigan so‘z birikmalarini o‘zlashtirishga yordam beradi. O‘zaro faoliyat esa bu vositalardan birgalikda foydalanish orqali yanada boyiydi.

Xulosa: Innovatsion ta’lim sharoitida bo‘lajak o‘qituvchilarning leksik ko‘nikmalari murakkab psixologik hodisa sifatida namoyon bo‘ladi. Ular kognitiv egiluvchanlik, ichki motivatsiya va affektiv barqarorlik bilan chambarchas bog‘liq. O‘zaro faoliyat (interaktsiya) esa bu ko‘nikmalarning rivojlanishida asosiy vosita hisoblanadi: talabalar bir-biridan leksik imitatsiya orqali o‘rganadi, muloqotiy to‘siqlarni yengadi va refleksiv tajriba to‘playdi.

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SELF-ASSESSMENT AS A TOOL FOR ENHANCING LEARNER AUTONOMY

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Abstract. *Self-assessment (SA) has emerged as one of the most transformative pedagogical tools in contemporary English as a Foreign Language (EFL) education. This article provides a comprehensive theoretical and empirical examination of self-assessment and its relationship to self-regulated learning (SRL) within EFL classrooms, with specific attention to literary studies and language acquisition. Drawing on over three decades of research in educational psychology, cognitive science, and applied linguistics, the article explores the conceptual foundations of SA, its developmental stages, its integration with metacognitive strategies, and its measurable impact on learner autonomy, intrinsic motivation, and academic performance. The study further investigates how SA practices can be systematically embedded into EFL curricula particularly in the context of English literature to foster independent, reflective, and goal-oriented learners. Classroom implementation frameworks, empirically supported strategies, and critical challenges are discussed. The article concludes by advocating for a culturally responsive and scaffolded approach to self-assessment that addresses both the cognitive and affective dimensions of foreign language learning.*

Key words: *self-assessment (SA), self-regulated learning (SRL), EFL, learner autonomy, metacognition, formative assessment, English literature, foreign language acquisition, intrinsic motivation, reflective learning.*

INTRODUCTION. The landscape of language education has undergone a profound transformation over the past three decades. Where once the teacher held exclusive authority over evaluation and feedback, contemporary pedagogy increasingly places the learner at the center of the assessment process. Self-assessment the practice of learners monitoring, evaluating, and reflecting on their own academic performance and learning strategies has become a cornerstone of modern EFL instruction, particularly as global educational systems shift toward competency-based and learner-centered models.

Traditional assessment models, which rely predominantly on summative examinations administered by instructors, often fail to capture the full complexity of language acquisition and tend to produce passive learners who depend entirely on external evaluation for direction. Self-assessment offers a corrective to this model, empowering students to take ownership of their learning trajectories.

The present article is motivated by the recognition that while SA has been extensively studied in Western educational contexts, its theoretical grounding and classroom application remain underexplored in EFL settings such as those found in Uzbekistan. By synthesizing a broad body of research and situating it within the specific demands of English language and literature instruction, this article aims to provide both conceptual clarity and practical utility for EFL educators, curriculum designers, and researchers.

Specifically, the article addresses the following research questions: (1) What are the theoretical underpinnings of self-assessment and self-regulated learning in foreign language education? (2) How does self-assessment influence learner autonomy, motivation, and language acquisition outcomes? (3) What pedagogical frameworks and classroom strategies can support the effective integration of SA into EFL curricula, including literary studies? (4) What challenges and limitations must educators navigate when implementing SA in EFL contexts?

Defining Self-Assessment. Self-assessment, as a construct in educational research, refers to the process by which learners evaluate the quality of their own work, identify their strengths and weaknesses, and use this information to guide subsequent learning activity. It is distinguished from other forms of learner evaluation such as peer assessment or teacher feedback by its emphasis on internal reflection and individual agency. Boud (1995) defined self-assessment broadly as involving learners in "identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria" (p. 12).

It is important to note that self-assessment is not merely self-grading. While self-grading involves learners assigning numerical scores to their own work, authentic self-assessment is a richer and more cognitively

demanding process that involves metacognitive reflection, goal-setting, strategy evaluation, and adaptive planning. This distinction is critical for instructors who wish to implement SA in meaningful ways rather than as a superficial add-on to conventional assessment regimes.

Self-Regulated Learning: A Broader Framework. Self-assessment is most productively understood as a central component of the broader construct of Self-Regulated Learning (SRL). SRL refers to the degree to which learners are active participants in their own learning process cognitively, motivationally, and behaviorally. Zimmerman (2000) defined SRL as "self-generated thoughts, feelings, and actions that are planned and periodically adjusted to achieve personal goals" (p. 14). This definition highlights three key dimensions: the cognitive (thoughts and strategies), the affective (feelings and motivation), and the behavioral (actions and performance).

Zimmerman's cyclical model of SRL identifies three phases of self-regulation: the forethought phase (goal-setting, strategic planning, and self-efficacy assessment), the performance phase (self-monitoring and self-instruction), and the self-reflection phase (self-evaluation, causal attribution, and adaptive response). Self-assessment is most directly aligned with the self-reflection phase, but it also informs and enables the forethought phase by helping learners establish realistic goals based on accurate self-knowledge.

Pintrich (2000) extended this framework by identifying four areas of self-regulation cognitive, motivational/affective, behavioral, and contextual emphasizing that effective self-regulation is not merely an internal process but is also shaped by the social and institutional environment in which learning takes place. For EFL learners, the contextual dimension is particularly salient, as language learning is inherently social and culturally embedded.

Metacognition and Its Role in Self-Assessment. A critical theoretical link in understanding self-assessment is the concept of metacognition, or "thinking about thinking." Flavell (1979), who first systematized the concept, distinguished between metacognitive knowledge (what learners know about their own cognitive processes) and metacognitive regulation (how learners use this knowledge to control their learning). Self-assessment is fundamentally a metacognitive act: when students evaluate their own comprehension of a literary text or their accuracy in grammatical production, they are drawing on both dimensions of metacognition.

Research consistently demonstrates that learners with strong metacognitive awareness outperform their peers on a range of academic tasks, including reading comprehension, writing quality, and language production (Pressley & Ghatala, 1990; Alexander, 1995). Importantly, metacognitive skills are teachable they do not emerge automatically with maturation but require explicit instruction and sustained practice. This finding has significant implications for EFL instruction: teachers who deliberately cultivate self-assessment as a metacognitive practice are likely to produce more competent and autonomous learners.

Conclusion. Self-assessment, when thoughtfully designed and systematically implemented, represents one of the most powerful tools available to EFL educators. Its benefits extend well beyond the immediate task of evaluation: SA cultivates metacognitive awareness, strengthens intrinsic motivation, develops learner autonomy, and fosters the kind of reflective, adaptive learning orientation that is essential for long-term language acquisition and academic success.

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GAMIFICATION AS A METHOD OF MOTIVATING YOUNG LEARNERS IN ENGLISH LANGUAGE CLASSES (GRADES 2–3)

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Abstract. *This article examines gamification as an effective method for motivating young learners in English language classes, particularly in Grades 2–3. Drawing on psychological and pedagogical theories, the study highlights how game-based elements enhance learners' motivation, engagement, and language retention. The paper analyzes the concept of gamification, its psychological foundations, practical classroom applications, and potential challenges. By integrating theoretical perspectives with practical examples, the article demonstrates that gamification supports not only linguistic development but also social, emotional, and cognitive growth. The findings suggest that thoughtfully designed gamified activities can significantly improve the quality of English language instruction for young learners.*

Keywords: *Gamification, young learners, English language teaching, motivation, primary education, game-based learning.*

Introduction. In contemporary educational practice, teachers working with young learners face the ongoing challenge of maintaining attention, stimulating curiosity, and fostering sustained motivation. Children in Grades 2–3 are naturally active, playful, and highly responsive to interactive learning environments. Traditional teacher-centered methods often fail to meet these developmental needs, resulting in reduced engagement and limited learning outcomes. In this context, gamification the integration of game-like elements into the instructional process has emerged as an effective and innovative pedagogical strategy. Unlike conventional approaches, gamification transforms routine classroom activities into meaningful learning experiences that capture learners' imagination while supporting language development. The purpose of this paper is to examine how gamification can effectively motivate young learners in English language classrooms and to provide practical insights for teachers seeking to apply this approach in a purposeful and creative manner.

Main Part. Gamification refers to the use of game elements such as points, badges, levels, rewards, challenges, and feedback mechanisms in non-game educational contexts. Its effectiveness is grounded in well-established psychological theories of motivation and cognitive development. According to Vygotsky, learning is enhanced through social interaction, play, and imaginative engagement, particularly within the zone of proximal development. Piaget likewise emphasized the central role of play in shaping children's cognitive structures, arguing that playful activity enables learners to assimilate and accommodate new information more effectively. From a motivational perspective, gamification supports intrinsic motivation, which arises from enjoyment, curiosity, and a sense of achievement, as well as extrinsic motivation, which is reinforced through rewards, recognition, and positive feedback. When implemented appropriately, gamification reduces language anxiety,

strengthens emotional involvement, and encourages learners to take risks in using English without fear of failure.

Benefits of gamification for young learners Young learners respond particularly positively to gamified instruction due to their age-related cognitive and emotional characteristics. First, gamification increases engagement by transforming static exercises into dynamic and interactive challenges. Second, research indicates that vocabulary and grammatical structures are retained more effectively when they are learned through competitive or cooperative games, as repetition occurs naturally within meaningful contexts. Third, gamified activities foster the development of essential social skills, including collaboration, turn-taking, communication, and teamwork. Fourth, gamification enhances learners' confidence by providing a safe and supportive environment in which making mistakes is viewed as a natural part of learning. Finally, gamified instruction addresses diverse learning styles visual, auditory, and kinesthetic through the use of digital tools, movement-based tasks, role-plays, and hands-on activities.

Practical approaches to implementing gamification in english classes effective gamification requires careful planning and alignment with curriculum objectives. Teachers may begin by establishing a simple reward system in which learners earn points, stars, or badges for completing tasks, demonstrating progress, or showing positive behavior. Digital platforms such as Kahoot!, Wordwall, and Quizizz enable teachers to design interactive activities that reinforce vocabulary, grammar, and listening skills. In addition, narrative-based learning scenarios such as completing a quest or solving a mystery can significantly increase learners' interest while encouraging critical and creative thinking. Traditional classroom games, including flashcard bingo, memory matching, and vocabulary dominoes, remain highly effective and require minimal resources. Role-playing activities, such as simulating dialogues in shops or restaurants, allow learners to practice English in meaningful, real-life contexts.

Sample gamified activities for grades 2–3 Gamification becomes most effective when activities are adapted to learners' interests and developmental levels. One engaging activity is the "Vocabulary Treasure Hunt," in which learners search for hidden word cards and categorize them correctly to earn points. Another popular activity is "Simon Says," which develops listening comprehension while reinforcing action verbs. The "Wheel of English," featuring categories such as animals, colors, or numbers, promotes spontaneous speaking and quick recall. Team-based challenge boards encourage cooperation, allowing groups to collect stickers or stars for successful task completion. These activities not only enhance language acquisition but also support problem-solving skills, creativity, and sustained motivation. Challenges and teacher strategies for effective implementation Despite its advantages, gamification presents certain challenges. Excessive competition may cause anxiety or discourage less confident learners; therefore, teachers should prioritize cooperative tasks and emphasize collective achievement. Poor time management can also limit the effectiveness of gamified activities if objectives are unclear. To address this issue, teachers should provide clear instructions, establish time limits, and ensure that each activity has a defined learning purpose. Classroom management may become difficult when learners are overly excited; consistent rules and routines are essential to maintaining balance. Ultimately, successful gamification depends on moderation, thoughtful design, and continuous reflection on learning outcomes.

Conclusion. Gamification represents a powerful and flexible tool for motivating young learners in English language classrooms. It aligns closely with children's developmental needs, enhances emotional engagement, and supports effective language acquisition. When applied intentionally and creatively, gamification transforms the classroom into an interactive learning environment where learners feel confident, motivated, and eager to participate. Beyond improving immediate academic performance, gamification fosters a positive attitude toward English learning that can influence students' educational development in the long term.

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ENHANCING CRITICAL THINKING THROUGH COMMUNICATIVE LANGUAGE TEACHING IN EFL CLASSROOMS

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Abstract. *This article explores the role of Communicative Language Teaching in fostering critical thinking skills among learners in English as a Foreign Language classrooms. While traditional language instruction often prioritizes grammatical accuracy and memorization, contemporary educational paradigms emphasize higher-order thinking skills as essential outcomes of language learning. The study adopts a qualitative analytical approach, synthesizing theoretical perspectives and classroom-based practices to demonstrate how communicative activities can stimulate analysis, evaluation, and creative thinking. The findings suggest that learner-centered interaction, problem-solving tasks, and authentic communication significantly contribute to the development of critical thinking. The article concludes that integrating communicative methodologies not only enhances linguistic competence but also prepares learners for real-world communication and intellectual engagement.*

Keywords: *Communicative, critical thinking, EFL learners, interaction ,student-centered learning ,higher-order thinking skills*

Communicative Language Teaching has emerged as a dominant approach in modern language pedagogy, emphasizing meaningful communication rather than rote learning. In English as a Foreign Language contexts, this shift is particularly significant because learners often lack exposure to authentic language environments. As a result, classrooms become the primary space where both linguistic and cognitive development occur. Critical thinking, defined as the ability to analyze interpret evaluate and synthesize information, is increasingly recognized as a key educational objective. However, its integration into language teaching remains inconsistent. This article examines how communicative practices can effectively enhance critical thinking in EFL settings [4, 87].

The theoretical foundation of this discussion is rooted in constructivist learning theory, which posits that knowledge is actively constructed through interaction and experience. Language learning within this framework is not merely the acquisition of vocabulary and grammar but a process of meaning-making. Communicative Language Teaching aligns with this perspective by encouraging learners to engage in authentic tasks such as discussions debates role plays and problem-solving activities. These tasks inherently require learners to process information critically rather than reproduce it mechanically. Furthermore, Bloom's taxonomy provides a useful lens for understanding how communicative activities promote higher-order thinking skills including analysis evaluation and creation [3, 128].

In many traditional EFL classrooms, teaching methods focus heavily on teacher-centered instruction and textbook-based exercises. Such approaches often limit opportunities for learners to think independently or express personal opinions. In contrast, communicative methods prioritize learner autonomy and interaction. For example, when students participate in group discussions on real-life issues, they are required to formulate arguments support their opinions and respond to differing viewpoints. This process naturally engages critical

thinking skills. Similarly, problem-based tasks encourage learners to analyze situations identify solutions and justify their decisions using the target language.

The methodology of this article is based on qualitative analysis of existing literature and classroom practices. Various studies have demonstrated that communicative activities can significantly enhance both language proficiency and cognitive skills. For instance, interactive tasks such as debates and case studies have been shown to improve learners' ability to evaluate information critically. Classroom observations also indicate that students become more engaged and motivated when they are actively involved in communication rather than passive reception of knowledge. These findings support the argument that communicative teaching is an effective means of integrating critical thinking into language education [9, 28].

One important aspect of implementing Communicative Language Teaching is the role of the teacher. In this approach, the teacher acts as a facilitator rather than a transmitter of knowledge. This shift requires careful planning and the creation of a supportive learning environment where students feel comfortable expressing their ideas. Teachers must design tasks that are both linguistically appropriate and cognitively challenging. For example, asking students to compare cultural practices or analyze social issues can stimulate deeper thinking while also practicing language skills. Additionally, feedback should focus not only on linguistic accuracy but also on the quality of students' reasoning and argumentation.

Another key factor is the use of authentic materials. Real-world texts such as news articles videos and interviews provide rich opportunities for critical engagement. When students interact with authentic content, they are exposed to diverse perspectives and complex information. This encourages them to question assumptions identify biases and form their own opinions. Moreover, authentic materials make learning more relevant and meaningful, which further enhances motivation and engagement [1, 57].

Despite its advantages, the integration of critical thinking into Communicative Language Teaching presents certain challenges. One common issue is the limited language proficiency of learners, which may hinder their ability to express complex ideas. To address this, teachers can provide scaffolding through guided questions vocabulary support and structured activities. Another challenge is the assessment of critical thinking skills, which are often difficult to measure using traditional testing methods. Alternative assessment strategies such as portfolios presentations and reflective journals can provide more comprehensive insights into students' cognitive development [5, 38]. The findings of this analysis indicate that Communicative Language Teaching has significant potential to enhance critical thinking in EFL classrooms. By engaging learners in meaningful interaction and problem-solving tasks, this approach fosters both linguistic and cognitive growth. Students develop the ability to analyze information evaluate arguments and express their ideas effectively in the target language. These skills are essential not only for academic success but also for participation in a globalized world.

The integration of critical thinking into language teaching is no longer optional but necessary in modern education. Communicative Language Teaching provides a practical and effective framework for achieving this goal. By shifting the focus from memorization to meaningful communication, educators can create dynamic learning environments that promote both language proficiency and intellectual development. Future research should explore empirical studies and classroom experiments to further validate the effectiveness of this approach and identify best practices for its implementation in diverse educational contexts.

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TEACHING A FOREIGN LANGUAGE THROUGH THE LENS OF LINGUISTIC AND SOCIOLINGUISTIC COMPETENCE DEVELOPMENT

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Abstract. *This article explores the theoretical and practical aspects of linguistic and sociolinguistic competence in foreign language teaching, focusing on the relationship between knowledge of grammar and the competence to use the language in different real-life situations. Based on the principal linguistic theories, the study emphasizes the significance of integrating both abilities within the framework of CLT (communicative language teaching). The successful language acquisition is thought to be dependent not only on structural accuracy but also on contextual appropriateness, requiring a balanced and comprehensive pedagogical approach.*

Keywords: *linguistic competence, sociolinguistic competence, communicative competence, language pedagogy, foreign language teaching, communicative approach*

The modern society due to the increasing globalization has significantly enhanced the significance of foreign language teaching, transforming its focus from the knowledge of grammar to effective communication in real-life senarios. Consequently, the language pedagogy has made the concepts of linguistic and sociolinguistic competence the central issues. Within a long history of language teaching and learning, the process of language learning was associated initially with mastering grammar, vocabulary, and syntax. However, current approaches focus on the fact that knowing a language also includes understanding the ways of its appropriate use in different social and cultural contexts (Byram, 2021; Taguchi, 2019). This shift reflects broader developments in linguistic theory, particularly the transition from structural to communicative models of language.

The notion of linguistic competence was introduced by Noam Chomsky, who defined it as the internalized knowledge of the rules governing a language. According to Chomsky (1965), linguistic competence deals with production and understanding an infinite number of sentences based on a finite set of grammatical rules by the speakers. This competence comprises knowledge of phonology, morphology, syntax, and semantics, which together organize the structural basics of language. While this concept has been highly influential in theoretical linguistics, it has been criticized for its limited focus on language as an abstract system, without sufficient consideration of its social use (Cook & Newson, 2014). Therefore, learners who tend to improve

strong linguistic competence may still face with some challenges to communicate effectively in real-world situations, producing grammatically accurate but contextually inappropriate statements.

In response to these limitations, Dell Hymes introduced the concept of communicative competence, which broadened the understanding of language ability by implementing social and cultural dimensions. Within this framework, sociolinguistic competence plays an important role based on the ability to use language appropriately regarding the social context, including such aspects as relationships between interlocutors, cultural norms, and communicative contexts. Sociolinguistic competence involves awareness of appropriate language structures for different situations, such as official and inofficial speech, politeness strategies, and specific expressions referring to a certain culture. Hymes (1972) emphasized that knowing a language means not only knowing its grammatical rules but also knowing when, how, and to whom it is appropriate to use certain expressions. Recent studies further highlight the importance of pragmatic and sociocultural awareness in communication (Taguchi, 2015; Murray, 2020).

The development of the concept of communicative competence was continued and provided by Canale and Swain (1980), who identified sociolinguistic competence as one of its key components, combining with grammatical, strategic and discourse competence. This model demonstrates the interdependence of linguistic and sociolinguistic competence, proving the fact that successful communication is constructed on both accuracy and appropriateness. Linguistic competence provides the necessary structural knowledge, while sociolinguistic competence ensures that this knowledge is applied appropriately in contextual situation. Avoiding this balance, communication may fail, due to both grammatical errors or inappropriate language use that does not align with social expectations (Savignon, 2018).

For the foreign language teaching, the integration of linguistic and sociolinguistic competence has important pedagogical implications. Current pedagogical approaches, including communicative language teaching (CLT), emphasize the necessity to develop both competences simultaneously. CLT focuses on meaningful interaction and the use of authentic language in realistic situations, encouraging learners to practice language as it is used in everyday communication (Richards, 2006; Littlewood, 2014). This approach contrasts with traditional methods that prioritize memorization of grammatical rules and isolated vocabulary. According to Larsen-Freeman & Anderson, 2011, teachers can create opportunities for students to develop both linguistic accuracy and sociolinguistic appropriateness by incorporating activities such as: role-plays; simulations; group discussions; authentic materials.

Although there are advantages, the integration of sociolinguistic competence into language teaching presents some problems too. One of the main challengies is the limited exposure of learners to authentic language use, especially in contexts where the target language is not widely spoken. In addition, sociolinguistic norms can be complicated and dependent on context, making them difficult to teach and assess. Therefore, teachers must carefully develop instructional content of the activities reflecting real-life communicative situations and providing students with opportunities to practice language in varied contexts (Byram, 2021). Assessment methods should also be adapted to assess both grammatical accuracy and the appropriateness of language use (Purpura, 2014).

In conclusion, the problem of developing linguistic and sociolinguistic competence remains a crucial question in foreign language teaching. While linguistic competence provides the correctness of language use, sociolinguistic competence provides its appropriateness in social contexts. The integration of these competences within the framework of communicative competence provides a comprehensive approach to language teaching that reflects the complex nature of real-world communication. Consequently, the effective language instruction should target at balancing structural knowledge with contextual understanding, preparing students to use language accurately and appropriately in a variety of situations. Further research should focus on building more effective methods for teaching and evaluating sociolinguistic competence, as well as investigating the role of cultural knowledge in language learning (Taguchi, 2019; Byram, 2021).

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ОЦЕНКА ВЛИЯНИЯ ДИДАКТИЧЕСКИХ ИГР НА УРОВЕНЬ РЕЧЕВОГО ВЗАИМОДЕЙСТВИЯ ОБУЧАЮЩИХСЯ

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Аннотация: *В современных условиях высшего образования активное внедрение инновационных педагогических технологий становится ключевым фактором повышения качества подготовки специалистов. Особое место среди таких технологий занимают дидактические игры, направленные на развитие коммуникативных и речевых компетенций обучающихся. Статья посвящена оценке влияния дидактических игр на уровень речевого взаимодействия студентов университетов. На основе теоретического анализа, педагогического эксперимента и анкетного опроса предлагаются критерии эффективности, выявляются сильные и слабые стороны применения дидактических игр, а также даются рекомендации по их оптимальному внедрению в образовательный процесс. Полученные результаты подтверждают, что систематическое использование дидактических игр способствует значительному улучшению качества речевого взаимодействия в учебной группе.*

Ключевые слова: *дидактическая игра, высшее образование, речевое взаимодействие, коммуникативные навыки, педагогический эксперимент, оценка эффективности.*

В условиях модернизации высшего образования возрастает значение коммуникативных компетенций как ключевого компонента профессиональной подготовки выпускника университета. Быстро меняющиеся требования рынка труда предполагают не только владение специалистом профильными знаниями, но и умением эффективно взаимодействовать с различными участниками образовательного и профессионального процессов. Коммуникативная компетентность включает навыки

и умения, связанные с речевой активностью, коммуникацией в профессиональных ситуациях, умением аргументировать, слушать и выстраивать диалог.

В педагогической практике одной из инновационных форм обучения, способствующих развитию коммуникативных и речевых навыков, являются дидактические игры. Игротехнологии в образовательном процессе позволяют создать благоприятную среду для практики речи, стимулируют мотивацию, способствуют формированию речевого опыта, развивают творческое мышление и навыки межличностного взаимодействия.

Несмотря на очевидные преимущества, эффективность дидактических игр как средства развития речевого взаимодействия в университетской среде требует глубокого анализа и эмпирической верификации. Цель данной статьи – оценить влияние дидактических игр на уровень речевого взаимодействия обучающихся в вузе, выявить основные тенденции и предложить рекомендации по оптимизации использования игр в образовательной практике.

Дидактические игры – это учебные игры, специально организованные педагогом с целью решения образовательных задач, стимулирующие активность и включённость обучающихся в процесс получения и применения знаний. Основной принцип дидактической игры заключается в моделировании учебной ситуации, где участники используют речевые и интеллектуальные ресурсы для достижения целей, решения проблем и взаимодействия друг с другом.

Речевое взаимодействие – это совокупность процессов обмена информацией между людьми посредством речи в учебной, профессиональной и социальной среде. Оно включает умение формулировать мысли, слушать партнёра, адекватно реагировать в диалогической форме, применять речевые стратегии в различных ситуациях общения.

Коммуникативная компетентность, в свою очередь, предполагает владение лингвистическими, социолингвистическими, прагматическими и стратегическими знаниями и навыками, позволяющими эффективно осуществлять речевое взаимодействие. Игротехнологии обладают следующими педагогическими возможностями: Мотивационная функция: стимулируют интерес к изучению дисциплины через игровые ситуации и элементы соревнования. Развитие речи: обеспечивают практику различных форм речи – диалога, монолога, дискуссии, презентации. Социальное взаимодействие: формируют навыки сотрудничества, умение выслушивать и учитывать мнение других. Когнитивное и эмоциональное развитие: активизируют мышление, креативность, способность к саморефлексии.

В отечественной и зарубежной педагогике роль дидактических игр рассматривается как значимый фактор развития коммуникативных навыков (Смирнов, 2017; Иванова, 2019; Brown, 2007). Однако практика показывает, что успешное применение игровой методики зависит от контекста, уровня подготовки студентов, качества организации игрового процесса и интеграции игр в общую образовательную систему.

Систематическое использование дидактических игр в учебном процессе способствует статистически значимому повышению уровня речевого взаимодействия студентов по сравнению с традиционными методами обучения. В ходе занятий с дидактическими играми преподаватели отмечают более активное включение всех участников в обсуждение, повышение инициативности студентов в высказывании собственных идей, снижение уровня тревожности при публичных выступлениях и увеличение времени взаимодействия между студентами (парные и групповые обсуждения). Например, в ролевой игре «Профессиональная ситуация»: студенты моделируют диалог между специалистом и клиентом/заказчиком, требуя аргументации и объяснений. В игре «Закончи мысль»: каждому участнику предлагаются незаконченные предложения по теме дисциплины для развития навыков речевой спонтанности.

Дебаты на профессиональные темы: две команды отстаивают разные позиции по социальным или научным вопросам. Во всех играх акцент делается на речевое взаимодействие, умение слушать и отвечать на реплики партнёра, аргументировать свою точку зрения, корректно реагировать на критику. Дидактические игры оказывают положительное влияние на развитие речевого взаимодействия у

студентов. Игры вовлекают всех участников в процесс, не позволяя скрываться за пассивным восприятием. Или в развитие навыков аргументации и логической речи. Дебаты и ролевые игры требуют четкой структуры высказывания. Игровая ситуация снижает психологический барьер перед выступлением. Студенты учатся использовать термины и концепции в речи, что отражает профессиональную направленность обучения. Командные игры развивают умение выстраивать диалог, планировать действия в группе.

В отличие от традиционных методов, где речевое взаимодействие ограничивается ответами на вопросы преподавателя и обсуждением тем в закрытой форме, игровая среда предоставляет пространство для спонтанной, разнообразной и развивающей коммуникативной практики.

Несмотря на положительные результаты, выявляются и некоторые проблемы. Частичная непринятие игрового формата некоторыми студентами. Группа студентов с высокой академической тревожностью может испытать дискомфорт в игровых ситуациях. Студенты с разным уровнем базовых коммуникативных навыков демонстрируют разную динамику прогресса. Интеграция игровых методов требует дополнительного времени, что может конфликтовать с плотным учебным планом. Игровой процесс требует от преподавателя высокой педагогической компетенции в организации и модерации. Для эффективности предлагаются некоторые рекомендации. Системное внедрение игрового компонента в учебные планы, а не случайное использование. Подготовка преподавателей к организации дидактических игр, включая тренинги по модерации, обратной связи и оцениванию. Дифференциация игр в зависимости от уровня навыков студентов и целей обучения. Интеграция игр с другими формами обучения, такими как проектная деятельность, проблемные лекции, семинары-дискуссии. Оценивание речевых навыков в рамках игровых заданий, чтобы студенты видели связь между игровым заданием и реальной оценкой результатов обучения. Использование смешанных форматов, включая цифровые игровые платформы, трансляции в онлайн-формате, квесты, деловые игры.

Дидактические игры являются эффективным педагогическим инструментом для развития речевого взаимодействия студентов в университетской среде. Систематическое использование игровых методов приводит к значимому улучшению уверенности в устной речи, аргументации, обученности диалогическим навыкам и готовности к публичным выступлениям.

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OILAVIY ZO‘RAVONLIKKA QARSHI KURASHISHNING XALQARO HUQUQIY ASOSLARI

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Annotatsiya: *Mazkur maqolada oilaviy zo‘ravonlikka qarshi kurashishning xalqaro huquqiy asoslari kompleks yondashuv asosida tahlil qilinadi. Xususan, xalqaro tashkilotlar tomonidan qabul qilingan konvensiyalar va deklaratsiyalar, ularning huquqiy mazmuni hamda amaliy ahamiyati ilmiy jihatdan asoslab beriladi. Shuningdek, xalqaro standartlarning milliy qonunchilikka ta’siri va zamonaviy "4P modeli" (prevention, protection, prosecution, policy) doirasida mazkur muammoni hal etish mexanizmlari yoritiladi.*

Kalit so‘zlar: *oilaviy zo‘ravonlik, inson huquqlari, xalqaro huquq, gender tenglik, CEDAW, Istanbul konvensiyasi, huquqiy himoya.*

Zamonaviy jamiyatda oilaviy zo‘ravonlik inson huquqlarining eng qo‘pol buzilish shakllaridan biri sifatida e’tirof etilmoqda. U nafaqat shaxsning jismoniy va ruhiy holatiga zarar yetkazadi, balki jamiyatning ijtimoiy barqarorligiga ham salbiy ta’sir ko‘rsatadi. Shu sababli ushbu muammo xalqaro miqyosda keng e’tibor qozonib, turli xalqaro huquqiy hujjatlar orqali tartibga solinmoqda. Xalqaro huquq tizimi oilaviy zo‘ravonlikni diskriminatsiya va inson huquqlarining buzilishi sifatida baholab, davlatlarga uni oldini olish, jabrlanuvchilarni himoya qilish va aybdorlarni javobgarlikka tortish bo‘yicha majburiyatlar yuklaydi.

Xalqaro huquqiy hujjatlarda oilaviy zo‘ravonlik keng qamrovli tushuncha sifatida talqin qilinadi. U jismoniy, psixologik, jinsiy va iqtisodiy zo‘ravonlik shakllarini o‘z ichiga oladi. Xususan, Istanbul Convention ga ko‘ra, oilaviy zo‘ravonlik - oila yoki yaqin munosabatlar doirasida sodir etiladigan har qanday zo‘ravonlik harakatidir. Ushbu yondashuv zo‘ravonlikni faqat maishiy muammo emas, balki global inson huquqlari muammosi sifatida ko‘rib chiqadi [1; 53].

Oilaviy zo‘ravonlikka qarshi kurashishda Convention on the Elimination of All Forms of Discrimination Against Women muhim o‘rin tutadi. Ushbu konvensiya ayollarga nisbatan diskriminatsiyani bartaraf etishga qaratilgan bo‘lib, davlatlardan zo‘ravonlikni oldini olish va jabrlanuvchilarni himoya qilishni talab qiladi [2; 90]. Shuningdek, 1993-yilda qabul qilingan Ayollarga nisbatan zo‘ravonlikni bartaraf etish deklaratsiyasi oilaviy zo‘ravonlikni global muammo sifatida e’tirof etadi va davlatlarga aniq majburiyatlar yuklaydi. Mintaqaviy darajada eng mukammal huquqiy hujjatlardan biri - Istanbul Convention hisoblanadi. Ushbu konvensiya oilaviy zo‘ravonlikka qarshi kurashishda kompleks yondashuvni nazarda tutadi va "4P modeli" asosida ishlab chiqilgan.

Xalqaro tajribada oilaviy zo‘ravonlikka qarshi kurashishda quyidagi to‘rtta asosiy yo‘nalish muhim ahamiyat kasb etadi:

1. Zo‘ravonlikni oldini olish (Prevention). Mazkur yo‘nalish profilaktik chora-tadbirlarni o‘z ichiga olib, zo‘ravonlikning ildiz sabablarini bartaraf etishga qaratilgan. Preventiv yondashuv jamiyatda zo‘ravonlikka nisbatan murosasizlik madaniyatini shakllantirishni nazarda tutadi [3; 76].

Bunda: huquqiy ong va madaniyatni oshirish; gender tenglikni targ‘ib qilish;
ta’lim tizimi orqali tarbiyaviy ishlarni kuchaytirish; ijtimoiy xavf guruhlarini aniqlash kabi chora-tadbirlar muhim ahamiyat kasb etadi. Profilaktika uzoq muddatli natija beruvchi eng samarali mexanizmlardan biri hisoblanadi.

2. Jabrlanuvchilarni himoya qilish (Protection). Mazkur yo‘nalish zo‘ravonlik qurbonlarining huquq va manfaatlarini himoya qilishga qaratilgan. Bu yerda asosiy e’tibor jabrlanuvchining xavfsizligini ta’minlashga qaratiladi [4; 34].

Ushbu tizim quyidagilarni o‘z ichiga oladi: himoya orderlari; boshpana va reabilitatsiya markazlari; psixologik va huquqiy yordam; maxfiylikni ta’minlash.

Bu yondashuv insonparvarlik tamoyillariga asoslangan bo‘lib, jabrlanuvchining to‘liq tiklanishini ko‘zda tutadi.

3. Jinoyatchilarni jazolash (Prosecution). Ushbu yo'nalish zo'ravonlik sodir etgan shaxslarni javobgarlikka tortish tizimini o'z ichiga oladi. Jazolashning muqarrarligi jinoyatchilikning oldini olishda muhim omil hisoblanadi [5; 23].

Bu yerda: zo'ravonlikni jinoyat sifatida e'tirof etish; sud-tergov jarayonlarini takomillashtirish; jabrlanuvchi manfaatlarini himoya qilish; takroriy zo'ravonlikning oldini olish kabi choralar muhimdir.

4. Kompleks siyosat yuritish (Policy). Mazkur yo'nalish davlat organlari, fuqarolik jamiyati institutlari va boshqa subyektlar o'rtasida hamkorlikni ta'minlashga qaratilgan [6; 31]. Kompleks siyosat: milliy strategiyalar ishlab chiqish; statistik monitoring tizimini yo'lga qo'yish; mutaxassislar tayyorlash; turli institutlar o'rtasida koordinatsiyani kuchaytirishni o'z ichiga oladi.

Bu yondashuv muammoni tizimli hal etish imkonini beradi.

Xalqaro huquqiy hujjatlar ularning ijrosini nazorat qiluvchi mexanizmlar bilan mustahkamlangan. Masalan: CEDAW qo'mitasi davlatlarning hisobotlarini tahlil qiladi; Istanbul konvensiyasi doirasida maxsus monitoring organlari faoliyat yuritadi; BMT maxsus ma'ruzachilari muammoni o'rganadi.

Mazkur mexanizmlar xalqaro majburiyatlarning bajarilishini ta'minlashga xizmat qiladi. Xalqaro huquqiy normalar milliy qonunchilik rivojiga bevosita ta'sir ko'rsatadi. Zamonaviy davlatlar oilaviy zo'ravonlikni alohida huquqbuzarlik sifatida tan olmoqda, himoya mexanizmlarini kuchaytirmoqda, jabrlanuvchilarni qo'llab-quvvatlash tizimini rivojlantirmoqda. Bu esa xalqaro standartlarning amaliy ahamiyatini yaqqol namoyon etadi. Oilaviy zo'ravonlikka qarshi kurashishning xalqaro huquqiy asoslari murakkab va ko'p bosqichli tizimni tashkil etadi. Xalqaro hujjatlar, xususan, Istanbul Convention va Convention on the Elimination of All Forms of Discrimination Against Women, ushbu muammoni hal etishda muhim ahamiyatga ega [7; 44].

Tahlillar shuni ko'rsatadiki, samarali natijaga erishish uchun profilaktika choralarini kuchaytirish, jabrlanuvchilarni har tomonlama himoya qilish, jazolash mexanizmlarini takomillashtirish , kompleks va tizimli siyosat yuritish kabi omillar muhim. Faqat shu yondashuv asosidagina jamiyatda zo'ravonlikni kamaytirish mumkin.

Foydalanilgan adabiyotlar:

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2. Declaration on the Elimination of Violence against Women, UN, 1993 Istanbul Convention, 2011.
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AI-BASED TECHNOLOGIES IN ASSESSING ENGLISH LANGUAGE SKILLS

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Abstract: *The rapid development of artificial intelligence (AI) has significantly transformed the field of language education, particularly in the assessment of English language skills. AI-based technologies offer innovative, efficient, and scalable solutions for evaluating learners' proficiency in speaking, writing, reading, and listening. This article explores the role of AI in language assessment, focusing on automated scoring systems, adaptive testing, speech recognition tools, intelligent feedback mechanisms, and the generation of assessment tasks. It also discusses the evolution of assessment practices across three generations and highlights the advantages, challenges, and implications of integrating AI-based assessment within frameworks such as the Common European Framework of Reference for Languages (CEFR). The study emphasizes how AI can enhance objectivity, reliability, and formative assessment while addressing issues of validity and ethics.*

Keywords: *artificial intelligence, language assessment, automated scoring, adaptive testing, assessment generation*

Assessment plays a crucial role in language learning as it measures learners' progress, informs instruction, and supports decision-making in educational systems. Traditional assessment methods, such as paper-based tests and teacher-led evaluations, often face challenges related to subjectivity, time consumption, and limited feedback. With the advancement of artificial intelligence, new opportunities have emerged to improve the assessment of English language skills. AI-based technologies enable automated, data-driven, and personalized assessment processes, aligning with modern educational demands for efficiency, accuracy, and learner-centered approaches. In addition, AI is not only transforming how assessment is conducted but also how assessment tasks themselves are designed and generated. Automated Essay Scoring systems use natural language processing (NLP) and machine learning algorithms to evaluate written texts. Tools such as e-rater (ETS) analyze grammar, vocabulary, coherence, and organization. These systems provide instant feedback, ensure consistency in scoring, and reduce teacher workload, although they may have limitations in evaluating creativity and deeper meaning. AI-powered speech recognition technologies assess pronunciation, fluency, and intonation. Widely used in modern proficiency tests, these systems analyze spoken responses in real time and provide objective scoring aligned with proficiency levels such as those defined by CEFR. Computer Adaptive Testing (CAT) adjusts question difficulty based on learner responses. AI algorithms estimate proficiency levels efficiently, offering personalized assessment experiences, reducing testing time, and increasing measurement precision. AI-based platforms provide continuous assessment through interaction, tracking learner performance, offering formative feedback, and adapting tasks to individual needs. This supports the concept of assessment as an ongoing learning process.

Beyond evaluation, AI plays a critical role in the generation of assessment tasks, enabling dynamic and scalable test design. AI systems generate test items such as multiple-choice questions, gap-fill exercises, and reading comprehension tasks using linguistic patterns and learner data. This ensures a large pool of diverse and level-appropriate questions. AI can create authentic, context-based prompts for productive skills, including role-plays, debates, essays, and real-life communication scenarios aligned with CEFR descriptors. Tasks can be generated in real time based on learner performance, ensuring personalized assessment pathways and supporting formative assessment.

The transformation brought by AI can be better understood within the broader evolution of assessment practices, which have developed through three major generations. The first generation, known as *assessment of learning*, is characterized by traditional, summative approaches that measure learners' knowledge at the end of instruction. These assessments are typically standardized, paper-based, and teacher-controlled, focusing on discrete linguistic elements such as grammar and vocabulary. While this model provides reliability and

comparability, it offers limited insight into communicative competence and rarely supports learning through feedback.

The second generation, referred to as *assessment for learning*, marks a shift toward formative, learner-centered practices. Assessment becomes continuous and integrated into the learning process, with tools such as portfolios, presentations, and project-based tasks. The adoption of frameworks like CEFR strengthens this approach by linking assessment to real-world communication through "Can Do" descriptors. Despite its pedagogical strengths, this generation relies heavily on human judgment, which may affect consistency and objectivity.

The third generation, described as *assessment as learning*, incorporates artificial intelligence and digital technologies into assessment systems. In this stage, assessment is continuous, interactive, and personalized. AI-based tools automatically generate tasks, evaluate performance, and provide immediate feedback. These systems support self-regulated learning by helping learners identify strengths and weaknesses and adjust their learning strategies accordingly. Furthermore, AI ensures consistent application of criteria, making it highly compatible with criterion-based assessment models.

However, the third generation also introduces challenges, including ethical concerns, data privacy issues, and limitations in assessing nuanced aspects of communication such as pragmatics and cultural context. Therefore, modern assessment systems should integrate elements from all three generations, combining standardization, pedagogical effectiveness, and technological innovation.

AI-based assessment offers several important advantages:

Objectivity and reliability: Reduces human bias and ensures consistent scoring; Immediate feedback: Enhances learning through timely responses; Scalability: Enables assessment of large numbers of learners; Data-driven insights: Supports informed pedagogical decisions.

Despite its benefits, AI-based assessment presents several challenges:

Validity concerns: Difficulty in assessing communicative and pragmatic competence; Ethical issues: Data privacy and algorithmic bias.

Over-reliance on technology: Reduced role of human judgment

AI technologies can be effectively aligned with CEFR descriptors, enabling precise evaluation of language skills. For example, writing and speaking assessments can be mapped to CEFR levels, while AI-generated rubrics ensure consistency. The integration of AI into assessment requires teachers to develop assessment literacy, use AI tools as supportive instruments, combine automated and human evaluation. Teachers remain essential in ensuring the pedagogical validity and contextual relevance of assessment. AI-based technologies have transformed both the assessment and generation of language evaluation, marking a shift toward intelligent, adaptive, and learner-centered systems. The evolution across three generations of assessment demonstrates how educational practices have moved from static measurement toward dynamic and personalized learning support. While AI offers significant advantages in efficiency and scalability, its successful implementation depends on balancing technological innovation with pedagogical principles and ethical considerations. A hybrid approach that integrates traditional, formative, and AI-driven assessment models is essential for developing effective and reliable language assessment systems in modern education.

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ОРГАНИЗАЦИЯ УРОКОВ РУССКОГО ЯЗЫКА НА ОСНОВЕ ИНТЕРАКТИВНЫХ МЕТОДОВ В ОБРАЗОВАНИИ

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Аннотация. *В этом статье анализируются лингводидактические возможности интерактивных методов при обучении русскому языку в системе филологического образования. Особое внимание уделяется их роли в формировании речевой, языковой и коммуникативной компетенций обучающихся. На основе наблюдений учебного процесса обосновывается эффективность применения интерактивных форм работы, способствующих активному усвоению языкового материала и развитию аналитического мышления.*

Ключевые слова: *русский язык, филология, интерактивные методы, речевая деятельность, языковая компетенция, лингводидактика.*

Введение. В современной филологической науке и практике преподавания языка возрастает интерес к методам обучения, ориентированным на активное участие обучающихся в образовательном процессе. Традиционные формы преподавания русского языка не всегда обеспечивают достаточный уровень речевой активности, что снижает эффективность усвоения языковых явлений. В этой связи особую значимость приобретает внедрение интерактивных методов, позволяющих рассматривать язык как средство общения и объект анализа одновременно.

Для филологического образования важно не только усвоение норм языка, но и формирование способности осмысленно использовать языковые единицы в различных коммуникативных ситуациях. Подходы, вовлекают студентов которые в активное взаимодействие, с преподавателем, превращая их из пассивных слушателей участников в активных процесса познания через диалоги, дискуссии, совместную работу, игры и развивая критическое мышление. Навыки решения проблем и командной работы, а не просто передавая знания. Включают мозговые штурмы, ролевые игры, дебаты, проектную работу и использование интерактивных технологий, таких как доски, опросы, виртуальная реальность. Именно интерактивные методы создают условия для такого подхода. Интерактивные методы как объект лингводидактического анализа с точки зрения лингводидактики интерактивные методы представляют собой форму организации обучения, при которой языковая деятельность реализуется через диалог, совместное обсуждение и коллективный анализ текста. В отличие от репродуктивных методов, они предполагают активную речевую реакцию обучающихся и стимулируют осознанное использование языковых средств. В филологической аудитории интерактивные методы способствуют формированию языковой интуиции, развитию навыков интерпретации текста и аргументированного высказывания. Это особенно важно при изучении лексики, синтаксиса и стилистики русского языка. Функциональные возможности интерактивных методов на уроках русского языка применение интерактивных методов в процессе обучения русскому языку выполняет ряд важных функций:

– активизирует речевую деятельность обучающихся;

– формирует умение анализировать языковые факты в контексте;
– развивает навыки устного и письменного аргументирования;
– способствует усвоению норм литературного языка;
– повышает мотивацию к изучению филологических дисциплин.

Систематическое использование интерактивных форм работы позволяет перейти от механического запоминания правил к их осмысленному применению в речи. Основные интерактивные методы в практике филологического обучения в процессе преподавания русского языка наиболее результативными являются следующие интерактивные методы:

Лингвистическая дискуссия, направленная на анализ языковых явлений и их функциональных особенностей;

Работа с текстом в малых группах, позволяющая выявлять семантические и стилистические нюансы;

Ролевая коммуникация, моделирующая реальные речевые ситуации;

Метод проблемных вопросов, формирующий навыки самостоятельного лингвистического мышления;

Коллективный анализ языковых ошибок, способствующий осознанию языковых норм.

Какие задачи интерактивных методов обучения? Включение каждого участника процесс освоения знаний. Реализация дифференцированного и индивидуального подхода к учащимся. Навыков формирование успешного общения, как умение слушать таких, строить диалог, работать в команде, задавать вопросы. Развитие умения самостоятельно добывать знания, разделять задачи на более мелкие, определять последствия своего выбора и брать на себя ответственность за результат. Данные методы обеспечивают целостное восприятие языка как сложной и динамичной системы. Практический аспект применения интерактивных методов и наблюдения за учебным процессом показывают, что включение интерактивных заданий на уроках русского языка способствует повышению качества речевых высказываний обучающихся. Например, при анализе художественного текста работа в группах позволяет выявить различные интерпретации языковых средств, что расширяет филологическое мышление и развивает культуру речи. Практика подтверждает, что обучающиеся, систематически работающие в интерактивном формате, демонстрируют более высокий уровень языковой осознанности и коммуникативной активности.

Таким образом, интерактивные методы обучения являются эффективным инструментом организации уроков русского языка в системе филологического образования. Их применение способствует формированию устойчивых языковых и речевых компетенций, развитию аналитического мышления и повышению интереса к изучению языка. Использование интерактивных технологий позволяет рассматривать обучение русскому языку как динамичный и творческий процесс, соответствующий современным требованиям филологической науки.

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THE ROLE OF INNOVATIVE METHODS IN TEACHING GERMAN AS A SECOND FOREIGN LANGUAGE: EFFECTIVENESS AND ANALYSIS

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Abstract: *This thesis examines the psychological mechanisms that influence the development of leadership qualities in managerial personalities. Modern organizations increasingly require managers not only to possess professional knowledge and technical skills, but also to demonstrate strong leadership abilities. The paper highlights the role of motivation, emotional intelligence, communication competence, self-awareness, decision-making ability, and social influence in shaping an effective managerial leader. Furthermore, the study discusses how these psychological factors contribute to successful organizational performance and employee motivation.*

Keywords: *leadership, managerial personality, emotional intelligence, motivation, communication, self-awareness, decision-making, organizational behavior.*

In the modern world, organizations face rapid changes, intense competition, and complex management challenges. Under such conditions, leadership has become one of the most essential qualities for managers. Leadership is not only the ability to control or direct employees, but also the capacity to inspire, motivate, and influence others toward achieving common goals. Therefore, understanding the psychological mechanisms behind leadership development in managerial personalities is highly important.

One of the key psychological mechanisms of leadership development is motivation. Motivation drives a manager to achieve success, improve performance, and inspire employees. According to McClelland's theory of needs, leaders are often characterized by a high need for achievement, power, and affiliation. These needs encourage managers to take initiative, make strategic decisions, and guide others effectively.

Another important factor is emotional intelligence. Emotional intelligence refers to the ability to understand and manage one's own emotions while also recognizing and influencing the emotions of others. Managers with high emotional intelligence can maintain positive relationships, reduce workplace conflict, and create a supportive environment. They are more capable of motivating employees and responding appropriately to stressful situations.

Self-awareness also plays a crucial role in leadership development. A self-aware manager understands personal strengths, weaknesses, values, and behavioral patterns. This awareness helps leaders improve their performance, control negative reactions, and make balanced decisions. Managers who know themselves well are more likely to gain the trust and respect of employees. Communication competence is another essential psychological mechanism. Effective leaders must be able to express ideas clearly, listen actively, provide constructive feedback, and encourage teamwork. Strong communication skills allow managers to build trust within teams and reduce misunderstandings in the workplace. Furthermore, leaders who communicate effectively can influence employee attitudes and behaviors more successfully. Decision-making ability is equally significant in the development of managerial leadership. Leaders are often required to make quick and complex decisions under uncertain conditions. Psychological factors such as confidence, critical thinking, problem-solving skills, and risk assessment directly influence decision-making quality. A manager who can make rational and timely decisions is more likely to be viewed as a strong leader.

Social influence and interpersonal relationships are additional mechanisms that shape leadership development. Leaders gain authority not only through formal position, but also through personal influence, charisma, and social competence. Employees tend to follow managers who are trustworthy, supportive, and fair. Therefore, the ability to build positive interpersonal relationships is a critical aspect of leadership. Moreover,

leadership development is closely connected with personality traits. Research shows that successful leaders often demonstrate qualities such as responsibility, confidence, resilience, openness to experience, and adaptability. These characteristics help managers remain effective in difficult situations and guide employees through organizational change.

In conclusion, leadership development in managerial personality is influenced by various psychological mechanisms, including motivation, emotional intelligence, self-awareness, communication competence, decision-making ability, social influence, and personality traits. These factors not only determine the effectiveness of a manager, but also contribute to organizational success. Therefore, modern management education and professional training programs should focus on developing these psychological qualities in future leaders.

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IMPROVING ENGLISH WRITING SKILLS THROUGH THE PEER FEEDBACK METHOD

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Abstract. *This article investigates the effectiveness of the peer feedback method in improving English writing skills among learners. Writing is one of the most difficult language skills because it requires grammar accuracy, vocabulary knowledge, organization of ideas, and coherence. Many students struggle to produce clear and well-structured essays due to a lack of practice and limited feedback from teachers. Peer feedback is a method in which students review and comment on each other's written work. This study examines how peer feedback contributes to the development of grammar, vocabulary, organization, and writing confidence. The findings indicate that peer feedback is an effective strategy for improving English writing skills and encouraging active learner participation.*

Keywords*: writing skill, peer feedback, English language, essay writing, grammar, coherence*

Introduction. Writing is an essential skill in English language learning. It plays an important role in academic success because students are often required to write essays, reports, and assignments in English. However, many learners experience difficulties in writing because they cannot organize their ideas clearly or use grammar and vocabulary accurately. Traditional writing lessons usually depend on teacher correction, but this approach may not always be enough because students receive limited feedback and may not actively analyze their own mistakes. Therefore, teachers need methods that encourage students to become more involved in the writing process. One effective strategy is peer feedback. Peer feedback refers to a process in which students read each other's writing and provide comments, suggestions, and corrections. Through this activity, learners become more aware of their own mistakes and learn new ways to improve their writing. The purpose of

this article is to investigate how the peer feedback method can improve English writing skills, especially in terms of grammar, coherence, vocabulary, and organization.

Methodology. This study is based on qualitative analysis of previous research studies, journal articles, and practical classroom observations related to peer feedback in English writing classes. The implementation of peer feedback usually includes the following stages:

1. Students write a paragraph or essay on a given topic.
2. The teacher divides students into pairs or small groups.
3. Students exchange their written work.
4. Each student reads their partner's text carefully.
5. Students provide comments about grammar, vocabulary, sentence structure, coherence, and organization.
6. Learners revise their writing based on the comments they receive.
7. The teacher reviews the final version and provides additional feedback if necessary. Teachers often use a checklist to guide students during peer review. This checklist may include questions such as:

• Is the introduction clear?
• Are the ideas organized logically?
• Are grammar and punctuation correct?
• Is the conclusion effective?
• Are linking words used properly?

Results. The findings show that peer feedback has a positive effect on students' writing development. First, peer feedback improves grammar because students notice mistakes in both their own and others' writing. Second, it increases vocabulary knowledge because learners are exposed to different words and expressions used by their classmates. Third, it strengthens coherence and organization because students learn how to connect ideas more effectively. In addition, peer feedback increases students' confidence in writing. Many learners feel less nervous when they receive comments from classmates rather than only from teachers. As a result, they become more willing to write and revise their work. Students who participated in peer feedback activities regularly showed significant improvement in paragraph structure, grammar accuracy, and idea development.

Discussion. The results suggest that peer feedback is a useful method for improving English writing skills. It transforms students from passive learners into active participants in the learning process. Instead of waiting only for teacher correction, students become responsible for identifying mistakes and suggesting improvements. Peer feedback is especially effective for learners preparing for academic writing tasks such as IELTS essays because it teaches them how to organize ideas, support arguments, and revise their work critically. Since the user plans to prepare for IELTS and wants to improve writing skills, this method can be especially practical because it does not require expensive courses and can be practiced with classmates or friends.

However, peer feedback also has some limitations. Some students may not have enough language knowledge to give accurate comments. Others may feel uncomfortable criticizing their classmates' work. Therefore, teachers should provide clear instructions and simple feedback guidelines before starting peer review activities.

Conclusion. In conclusion, peer feedback is an effective method for improving English writing skills. It helps learners develop grammar, vocabulary, coherence, and confidence. Regular peer review activities encourage students to think critically about their writing and become more independent learners. For this reason, peer feedback should be used more frequently in English writing classes.

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NEYRODIDAKTIK YONDASHUV ASOSIDA INGLIZ TILINI O‘QITISHDA KOGNITIV FAOLLIKNI RIVOJLANTIRISH

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Annotatsiya. *Mazkur maqolada ingliz tilini o‘qitishda neyrodidaktik yondashuv asosida talabalarning kognitiv faolligini rivojlantirish masalalari tahlil qilinadi. Inson miyasining ishlash mexanizmlari, xususan neyroplastiklik, diqqat, xotira va tafakkur jarayonlarining til o‘rganishdagi o‘rni ilmiy jihatdan asoslab beriladi. Shuningdek, multisensor yondashuv, “chunking” va interval takrorlash kabi metodlarning amaliy samaradorligi yoritiladi. Tadqiqot natijalari neyrodidaktik yondashuv ta’lim samaradorligini oshirish va o‘quv jarayonini optimallashtirishda muhim omil ekanligini ko‘rsatadi.*

Kalit so‘zlar: *neyrodidaktika, ingliz tili, kognitiv faollik, neyroplastiklik, xotira, metodika*

KIRISH. Zamonaviy ta’lim tizimida ingliz tilini samarali o‘qitish muhim ilmiy va amaliy vazifalardan biri hisoblanadi. Globallashuv sharoitida xorijiy tillarni egallash zarurati ortib borayotgan bir paytda, an’anaviy o‘qitish metodlari ko‘pincha talabalarning kognitiv faolligini yetarli darajada rivojlantira olmayapti. Bu esa ta’lim jarayoniga yangi, ilmiy asoslangan yondashuvlarni joriy etishni talab etadi. Shu nuqtai nazardan, neyrodidaktika zamonaviy pedagogikada istiqbolli yo‘nalish sifatida e’tirof etilmoqda. Ushbu yondashuv o‘quv jarayonini inson miyasining ishlash mexanizmlariga moslashtirish orqali o‘rganish samaradorligini oshirishga qaratilgan. Neyrodidaktika neyrologiya, kognitiv psixologiya va pedagogika fanlari integratsiyasi asosida shakllanib, o‘rganish jarayonini chuqurroq anglash imkonini beradi. Ingliz tilini o‘rganish jarayoni murakkab kognitiv faoliyat bo‘lib, u diqqat, xotira, tafakkur va nutq jarayonlarining uyg‘un ishlashini talab etadi. Shu sababli ushbu jarayonda miyaning funksional xususiyatlarini hisobga olish ta’lim samaradorligini oshirishda muhim ahamiyat kasb etadi.

Mazkur maqolaning maqsadi – neyrodidaktik yondashuv asosida ingliz tilini o‘qitishda talabalarning kognitiv faolligini rivojlantirishning ilmiy asoslarini tahlil qilish hamda samarali metodlarni aniqlashdan iborat.

Zamonaviy ta’lim tizimida ingliz tilini samarali o‘qitish muhim vazifalardan biri hisoblanadi. Biroq an’anaviy metodlar talabalarning kognitiv faolligini yetarli darajada rivojlantira olmaydi. Shu sababli ta’lim jarayoniga innovatsion va ilmiy asoslangan yondashuvlarni joriy etish zarurati ortib bormoqda. Neyrodidaktika

– bu ta’lim jarayonini inson miyasining ishlash mexanizmlariga moslashtirishga qaratilgan fan bo‘lib, u o‘qitish samaradorligini oshirishga xizmat qiladi. Ushbu yondashuv neyrologiya, kognitiv psixologiya va pedagogika integratsiyasi asosida shakllangan bo‘lib, o‘rganish jarayonini chuqurroq tushunish imkonini beradi. Mazkur maqolaning maqsadi – ingliz tilini o‘qitishda neyrodidaktik yondashuv asosida kognitiv faollikni rivojlantirishning ilmiy asoslarini yoritishdan iborat.

Neyrodidaktika zamonaviy ta’lim tizimida fanlararo yondashuv sifatida shakllanib, u neyrologiya, kognitiv psixologiya va pedagogika fanlari integratsiyasi asosida rivojlanmoqda. Ushbu yondashuvning asosiy maqsadi o‘quv jarayonini inson miyasining tabiiy ishlash mexanizmlariga moslashtirishdan iboratdir. Ilmiy qarashlarga ko‘ra, inson miyasi dinamik tizim bo‘lib, u doimiy ravishda yangi neyron aloqalarni shakllantirish qobiliyatiga ega. Mazkur jarayon neyroplastiklik deb ataladi va samarali o‘rganishning biologik negizini tashkil etadi.

Ingliz tilini o‘rganish murakkab kognitiv faoliyat sifatida diqqat, xotira, tafakkur va nutq jarayonlarining uyg‘unligini talab qiladi. Tilni o‘zlashtirish jarayonida miyaning turli qismlari – xususan, hipokampus (xotira), prefrontal korteks (nazorat va qaror qabul qilish) hamda temporal sohalar (tilni qayta ishlash) faol ishtirok etadi. Ushbu tizimlarning muvofiqlashgan ishlashi o‘quv materialini chuqur va samarali o‘zlashtirishga xizmat qiladi. O‘rganish samaradorligi nafaqat kognitiv, balki neyroximik jarayonlarga ham bog‘liq. Xususan, dopamin motivatsiyani kuchaytiradi va o‘quv faoliyatiga qiziqishni oshiradi, serotonin ijobiy emotsional fonni ta’minlaydi, noradrenalin esa diqqatning barqarorligini qo‘llab-quvvatlaydi. Shu bois ingliz tilini o‘qitishda qulay psixologik muhit yaratish va talabalarni rag‘batlantirish muhim metodik omil sifatida qaraladi. Neyrodidaktik yondashuv doirasida multisensor o‘qitish usuli alohida ahamiyat kasb etadi. Ushbu yondashuvda axborot turli sezgi kanallari orqali bir vaqtning o‘zida qabul qilinadi. Masalan, talaba yangi so‘zlarni eshitadi, vizual tarzda ko‘radi va amaliy faoliyatda qo‘llaydi. Bu jarayon miyada mustahkam neyron bog‘lanishlar hosil bo‘lishiga olib keladi hamda bilimlarning uzoq muddatli xotirada saqlanishini ta’minlaydi. Bundan tashqari, “chunking” usuli orqali o‘quv materiallarini mantiqiy bloklarga ajratish kognitiv yuklamani sezilarli darajada kamaytiradi. Ushbu metod orqali katta hajmdagi axborotni qayta ishlash osonlashadi va o‘rganish jarayoni samaraliroq tashkil etiladi. Xususan, yangi leksik birliklarni kontekst asosida yoki iboralar tarkibida o‘rganish ularni mustahkam o‘zlashtirishga yordam beradi. Bilimlarni uzoq muddatli xotirada saqlashda interval asosida takrorlash metodi ham muhim rol o‘ynaydi. Ushbu yondashuv asosida o‘rganilgan materiallar muayyan vaqt oralig‘ida qayta takrorlanadi, bu esa axborotning unutilish ehtimolini kamaytiradi va bilimlarni mustahkamlaydi.

Neyrodidaktik yondashuvda ijro funksiyalarining rivojlanganligi ham muhim omillardan biri hisoblanadi. Mazkur funksiyalar qatoriga maqsad qo‘yish, faoliyatni rejalashtirish, o‘zini nazorat qilish va moslashuvchan fikrlash kiradi. Ushbu ko‘nikmalarga ega talabalar o‘quv jarayonini samarali boshqaradi va yuqori natijalarga erishadi. Shu bilan birga, kognitiv faollikni rivojlantirishda emotsional holat va motivatsiya hal qiluvchi ahamiyatga ega. O‘rganish jarayoni nafaqat intellektual, balki emotsional faoliyat hamdir. Ijobiy emotsiyalar o‘rganishni tezlashtiradi va samaradorligini oshiradi, salbiy holatlar esa aksincha, bu jarayonni sekinlashtiradi. Shu sababli ingliz tilini o‘qitishda interaktiv, qiziqarli va talabaning ehtiyojlariga mos metodlardan foydalanish zarur. Zamonaviy ta’lim sharoitida neyrodidaktika va sun’iy intellekt integratsiyasi yangi imkoniyatlarni yuzaga keltirmoqda. Adaptiv o‘qitish tizimlari orqali har bir talabaning individual kognitiv xususiyatlari hisobga olinadi va o‘quv materiallari shunga mos ravishda taqdim etiladi. Bunday yondashuv ta’lim jarayonini shaxsga yo‘naltirilgan va samarali tashkil etishga xizmat qiladi. Olib borilgan tahlillar va kuzatuvlar natijasi shuni ko‘rsatadiki, neyrodidaktik yondashuv asosida tashkil etilgan ingliz tili darslari an’anaviy metodlarga nisbatan yuqori natijadorlikka ega. Xususan, multisensor o‘qitish, “chunking” va interval takrorlash metodlari talabalarning axborotni tezroq qabul qilishi, uni uzoq muddat saqlashi hamda amaliyotda qo‘llash qobiliyatini sezilarli darajada oshiradi.

Shuningdek, bunday yondashuv asosida tashkil etilgan darslarda talabalar faol ishtirok etadi, ularning motivatsiyasi ortadi va nutq faoliyati rivojlanadi. Ijobiy emotsional muhit esa o‘quv jarayonini yanada samarali tashkil etishga xizmat qiladi.

Umuman olganda, neyrodidaktik yondashuv ingliz tilini o‘qitishda talabalarning kognitiv faolligini oshirish, o‘rganish jarayonini optimallashtirish hamda ta’lim samaradorligini sezilarli darajada yaxshilash imkonini beradi.

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IMPROVING ENGLISH SPEAKING SKILLS THROUGH THE DEBATE METHOD

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Abstract. *This article discusses the role of the debate method in improving English speaking skills among language learners. Speaking is one of the most challenging aspects of language learning because it requires learners to use grammar, vocabulary, pronunciation, and confidence simultaneously. The debate method encourages students to express their opinions, defend their ideas, and communicate actively in English. This study analyzes how debate activities help students improve fluency, critical thinking, and speaking confidence. The findings show that debate is an effective strategy for developing English speaking skills.*

Keywords*: speaking skill, English language, debate method, fluency, communication, confidence*

Introduction. English speaking is considered one of the most important skills in language learning. However, many students face difficulties when they try to speak English because they are afraid of making mistakes or they do not have enough opportunities to practice. One effective way to improve speaking ability is the debate method. Debate is a classroom activity where students discuss a topic from different perspectives. During debates, students share their opinions, give arguments, and respond to others. This method creates an interactive environment and motivates learners to use English actively. The purpose of this article is to investigate how the debate method can improve students' English speaking skills and confidence.

Methodology. This study is based on qualitative analysis of previous studies and observations about the use of debate in English language teaching. Different books, journal articles, and educational resources were reviewed to understand the impact of debate activities on speaking development.

The main stages of the debate method are:

The teacher chooses a discussion topic.

Students are divided into groups or teams.

Each group prepares arguments and supporting ideas.

Students present their opinions in English.

They respond to questions and opposing arguments.

At the end, the teacher gives feedback on pronunciation, grammar, vocabulary, and fluency. Examples of debate topics include social media, online education, technology, and environmental issues.

Results. The debate method is far more than a simple exchange of opinions; it is a multifaceted pedagogical tool that pushes a learner's cognitive and linguistic boundaries. By shifting the classroom dynamic from teacher-centered to student-led, debates provide a high-intensity environment for language acquisition.

1. Enhancement of Oral Fluency through Sustained Discourse. In traditional language classrooms, students often engage in short, fragmented responses. Debate, however, necessitates "Sustained Speech Production"

• The Mechanism: Participants must maintain logical flow for several minutes without interruption. This practice forces the brain to move away from word-by-word translation and toward conceptual thinking in English.

• The Outcome: Students develop better "discourse markers" (e.g., *furthermore, conversely, in light of this*), which bridge ideas together, leading to a more natural and fluid speech rhythm.

2. Lexical Precision and the Activation of Academic Vocabulary. Debates are usually centered around specific, complex themes (e.g., technology, ethics, or the environment). This context-rich environment facilitates deep vocabulary learning.

• Active vs. Passive Lexis: Most students have a "passive" understanding of difficult words but cannot use them in speech. Debate forces the activation of this vocabulary. To sound persuasive, students must abandon "basic" adjectives and adopt more precise, academic terms.

• Contextual Mastery: By using new words to defend a position, learners move beyond rote memorization to functional mastery, ensuring long-term retention of specialized terminology.

3. Cognitive Load and the Development of Critical Thinking. Language learning is most effective when the focus is on *meaning* rather than just *form*. Debate increases the "cognitive load" by requiring students to think and speak simultaneously.

• Higher-Order Thinking Skills (HOTS): According to Bloom’s Taxonomy, analyzing and evaluating information are peak cognitive activities. During a debate, a student must analyze the opponent’s argument, identify logical fallacies, and synthesize a counter-argument on the spot.

• Syntactic Complexity: The need to explain complex logic naturally leads students to use more sophisticated grammatical structures, such as conditional sentences (*"If they had implemented..."*) and passive voice, which are essential for formal English.

4. Psychological Empowerment and the "Affective Filter". One of the greatest barriers to speaking English is "Language Anxiety." The debate method effectively lowers what linguist Stephen Krashen calls the "Affective Filter"

• Shifting the Focus: In a debate, the student's primary goal is to win the argument or support their team, not just to "speak correctly." This shift in focus reduces self-consciousness and the fear of making grammatical errors.

• Confidence Building: Regular exposure to public speaking within the structured framework of a debate builds a sense of "communicative competence." Over time, the physical and psychological stress of speaking in front of an audience diminishes, replaced by professional poise.

Discussion. The research findings underscore that the debate method is not merely a supplementary classroom activity, but a fundamental pedagogical strategy for mastering oral English. Its effectiveness lies in its ability to bridge the gap between theoretical knowledge and practical application.

1. Meaningful Communication vs. Traditional Exercises

Unlike conventional speaking drills which often feel artificial or repetitive debate provides a genuine communicative purpose.

• Authentic Interaction: In a debate, students are not just "practicing English"; they are using English as a tool to achieve a specific objective: to persuade, to refute, and to win. This creates Intrinsic Motivation, where the focus shifts from the fear of making grammatical mistakes to the necessity of being understood.

• Information Gap: Debate thrives on the "information gap" and "opinion gap" principles. Because participants do not know exactly what their opponents will say, they must engage in Active Listening and spontaneous response, which mirrors real-life communication much more closely than pre-scripted dialogues.

2. Strategic Value for IELTS and High-Stakes Testing. The debate method offers a direct competitive advantage for students preparing for international examinations, particularly the IELTS Speaking Module.

• IELTS Part 3 Mastery: The final part of the IELTS speaking test requires candidates to discuss abstract issues, justify opinions, and speculate about the future. Debate directly trains these skills by forcing students to move beyond "Yes/No" answers and develop multi-layered arguments.

• Meeting Assessment Criteria:

• *Fluency and Coherence:* Debaters learn to use cohesive devices and logical connectors to link complex ideas.

• *Lexical Resource:* The need to defend a position encourages the use of higher-level collocations and less common idiomatic expressions.

• *Grammatical Range:* Constructing raddiyas (rebuttals) often requires the use of complex conditionals (e.g., *"If the government had not intervened, the outcome would have been..."*), which boosts the student's grammatical score.

3. Overcoming Psychological Barriers: The "Affective Filter".

Despite its benefits, it is crucial to recognize that debate can be a high-pressure environment. For introverted (shy) learners or low-proficiency beginners, the "Affective Filter" a psychological barrier involving anxiety and lack of self-confidence can be quite high.

• The Risk of Overload: Beginners may experience "Cognitive Overload" if they are asked to debate complex philosophical issues while they are still struggling with basic sentence structures.

• Social Anxiety: Speaking in front of a group can be intimidating. If not managed carefully, a debate could lead to "Language Anxiety," causing students to withdraw rather than participate.

4. The Strategy of Pedagogical Scaffolding (Gradual Progression). To ensure that the debate method remains inclusive and effective for all levels, teachers must implement a scaffolded approach.

• From Concrete to Abstract: Teachers should begin with "Light Debates" on familiar, everyday topics (e.g., *"Is breakfast the most important meal?"* or *"Should students wear uniforms?"*). This allows beginners to build confidence and master the *format* of a debate without being overwhelmed by the *content*.

• Incremental Complexity: As students become more comfortable, the topics should gradually transition toward more abstract and global issues (e.g., *Artificial Intelligence, Climate Policy, or Economic Globalization*).

• Support Structures: Providing students with "Language Frames" (e.g., *"I see your point, however..."*, *"Taking everything into account..."*) acts as a temporary support system, helping them structure their thoughts until they can do so independently.

Conclusion. In conclusion, the debate method is an effective way to improve English speaking skills. It helps learners become more fluent, confident, and active in communication. Debate also develops vocabulary, pronunciation, and critical thinking. Therefore, teachers should use debate activities more often in English classes.

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GENDER LINGVISTIKASIDA EMOTSIONAL QATLAMNING LINGVOPRAGMATIK VA KOGNITIV XUSUSIYATLARI (INGLIZ VA O'ZBEK TILLARI MISOLIDA)

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Annotatsiya. *Ushbu maqolada ingliz va o'zbek tillari misolida gender lingvistikasida emotsional qatlamning lingvopragmatik va kognitiv xususiyatlari qiyosiy tahlil qilinadi. Tadqiqotning asosiy maqsadi erkak va ayol nutqidagi emotsional markerlarning lisoniy ifodalanish qonuniyatlarini aniqlash hamda ularning milliy-madaniy konseptlar bilan bog'liqligini ochib berishdan iborat. Ishda J.Ostin va A. Qodiriy asarlari misolida genderga xos nutqiy strategiyalar, konseptual metaforalar va intensivlik darajalari o'rganildi. Natijalar shuni ko'rsatadiki, ingliz tilida emotsionallik individual-assertiv xarakterga ega bo'lsa, o'zbek tilida u ko'proq andisha va somatik obrazlar tizimi orqali namoyon bo'ladi.*

Kalit so'zlar: *gender lingvistikasi, emotsional qatlam, lingvopragmatika, kognitiv metafora, nutqiy aktlar, ingliz tili, o'zbek tili.*

Kirish. Zamonaviy antropotsentrik tilshunoslikda til va jins munosabatlarini o'rganish, xususan, emotsional qatlamning lisoniy ifodalanishi eng dolzarb masalalardan biri bo'lib qolmoqda. Global muloqot va madaniyatlararo integratsiya kuchaygan hozirgi davrda, erkak va ayol nutqidagi pragmatik farqlarni nafaqat sotsiolingvistik, balki kognitiv jihatdan tadqiq etish muhim ahamiyat kasb etadi. Ushbu mavzuning dolzarbligi, bir tomondan, ingliz tili kabi g'arb va o'zbek tili kabi sharq madaniyatlarida genderga xos emotsional strategiyalarning tubdan farq qilishi bo'lsa, ikkinchi tomondan, emotsiyalarning til qurilishidagi kognitiv-metaforik tabiatini ochib berish zarurati bilan belgilanadi. Ayniqsa, o'zbek tilshunosligida gender lingvistikasini lingvopragmatika bilan bog'lab, ingliz tili materiallari asosida qiyosiy o'rganish, milliy nutqiy etiketning (masalan, andisha va evfemiya) zamonaviy transformatsiyasini tahlil qilish imkonini beradi. Tadqiqotning ilmiy yangiligi shundaki, u emotsiyalarni shunchaki leksik birliklar sifatida emas, balki so'zlovchining jinsi va madaniy muhitiga bog'liq bo'lgan murakkab kognitiv model va pragmatik vosita sifatida talqin qiladi. Ushbu maqsad yo'lida J. Ostin va A. Qodiriy asarlari misolida tanlangan emotsional muloqotlar tahlili, har ikki tilning o'ziga xos lisoniy olam manzarasini va gender stereotiplarining til sathidagi in'ikosini tizimli ravishda tushuntirishga xizmat qiladi.

Adabiyotlar tahlili. Gender lingvistikasida emotsional qatlamning lingvopragmatik va kognitiv xususiyatlarini ingliz va o'zbek tillari qiyosida o'rganish, zamonaviy antropotsentrik tilshunoslikning eng dolzarb masalalaridan biri hisoblanadi. Ushbu sohadagi adabiyotlar sharhi shuni ko'rsatadiki, gender va emotsiya o'rtasidagi bog'liqlik dastlab sotsiolingvistik kuzatuvlar asosida shakllangan bo'lib, bugungi kunda chuqur kognitiv-pragmatik tahlil ob'ektiga aylangan. G'arb tilshunosligida bu yo'nalishning tamal toshi Robin Lakoffning "Language and Woman's Place" asari bilan qo'yilgan bo'lib, u ayollar nutqining o'ziga xos "emotsional noaniqligi" va "yumshoqligi" (hedging) haqidagi gipotezani ilgari surdi. Lakoffning qarashlari keyinchalik Deborah Tannenning "Genderlect" nazariyasi bilan boyitildi; Tannen erkak va ayol muloqotini ikki xil madaniyat vakillarining to'qnashuvi sifatida talqin qilib, ayollar nutqini hamdardlik (rapport-talk), erkaklar nutqini esa axborot va ierarxiya (report-talk)ga yo'naltirilgan deb baholadi. Bu nazariyalar ingliz tilidagi emotsional leksikaning genderga qarab differensiallashuvini tushunishda fundamental ahamiyat kasb etadi.

Shu bilan birga, lingvopragmatik yondashuv doirasida J.Ostin va J.Serlning nutqiy aktlar nazariyasi emotsional qatlamni o'rganishda yangi ufqlar ochdi. Tadqiqotlar shuni ko'rsatadiki, ingliz tilida gender omili ekspressiv nutqiy aktlarda (masalan, kechirimgunlik yoki minnatdorchilik bildirishda) bevosita namoyon bo'ladi; ayollar ko'proq intensifikatorlar va emotsional epitetlardan foydalanishga moyillik ko'rsatadilar. O'zbek tilshunosligida esa bu masala milliy mentalitet va kognitiv strukturalar prizmasi orqali tahlil qilinadi. Professor N.Mahmudov, M.Hakimov va A.Mamatov kabi olimlarning ishlarida o'zbek tilidagi gender

xususiyatlari "andisha", "sharm-hayo" va "kamtarlik" kabi milliy-madaniy konseptlar bilan chambarchas bog‘liqligi isbotlangan. O‘zbek nutq madaniyatida ayollar emotsionalligi ko‘pincha bilvositallik (indirektlik) va evfemizmlar orqali ifodalansa, erkaklar nutqida emotsiyalar pragmatik jihatdan ko‘proq lakonizm va vazminlikka asoslanadi.

Kognitiv tilshunoslikning rivojlanishi bilan emotsiyalarni konseptual metaforalar orqali o‘rganish (J.Lakoff va M.Jonson metodologiyasi) markaziy o‘ringa chiqdi. Ingliz tilida emotsional qatlam ko‘pincha "makon" (high/low mood) va "fizik holat" metaforalari bilan modellashtirilsa, o‘zbek tilida bu jarayon ko‘proq somatik konseptlar — "yurak", "jigar", "ko‘ngil" orqali shakllanadi. Masalan, ingliz tilidagi ayollar nutqida "feeling blue" kabi rang-emotsiya metaforalari faol bo‘lsa, o‘zbek tilida "ich-etini yemoq" kabi ichki somatik-metaforik obrazlar emotsional holatning gender xususiyatlarini ochib beradi. Zamonaviy tadqiqotlar shuni ko‘rsatadiki, globallashuv jarayonida ingliz va o‘zbek tillari o‘rtasidagi farqlar kognitiv darajada saqlanib qolsa-da, pragmatik darajada ayollar nutqida dominantlik va qat’iyatlilik (assertiveness) unsurlari ortib bormoqda. Ushbu adabiyotlar tahlili shuni xulosa qilishga imkon beradiki, emotsional qatlamning lisoniy ifodasi shunchaki jinsiy mansublik emas, balki ijtimoiy rollar, madaniy stereotiplar va kognitiv metaforik tizimlarning murakkab sintezi natijasidir.

Metodologiya. Ushbu tadqiqotda ingliz va o‘zbek tillaridagi genderga xos emotsional qatlamni aniqlash maqsadida qiyosiy-tipologik va lingvopragmatik tahlil metodlaridan foydalanildi. Tadqiqot ob’ekti sifatida J.Ostinning "Andisha va G‘urur" hamda A.Qodiriyning "O‘tkan kunlar" asarlaridan tanlab olingan 120 ta kontekstual muloqot birligi xizmat qildi. Metodologiya doirasida emotsional markerlar (intensifikatorlar, metaforalar, interjektsiyalar) nutqiy aktlar nazariyasi asosida klassifikatsiya qilindi. Miqdoriy tahlil orqali har ikki tildagi genderga xos leksik birliklarning uchrashish chastotasi aniqlangan bo‘lsa, sifat tahlili yordamida "ko‘ngil", "yurak" va "andisha" kabi kognitiv konseptlarning pragmatik yuklamasi qiyoslandi. Shuningdek, J.Lakoffning konseptual metafora modeli asosida emotsiyalarning lisoniy proeksiyasi modellashtirildi. Ushbu kompleks yondashuv ingliz tilidagi ratsional-assertiv va o‘zbek tilidagi lirik-evfemik emotsional ifoda usullari o‘rtasidagi farqlarni tizimli ravishda ochib berishga xizmat qiladi.

1-jadval.

Ingliz va o‘zbek adabiyotida genderga xos emotsional muloqot tahlili

№	Emotsional kontekst	Ingliz tili (J. Austen) – Lingvopragmatik xususiyat	O‘zbek tili (A. Qodiriy) – Lingvopragmatik xususiyat	Qiyosiy xulosa
1	**Iltifot**	"You dance shockingly well." – Ironiya va understatement (kamaytirib ko'rsatish).	"Sizdek aqlli bekachani ko‘rib, ko‘zlarim quvondi." – Giperbola va ochiq ehtirom.	Inglizda intellektual piching, o‘zbekda lirik ko‘tarinkilik.
2	**Rad javobi**	"I had not known you a month before..." – Keskin assertivlik va mantiq.	"Meni ma'zur tuting... taqdirimizga tan bermoqdan o‘zga chora yo‘q." – Andisha va fatalizm.	Inglizda shaxsiy iroda, o‘zbekda ijtimoiy norma ustun.
3	**G‘azab**	"...it is, I believe, the established mode to express a sense of obligation..." – Sarkazm.	"Tilim qursin, bo‘yingizga yetmay o‘lay, yer bilan bitta bo‘lsin!" – Qarg‘ish va ekspressivlik.	Inglizda sovuqqonlik, o‘zbekda jo‘shqin affektivlik.

4	**Sog‘inch**	"I must tell you how ardently I admire and love you." – Intensifikatorlar (ardently).	"Sizsiz bu dunyo ko‘zimga tor ko‘rindi, ko‘nglimning chirog‘i o‘chdi." – Metaforik kognitsiya.	Inglizda sifatlar, o‘zbekda "ko'ngil" konsepti markazda.
5	**Hayrat**	"Good heavens! Is it possible?" – Ijtimoiy interjektsiyalar.	"Hay-hay, bu nima deganingiz? Tavba qildim!" – Milliy undovlar va diniy leksika.	Har ikki tilda ham diniy-madaniy nido faol.
6	**Kechirim so‘rash**	"I have been a selfish being all my life..." – Ratsional o'z-o'zini tahlil qilish.	"Gunohimdan o‘ting, sizni ranjitgan tillarim kesilsin." – Giperbolik tavba.	Inglizda tahliliy aybdorlik, o‘zbekda emotsional fidoiylik.
7	**Rashk**	"She is tolerable, but not handsome enough..." – Kamsitish orqali mudofaa.	"Kundoshning uyi kuysin, bag‘rimni qon qildi-ku!" – Frazeologizm va nido.	Inglizda bevosita kamsitish, o‘zbekda uchinchi shaxsga yo'naltirilgan nafrat.
8	**Xursandchilik**	"I am the happiest creature in the world." – Individual holatga urg'u.	"Xudoga shukr, murodim hosil bo‘ldi, boshim osmonga yetdi." – Somatik metafora (bosh).	Inglizda sub’ektivlik, o‘zbekda ilohiy shukronalik.
9	**Maslahat**	"Do not involve yourself or your sister..." – Masofalangan imperativ.	"O‘rgilay aylanay, gapimga quloq soling..." – Diminutiv (erkalash) orqali yumshatish.	Inglizda buyruq, o‘zbekda iltifotli undov.
10	**Xayrlashuv**	"I wish you a very pleasant journey." – Ijtimoiy etiket va rasmiylik.	"Sizni tangriga topshirdim, bizni unutmang." – Diniy homiylik va ma'naviy bog'liqlik.	

Tadqiqot natijalari. O‘tkazilgan qiyosiy-tipologik tahlil natijalari shuni ko‘rsatadiki, ingliz va o‘zbek tillarida emotsiyalarni lisoniy ifodalashda gender omili hal qiluvchi pragmatik funksiyani bajaradi. Tadqiqot davomida tahlil qilingan 120 ta nutqiy vaziyat (60 ta ingliz, 60 ta o‘zbek tilida) emotsional intensivlik, kognitiv metaforizatsiya va nutqiy strategiyalar bo‘yicha sezilarli farqlarni namoyon etdi.

Ingliz tili korpusida (J.Austen asari misolida) ayollar nutqida intensifikatorlar (so, very, extremely, ardently) erkaklar nutqiga nisbatan 35% ko‘proq uchrashi aniqlandi. Erkaklar nutqida esa ko‘proq modal fe’llar (must, shall, ought to) va assertiv (qat’iy) jumlalar ustunlik qiladi. O‘zbek tili korpusida (A.Qodiriy asari misolida) esa ayollar nutqining emotsional qatlami 42% holatda interjektsiyalar (voy, hay-hay, e voh) va diminutivlar (aylanay, o‘rgilay, -gina) hisobiga shakllanishi ma’lum bo‘ldi. Bu ko‘rsatkich o‘zbek ayollari nutqining ingliz ayollari nutqiga qaraganda ko‘proq affektiv va lirik xarakterga ega ekanligini tasdiqlaydi.

Kognitiv metaforizatsiya natijalari. Kognitiv darajada emotsiyalarning modellashtirilishi har ikki tilda turlicha natijalarni berdi. Ingliz tilida emotsiyalar ko‘proq tashqi makon va rang metaforalari orqali (masalan, *feeling blue*, *cloud nine*) ifodalansa, o‘zbek tilida somatik (tana a’zolari bilan bog‘liq) metaforalar dominantlik qiladi. Tahlil qilingan o‘zbekcha emotsional muloqotlarning 65 foizida "yurak", "bag‘ir", "ko‘ngil" va "jigar" konseptlari ishtirok etgan. Xususan, ayollar nutqida "ko‘ngil buzilishi" yoki "bag‘ri qon bo‘lish" kabi obrazli ifodalar erkaklarnikiga qaraganda 2 barobar ko‘p qo‘llanilgan.

Lingvopragmatik strategiyalar. Nutqiy aktlar tahlili shuni ko‘rsatdiki, ingliz ayollari emotsional bosim ostida ironiya va sarkazm (60% holatda) strategiyasini tanlaydilar. Bu ularga ijtimoiy masofani saqlash va o‘z his-tuyg‘ularini intellektual nazorat qilish imkonini beradi. Aksincha, o‘zbek ayollari nutqida emotsional qatlam bilvositallik (indirektlik) va evfemizmlar orqali namoyon bo‘ladi. Masalan, rad javobini berishda ingliz ayoli o‘z shaxsiy irodasini (I cannot) birinchi o‘ringa qo‘ysa, o‘zbek ayoli ijtimoiy va diniy tushunchalarni (taqdir, ma’zur tuting) qalqon sifatida ishlatadi.

Xulosa. Xulosa qilib aytganda, ingliz va o‘zbek tillarida emotsional qatlamning gender xususiyatlarini lingvopragmatik va kognitiv jihatdan tadqiq etish, har ikki xalqning o‘ziga xos olam lisoniy manzarasini ochib berishga xizmat qiladi. O‘tkazilgan qiyosiy tahlillar shuni tasdiqladiki, ingliz tili doirasida genderga xos emotsionallik ko‘proq individualistik xarakterga ega bo‘lib, u ratsional tahlil, mantiqiy urg‘u va intellektual ironiya orqali boshqariladi. Aksincha, o‘zbek tilida emotsiyalar jamoaviy etika, andisha va milliy mentalitet prizmasidan o‘tgan holda, chuqur metaforik va somatik obrazlar tizimi (ko‘ngil, bag‘ir) yordamida ifodalanadi. Tadqiqot natijalari ayollar nutqining har ikki tilda ham emotsional markerlarga boyligini ko‘rsatgan bo‘lsa-da, ularning pragmatik amalga oshish mexanizmlari tubdan farq qilishi aniqlandi: ingliz ayollari nutqida "assertivlik" va shaxsiy iroda ustunlik qilsa, o‘zbek ayollari nutqida bilvositallik va evfemik yumshatish strategiyalari yetakchi o‘rin egallaydi. Kognitiv darajada emotsiyalarning modellashtirilishi esa madaniy konseptlarning til qurilishiga qanchalik chuqur singib ketganligini ko‘rsatadi. Ushbu ilmiy izlanish gender lingvistikasining nafaqat sotsiolingvistik, balki chuqur kognitiv-psixologik va madaniy hodisa ekanligini isbotlab, kelgusida qiyosiy frazeologiya va tarjimashunoslik sohalari uchun poydevor bo‘lib xizmat qiladi.

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NEMIS VA O‘ZBEK MAQOLSHUNOSLIGINING RIVOJLANISH DAVRLARI

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Annotatsiya. *Mazkur maqolada nemis va o‘zbek paremiologiyasining shakllanish jarayoni tarixiy-lisoniy hamda lingvokulturologik nuqtai nazardan tadqiq etiladi. Paremiologik birliklarning og‘zaki xalq ijodi davridan boshlab diniy-ma’rifiy ta’sir, yozma adabiyot taraqqiyoti, ilmiy tasniflash bosqichi hamda zamonaviy kognitiv-lingvistik talqinlargacha bo‘lgan evolyutsiyasi qiyosiy asosda yoritiladi.*

Kalit so‘zlar: *paremiologiya, maqol, matal, lingvokulturologiya, og‘zaki an’ana.*

Maqol va matallar xalqning ko‘p asrlik kuzatuvi, hayotiy tajribasi va ijtimoiy munosabatlaridan kelib chiqqan holda shakllanadi. Ular mehnat faoliyati, tabiat hodisalari, insonlararo munosabatlar, axloqiy qadriyatlar, diniy e’tiqodlar hamda tarixiy sharoitlarning tilga ko‘chgan ko‘rinishi sifatida namoyon bo‘ladi. Paremiologik birliklarning barqarorligi, qisqaligi va umumlashtirish xususiyati ularni kommunikativ jarayonda kuchli pragmatik vositaga aylantiradi. Ayniqsa, nutqda dalillash, nasihat, ogohlantirish, baholash va ijtimoiy me’yorni ifodalash kabi vazifalarda maqollarning roli beqiyosdir [Wander K, 127]. Nemis va o‘zbek tillari turli til oilalariga mansub bo‘lishiga qaramay, har ikkala tilda ham paremiologik fond nihoyatda boy va tarixiy ildizlarga ega. Bu boylik ularning uzoq davom etgan og‘zaki an’analari, diniy-ma’rifiy manbalari, yozma adabiyot taraqqiyoti hamda ilmiy tadqiqotlar natijasida saqlanib, tizimlashtirib kelingani bilan izohlanadi. Paremiologik birliklar orqali xalqning olamni lisoniy anglash modeli, voqelikni konseptuallashtirish usullari va qadriyatlar ierarxiyasi yaqqol namoyon bo‘ladi. Shuning uchun ham paremiologiyani qiyosiy o‘rganish turli madaniyatlarning dunyoqarashidagi o‘xshash va farqli jihatlarni aniqlash imkonini beradi.

Quyida biz nemis paremiologik fondining shakllanishi uzoq tarixiy jarayon mahsuli bo‘lib, u german qabilalarining og‘zaki ijod an’analari, xristianlik mafkurasi, yozma adabiyot taraqqiyoti hamda ilmiy tizimlashtirish bosqichlari orqali bugungi holatiga kelgan. Har bir bosqich paremiologik birliklarning mazmuni, shakli va funksional qo‘llanishiga muayyan ta’sir ko‘rsatgan.

Dastlabki bosqich qadimgi german qabilalarining og‘zaki ijodi bilan bog‘liqdir. Bu davrda maqollar kundalik turmush tajribasi, tabiat hodisalari, mehnat faoliyati hamda ijtimoiy munosabatlar asosida shakllangan. Ular ko‘proq hayotiy kuzatuv, ehtiyotkorlik, mehnatsevarlik va jamoaviylik g‘oyalarini ifodalagan. Paremiologik birliklar og‘zaki ravishda avloddan-avlodga o‘tib, xalq xotirasida saqlangan. Keyingi bosqich o‘rta asrlarda xristianlik ta’siri bilan chambarchas bog‘liqdir. Bibliyadagi hikmatli so‘zlar, diniy pand-nasihatlar nemis maqollarining mazmuniy asosiga aylangan. Natijada paremiologik birliklarda axloqiylik, kamtarlik, sabr-toqat, halollik kabi tushunchalar markaziy o‘rin egallagan. Bu davrda maqollar diniy axloqiy me’yorlarni ommalashtirish vositasi sifatida ham xizmat qilgan.

Reformatsiya davrida Martin Lyuter tomonidan Bibliyaning nemis tiliga tarjima qilinishi paremiologik birliklarning yozma shaklda keng tarqalishiga imkon yaratdi. Yozma adabiyotning rivojlanishi maqollarning standartlashuviga, ularning til me’yorlariga mos ravishda barqarorlashuviga olib keldi. Shu davrdan boshlab maqollar nafaqat og‘zaki nutqda, balki yozma matnlarda ham faol qo‘llanila boshlandi. O‘zbek paremiologik fondining shakllanishi turkiy xalqlarning qadimiy og‘zaki ijod an’analari bilan bog‘liqdir. Maqollar dastlab xalqning mehnat tajribasi, chorvachilik, dehqonchilik, tabiat bilan uyg‘un yashash tarzidan kelib chiqqan. Ular turmush tarzini, ijtimoiy munosabatlarni va axloqiy qarashlarni ifodalovchi vosita bo‘lib xizmat qilgan [Rahmatullayev, 41]. Qadimgi turkiy davrga oid manbalarda, xususan, Mahmud Koshg‘ariyning “Devonu lug‘otit turk” asarida ko‘plab maqollar keltirilganligi paremiologik birliklarning qadimiyligini ko‘rsatadi. Bu maqollar o‘sha davrdagi turkiy xalqlarning dunyoqarashi va turmush tarzini yoritadi [Qoshg’ariy, 214]. Keyingi bosqich islomiy-ma’rifiy tafakkur ta’siri bilan bog‘liqdir. Qur’on oyatlari va hadis hikmatlari xalq og‘zaki ijodiga singib, maqollarning mazmuniy qatlamini boyitgan. Axloqiy poklik, sabr, halollik, ilmga intilish kabi tushunchalar paremiologik birliklarning asosiy mazmuniga aylangan. Mumtoz adabiyot davrida Alisher Navoiy, Bobur va boshqa adiblar asarlarida maqol va hikmatli so‘zlardan keng foydalanilgan. Bu esa paremiologik

birliklarning yozma adabiyot orqali ommalashuviga va badiiy-estetik jihatdan boyishiga olib kelgan [G'ofur G'ulom, 123]. XX asrga kelib o'zbek paremiologiyasi ilmiy jihatdan o'rganila boshlandi. Folklorshunos va tilshunos olimlar maqollarni to'plash, tasniflash va izohlash bilan shug'ullandilar. Paremiologik birliklar lug'atlar va ilmiy tadqiqotlar obyekti sifatida qaraldi. Zamonaviy bosqichda esa o'zbek paremiologiyasi lingvokulturologik, kognitiv va pragmatik yo'nalishlarda tahlil qilinmoqda. Maqollar milliy mentalitet, qadriyatlar tizimi va konseptual tafakkurni yorituvchi birliklar sifatida talqin etilmoqda. Har ikkala tilda paremiologik birliklarning shakllanish jarayoni tipologik jihatdan o'xshash bosqichlardan o'tgan: og'zaki an'ana, diniy ta'sir, yozma adabiyot taraqqiyoti, ilmiy tasniflash va zamonaviy lingvistik talqin. Biroq ularning mazmuniy manbalari turlicha diniy va madaniy asoslarda shakllangan.

Xulosa. Nemis va o'zbek paremiologiyasining shakllanish jarayonini tarixiy-lisoniy hamda lingvokulturologik nuqtai nazardan tahlil qilish shuni ko'rsatadiki, paremiologik birliklar har ikki xalqning ko'p asrlik ijtimoiy tajribasi, axloqiy qarashlari va madaniy xotirasini o'zida mujassamlashtirgan muhim lisoniy qatlam hisoblanadi. Maqol va matallar dastlab og'zaki xalq ijodi doirasida vujudga kelib, keyinchalik diniy-ma'rifiy manbalar, yozma adabiyot taraqqiyoti hamda ilmiy tadqiqotlar ta'sirida barqarorlashgan va tizimlashgan.

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CONCEPTUALIZING WRITTEN DISCURSIVE COMPETENCE IN LANGUAGE EDUCATION

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Abstract. *This paper explores written discursive competence as a fundamental objective for aspiring English educators, distinguishing it from basic linguistic proficiency. Defining writing as a social and cognitive act, the study emphasizes the mastery of cohesion, coherence, and rhetorical strategies. It identifies the transition from sentence-level mechanics to macro-level organization as the primary challenge for English Language Learners (ELLs). Through an analysis of pedagogical interventions including scaffolding, digital journals, and metadiscourse instruction the article demonstrates that fostering discursive competence is essential for achieving autonomous communication in academic and professional spheres.*

Key words: *discursive competence, written discourse, language education, coherence, cohesion, communicative language teaching (CLT), rhetorical structure, ESL pedagogy, academic writing.*

Introduction. In the 21st-century educational landscape, language proficiency has evolved beyond grammatical accuracy toward the ability to navigate complex social and academic environments. Central to this mastery is written discursive competence the ability to organize ideas into a cohesive and purposeful stretch of language. While all four language skills are vital, writing remains the most cognitively demanding productive skill, requiring learners to manage complex organizational constraints without the aid of immediate feedback.

The primary challenge in ESL classrooms is the "fragmentation effect": learners often produce grammatically correct sentences that fail to form a coherent argument. This lack of flow signifies a deficit in

discursive competence rather than a failure of grammar. Consequently, writing must be viewed as a hierarchical mental process involving content, format, and audience expectations. This article provides a comprehensive framework for conceptualizing discursive competence and offers educators a strategic pathway to integrate discourse-level instruction into the English language curriculum.

Methodology. This study employs a qualitative, descriptive research design centered on the synthesis of secondary data sources. It integrates foundational theories of applied linguistics, specifically the communicative models of Canale and Swain and Bachman, alongside contemporary Genre Theory to examine the influence of social context on written discourse.

Through a critical review of academic literature and pedagogical frameworks, the research identifies the linguistic and cognitive markers of discursive competence. The study further evaluates evidence-based interventions such as scaffolding, process-oriented writing, and digital tool integration to determine their efficacy in skill development. A thematic analysis is applied to categorize the findings into three core domains: the structural components of discourse, the cognitive challenges faced by learners, and strategic pedagogical pathways for educators.

Results and discussion. The findings of this study suggest that developing written discursive competence is a multi-dimensional and iterative process that requires a profound shift from sentence-level accuracy to global text coherence. For aspiring English language educators, this competence is the bridge between basic linguistic knowledge and professional communicative authority. Learning English at an advanced level demands consistent practice and a strategic focus on how vocabulary and grammar function within larger units of meaning. To communicate effectively in a globalized educational context, English Language Learners (ELLs) must develop a balanced proficiency across all four language skills: listening, speaking, reading, and writing.

Writing is widely acknowledged by scholars and practitioners alike as the most cognitively demanding of the four skills. This complexity is rooted in the fact that writing requires the simultaneous management of multiple constraints, including orthographic precision, syntactic complexity, lexical choice, and, most importantly, discursive organization. Unlike oral communication, where non-verbal cues and immediate feedback can clarify meaning, written discourse must be self-sufficient and internally coherent. For ELLs, the challenge lies in ensuring that the relationship between the writer's intent and the reader's interpretation is maintained through clear rhetorical signposting. Teachers should act as facilitators in this process, guiding students through the transition from fragmented sentence production to the creation of well-organized, cohesive paragraphs and essays. By utilizing collaborative small-group tasks, educators can create a social environment where students can negotiate meaning and refine their discursive strategies collectively, thereby making the writing process more manageable and less anxiety-inducing.

The development of high-level written discursive competence offers a wide array of strategic advantages for English Language Learners, particularly those preparing for a career in pedagogy. According to the thematic analysis of contemporary ESL frameworks, the benefits of mastering written discourse go far beyond the classroom and extend into professional and academic autonomy.

The specific benefits of written discursive competence for ELLs include:

Strategic Vocabulary Deployment: Learning how to use both active and passive academic vocabulary in highly specific and appropriate discursive contexts;

Rhetorical Flexibility: Appropriately using figures of speech, idiomatic expressions, and metaphors to add depth and nuance to professional writing;

Genre Versatility: Developing the ability to navigate and produce various types of writing, including personal reflections, official correspondence, and complex academic research;

Architectural Precision: Crafting powerful and effective topic sentences that act as a roadmap for the reader and provide a logical foundation for paragraphs;

Cohesive Mastery: Incorporating a wide variety of linking devices, transition markers, and metadiscourse signals to ensure a seamless flow of ideas;

Global Textual Coherence: Ensuring that every sentence and paragraph contributes directly to the central thesis, creating a unified and persuasive argument;

Analytical Synthesis: Developing the sophisticated ability to summarize and synthesize multiple theoretical perspectives while maintaining a clear discursive voice;

Professional Identity: Helping learners project a confident and authoritative professional persona through their written academic contributions;

Interactive journals motivate students to write more frequently and with greater complexity, as they see writing as a genuine tool for communication rather than just a classroom exercise. As learners gain confidence through journaling, they often begin to scaffold each other, leading to collaborative writing activities that foster peer-to-peer learning and increase overall language proficiency.

Technology integration. The integration of technology has profoundly changed the landscape of writing instruction in the 21st century. This shift represents a move from traditional, teacher-centered methods to more constructivist and student-centered approaches. Digital tools, such as collaborative e-journals, online discussion boards, and cloud-based composition platforms, offer ELLs diverse and dynamic ways to develop their discursive competence. These platforms facilitate immediate and meaningful feedback, allowing for a more iterative and process-oriented approach to writing. As Bitchener et al. noted, peer feedback in digital environments is often more impactful than traditional teacher feedback, as students are more likely to respond to the opinions and critiques of their peers, which in turn enhances their rhetorical awareness and audience sensitivity.

Challenges in Discursive Writing. Despite the implementation of these effective strategies, English Language Learners often face a range of internal and cognitive challenges that can hinder their development as skilled writers. These challenges are often deeply rooted in the learner's previous educational experiences and their current level of linguistic proficiency.

Cognitive challenges in writing. Cognitive challenges are related to the higher-order thinking and organizational skills required for successful discourse.More importantly, many learners struggle with content development the ability to generate, select, and organize ideas into a logical sequence. The inability to distinguish between general claims and specific evidence often leads to a lack of coherence in student writing. Organizational issues remain the most persistent challenge, as students may struggle to maintain a clear focus throughout a paragraph or an entire essay, resulting in a text that lacks a clear communicative purpose and discursive unity.

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INTERNALIZATION AND LANGUAGE LEARNING; A PEDAGOGICAL PERSPECTIVE

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Annotation: *Internalization is a process that can open the door of opportunities through learning external knowledge, skills, methods, and social interactions. In language system many students are part of language teaching and learning they make an effort for their future with the help of language learning, they can learn also play a vital role in transforming language external input, grammal tasks, visual, with words, many grammar methods, communication patterns and the main thing is they, might focus on their theoretical background and practical implications for teaching and learning.*

Key words: *Language model, external input, learning processes, individual learning, self-esteem, self-asisstence, interaction with students, transforming language, independence production, collaborative learning, understanding language accents.*

The concept of the language learning can be more complicated but it can strongly impact to increase level of each students learning process, also this term socially connected with Lev Vygotsky's learning progress who argued that learning first occurs on a social level and then moves to the individual level. In case of individual learning, they can use many tools individually and cooperatevly. In language learning, this means that students use them language progresses, skills, and it thoretical developments. There are many acquisiton involves several stages of internalization. External input – learners hear during listening and understand what words used in grammar contex.

Social interaction – real and live interviews through communication, they practice every time for their beneficion with new language forms.

Scaffolding – every level of language learners should separated into different groups, this separations called group different level students . They should learn the language step by step.

Independent preparation – this type of preparation is increasing day by day because it can make a huge difference in learning system. Over time, learners begin to use language automatically without conscious effort. Teachers play a crucial role in facilitating internalization. Effective strategies include: Pedagogical impact on teaching system would be effective during live lessons for example understanding id the first main tool to teach and learn, most teachers use student – centered approach because they can not focus on their learner's level they should use also teacher centered approach most of the time. Creating communicative classroom environments Encouraging collaborative learning Providing constructive feedback. Private speech is also key to communicate with themselves. Using meaningful tasks instead of isolated drills. When students actively participate in discussions, role-plays, and problem-solving activities, they move from external imitation to internal mastery. Challenges in the Internalization Process Despite its importance, internalization may face obstacles such as: Lack of authentic communication opportunities. Many meaningful implications during the lectures coukd be motivational but motivation is not assist to improve the level language. In addition, emotional motivation aslo effects to impact learners characteriscits and mood they may help a little bit but discipline can also play a significant role learners knowledge. Overemphasis on grammar rules without context Anxiety and low motivation Therefore, emotional safety and creativity in the classroom are essential for deeper language internalization. In conclusion, Internalization is at the heart of the succesful learning acquisition. It impacts not only teachers's level but also learner interaction into individual compentence and bridges theory and pedagogical practice in language teaching. Teaching with best methods through internationalize language process can be more effective to teach and learn.

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O'SMIRLARGA (13-16 YOSH) INGLIZ TILINI O'RGATISHDA QO'LLANILADIGAN INNOVATSIYALAR VA METODLAR

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Annotatsiya: *Maqolada 13-16 yoshdagi o'smirlar uchun ingliz tilini o'rganishda qo'llaniladigan innovatsion metodlar va yondashuvlar tahlil qilinadi. O'smirlar davri – bu shaxsiy rivojlanish va ta'limda muhim bosqich bo'lib, til o'rganish jarayonida o'ziga xos qiyinchiliklar va imkoniyatlar mavjud. Maqolada*

interaktiv o‘quv metodlari, zamonaviy texnologiyalar, masalan, mobil ilovalar va onlayn platformalar, shuningdek, loyiha asosidagi o‘rganish kabi innovatsion yondashuvlar ko‘rib chiqiladi. Ushbu metodlar o‘smirlarning motivatsiyasini oshirish va ularning til ko‘nikmalarini rivojlantirishda qanday yordam berishi mumkinligi muhokama qilinadi. Natijada, ingliz tilini o‘rganish jarayoni yanada samarali va qiziqarli bo‘ladi.

Kalit so‘zlar: *O‘smirlar, Ingliz tili, Innovatsiyalar, O‘qitish metodlari, Interaktiv o‘quv, Mobil ilovalar, Onlayn platformalar*

KIRISH. O‘smirlik davri - bu shaxsiy rivojlanish, o‘z-o‘zini anglash va ta’limda muhim bosqich bo‘lib, ayniqsa, til o‘rganish jarayonida o‘ziga xos qiyinchiliklar va imkoniyatlar mavjud. 13-16 yoshdagi o‘smirlar uchun ingliz tilini o‘rganish nafaqat akademik zaruriyat, balki global kommunikatsiya va madaniyatga kirish yo‘lidir. Ushbu yosh guruhidagi o‘smirlar o‘zlarining shaxsiy qiziqishlari, ijtimoiy munosabatlari va texnologiyalarga bo‘lgan qiziqishi bilan ajralib turadi, shuning uchun ingliz tilini o‘rganishda innovatsion yondashuvlar va metodlarni qo‘llash juda muhimdir.

Bugungi kunda ta’lim sohasida zamonaviy texnologiyalar va interaktiv o‘quv metodlari keng tarqalgan. Mobil ilovalar, onlayn platformalar va virtual sinflar kabi resurslar o‘smirlarning ingliz tilini o‘rganish jarayonini yanada qiziqarli va samarali qiladi. O‘smirlar uchun mo‘ljallangan interaktiv o‘quv materiallari va o‘yinlar orqali til ko‘nikmalarini rivojlantirish, ularga o‘z fikrlarini ifoda etish imkoniyatini beradi. Bu esa, o‘z navbatida, ularning motivatsiyasini oshiradi va o‘rganishga bo‘lgan qiziqishini kuchaytiradi. Bundan tashqari, loyiha asosidagi o‘rganish metodlari ham o‘smirlarning ingliz tilini o‘zlashtirishda muhim rol o‘ynaydi. O‘quvchilar jamoa bo‘lib ishlash, muammolarni hal qilish va ijodiy yondashuvlarni qo‘llash orqali til ko‘nikmalarini mustahkamlashadi. Shuningdek, real hayotdagi vaziyatlarga asoslangan topshiriqlar orqali ular tilni amaliy ravishda qo‘llash imkoniyatiga ega bo‘ladi. Shu bilan birga, o‘smirlarning shaxsiy qiziqishlari va ehtiyojlarini inobatga olish, ularning ingliz tiliga bo‘lgan munosabatini yanada ijobiy tomonga o‘zgartirishga yordam beradi. O‘quv jarayonida innovatsion yondashuvlarni qo‘llash orqali ta’lim tizimi nafaqat bilim berish, balki o‘smirlarni mustaqil fikrlovchi va ijodkor shaxslar sifatida rivojlantirishga xizmat qiladi. Ushbu maqolada 13-16 yoshdagi o‘smirlar uchun ingliz tilini o‘rganishda qo‘llaniladigan innovatsion metodlar va yondashuvlar batafsil tahlil qilinadi.

Ushbu tadqiqot o‘smirlarga (13-16 yosh) ingliz tilini o‘rganishda qo‘llaniladigan innovatsion metodlar va yondashuvlarni o‘rganish maqsadida amalga oshiriladi. Tadqiqot jarayoni sifatida aralash metodologiya qo‘llaniladi, bu esa miqdoriy va sifatli tadqiqot usullarini birlashtirish imkonini beradi.

Birinchidan, miqdoriy tadqiqot usuli orqali o‘smirlarning ingliz tilini o‘rganish jarayonidagi motivatsiyasini va qiziqishlarini aniqlash maqsadida anketalar ishlab chiqiladi. Anketalarda o‘smirlarning til o‘rganish tajribasi, foydalanilayotgan innovatsion metodlar va ularning samaradorligi haqidagi savollar joylashtiriladi. Bu savollar o‘smirlarning o‘z fikrlarini ifoda etish imkoniyatini beradi va natijalar statistik tahlil uchun tayyorlanadi. Ikkinchidan, sifatli tadqiqot usuli yordamida chuqur intervyular o‘tkaziladi. Bu intervyular o‘smirlar, o‘qituvchilar va ota-onalar bilan olib boriladi. Intervyu jarayonida o‘smirlarning ingliz tilini o‘rganishdagi qiyinchiliklari, muvaffaqiyatlari va innovatsion metodlarga bo‘lgan munosabatlari batafsil o‘rganiladi. Ushbu intervyulardan olingan ma’lumotlar kontent tahlili yordamida tahlil qilinadi. Tadqiqot natijalari o‘smirlarning ingliz tilini o‘rganish jarayonida qo‘llaniladigan innovatsion metodlar va yondashuvlarning samaradorligini aniqlashga yordam beradi.

Shuningdek, tadqiqot natijalari ta’lim jarayonida yangi yondashuvlar va strategiyalarni ishlab chiqishda asos bo‘lib xizmat qiladi. Shu tariqa, tadqiqot o‘smirlarning ingliz tilini o‘rganish jarayonini yaxshilashga qaratilgan ilmiy asoslangan tavsiyalarni ishlab chiqishga imkon beradi.

TADQIQOT METODOLOGIYASI. O‘smirlarga (13-16 yosh) ingliz tilini o‘rgatishda qo‘llaniladigan innovatsiyalar va metodlar sohasida bir qator o‘zbek olimlari izlanishlar olib bormoqda. Ularning tadqiqotlari, o‘quv jarayonini yanada samarali va qiziqarli qilishga qaratilgan innovatsion yondashuvlarni o‘z ichiga oladi. Birinchidan, O‘zbekiston Milliy Universiteti professorlari va o‘qituvchilari tomonidan olib borilgan tadqiqotlar e’tiborga molikdir. Ular ingliz tilini o‘rganish jarayonida interaktiv metodlar, masalan, ro‘yxatga olish, guruhli

ishlar va o‘yinlar kabi yondashuvlarni qo‘llashni taklif qiladilar. Bu usullar o‘smirlarning til o‘rganish motivatsiyasini oshirishga va darslarni yanada qiziqarli qilishga yordam beradi.

Shuningdek, O‘zbekiston Davlat Pedagogika Universitetida olib borilgan tadqiqotlarda, zamonaviy axborot texnologiyalarining ta’lim jarayoniga integratsiyasi muhim ahamiyatga ega ekanligi ta’kidlanadi. O‘smirlar uchun mo‘ljallangan onlayn platformalar va mobil ilovalar yordamida ingliz tilini o‘rganish imkoniyatlari yaratilmoqda. Bu kabi innovatsiyalar o‘quvchilarning mustaqil ravishda tilni o‘zlashtirishlariga va o‘z bilimlarini mustahkamlashlariga yordam beradi. Yana bir muhim yo‘nalish sifatida, O‘zbekiston Respublikasi Xalq ta’limi vazirligi tomonidan amalga oshirilayotgan yangi ta’lim dasturlari e’tiborga molikdir. Ushbu dasturlarda ingliz tilini o‘rganish jarayonida innovatsion metodlarni qo‘llashga alohida e’tibor berilmoqda. Ta’lim jarayonida zamonaviy pedagogik texnologiyalar, masalan, flipped classroom (aynalangan dars) usuli orqali o‘smirlarning faol ishtirokini ta’minlashga qaratilgan yondashuvlar ishlab chiqilmoqda.

O‘zbekiston davlat jahon tillari universiteti olimlari ham ingliz tilini o‘rganishda kreativ yondashuvlarni tadqiq qilmoqdalar. Ular ingliz tilini o‘rganish jarayonida san’at va madaniyat elementlarini qo‘shish orqali o‘smirlarning qiziqishini oshirishga harakat qilmoqdalar. Masalan, ingliz tilidagi adabiyot va kino asarlarini o‘rganish orqali o‘quvchilarning til ko‘nikmalarini rivojlantirishga qaratilgan dasturlar ishlab chiqilmoqda. Umuman olganda, o‘zbek olimlari tomonidan olib borilgan tadqiqotlar va innovatsion yondashuvlar o‘smirlarga ingliz tilini o‘rganishda samarali metodlar va strategiyalarni yaratishga xizmat qiladi. Bu esa, o‘z navbatida, yosh avlodning global kommunikatsiya va madaniyat bilan integratsiyasini ta’minlashda muhim rol o‘ynaydi.

O‘smirlarga (13-16 yosh) ingliz tilini o‘rgatishda qo‘llaniladigan innovatsiyalar va metodlar sohasida olib borilgan tadqiqotlar, ta’lim jarayonini yanada samarali va qiziqarli qilishga qaratilgan yondashuvlarni o‘z ichiga oladi. O‘zbekistonlik olimlar, o‘quvchilarning til o‘rganish motivatsiyasini oshirish va darslarni interaktiv qilish maqsadida turli metodologiyalarni sinab ko‘rmoqdalar. Birinchidan, interaktiv metodlar, masalan, guruhli ishlar, o‘yinlar va rolli o‘yinlar kabi yondashuvlar o‘smirlarning faol ishtirokini ta’minlaydi. Ushbu metodlar yordamida o‘quvchilar tilni amaliyotda qo‘llash imkoniyatiga ega bo‘ladilar, bu esa ularning o‘z-o‘zini ifoda etish qobiliyatini rivojlantiradi. O‘smirlar uchun qiziqarli bo‘lgan mazmunni tanlash, masalan, zamonaviy musiqalar yoki film sahnalaridan foydalanish, darslarni yanada jozibador qiladi. Ikkinchidan, zamonaviy axborot texnologiyalarining ta’lim jarayoniga integratsiyasi muhim ahamiyatga ega. Onlayn platformalar va mobil ilovalar orqali ingliz tilini o‘rganish jarayoni osonlashadi.

O‘smirlar uchun mo‘ljallangan interaktiv ilovalar yordamida ular mustaqil ravishda til ko‘nikmalarini rivojlantirishlari mumkin. Bu usul, ayniqsa, o‘quvchilarning o‘z vaqtini boshqarish imkoniyatlarini oshiradi va ularga individual ta’lim olish imkoniyatini beradi. Uchinchidan, flipped classroom (aynalangan dars) usuli orqali o‘smirlarning darsda faol ishtirokini ta’minlashga qaratilgan yondashuvlar ishlab chiqilmoqda. Ushbu usulda o‘quvchilar darsdan oldin yangi material bilan tanishadilar va dars davomida ushbu material asosida muhokama va amaliy mashg‘ulotlar olib boriladi. Bu metod o‘quvchilarning o‘z fikrlarini ifodalash va bir-birlari bilan muloqot qilish qobiliyatlarini rivojlantiradi. Natijada, o‘zbek olimlari tomonidan olib borilgan tadqiqotlar va innovatsion yondashuvlar o‘smirlarga ingliz tilini o‘rganishda samarali metodlarni taklif etadi.

Bu metodlar nafaqat til ko‘nikmalarini rivojlantirishga, balki o‘quvchilarning ijodkorligini va mustaqil fikrlash qobiliyatini oshirishga ham xizmat qiladi. O‘zbekistonning ta’lim tizimida ushbu innovatsiyalarni joriy etish, yosh avlodning global kommunikatsiya va madaniyat bilan integratsiyasini ta’minlashda muhim rol o‘ynaydi. Shuningdek, bu metodlar orqali o‘smirlarning ijtimoiy ko‘nikmalarini rivojlantirish va ularni zamonaviy dunyoda muvaffaqiyatli shaxslar sifatida tayyorlash mumkin bo‘ladi.

Innovatsion metod	Metodning qisqacha mazmuni	O'smirlar uchun afzalligi	Amaliy mashg'ulot misoli
Gamifikatsiya (O'yinli texnologiya)	Dars jarayoniga o'yin elementlari va raqobatni olib kirish	Motivatsiyani oshiradi va darsdagi zerikishni kamaytiradi	Kahoot yoki Quizlet orqali guruhlararo musobaqalar o'tkazish
Loyiha asosida o'qitish (PBL)	Muayyan muammoni hal qilish yoki loyiha yaratish ustida ishlash	Mustaqil qaror qabul qilish va jamoada ishlashni o'rgatadi	"Ideal maktab" yoki "Kelajak shahri" mavzusida taqdimot tayyorlash
Flipped Classroom (To'ntarilgan sinf)	Nazariy bilimni uyda (video orqali), amaliyotni sinfda bajarish	Sinf vaqtini faqat muloqot va muhokamaga sarflash imkonini beradi	Talabalar uyda mavzuga oid videoni ko'rib kelib, darsda uni muhokama qiladilar
Digital Storytelling (Raqamli hikoya)	Multimedia vositalari yordamida o'z hikoyasini ingliz tilida yaratish	Ijodkorlikni rivojlantiradi va texnologik ko'nikmalarni oshiradi	O'smirning o'z sayohati haqida qisqa video-blog yoki vlog yaratishi
Rolli o'yinlar va Simulyatsiya	Real hayotiy vaziyatlarni sinfda ingliz tilida sahnalashtirish	Til to'sig'ini yengishga va real muloqotga tayyorlanishga yordam beradi	"Ishga joylashish uchun suhbat" yoki "Mehmonxonada muammo" sahnalari

Jadval tahlili

Ushbu jadval 13–16 yoshli o'smirlar bilan ishlashda qo'llaniladigan eng samarali innovatsion yondashuvlarni tizimlashtirib beradi. Tahlil natijasida quyidagi muhim xulosalarni chiqarish mumkin:

Psixologik moslik: O'smirlik davrida tengdoshlar bilan muloqot va jamoada tan olinish birinchi o'ringa chiqadi. Gamifikatsiya va Loyiha asosida o'qitish metodlari aynan shu ehtiyojni qondiradi. O'quvchi jamoa ichida o'z o'rnini topadi va raqobat orqali til o'rganishga qiziqishi ortadi.

Avtonomiya va mas'uliyat: Flipped Classroom metodi o'smirlarga mustaqil ta'lim olish mas'uliyatini yuklaydi. Bu yoshdagi bolalarda o'zini kattalardek tutish istagi kuchli bo'lgani sababli, ularga mustaqil o'rganish uchun imkoniyat berish ularning o'ziga bo'lgan ishonchini oshiradi.

Raqamli dunyo bilan integratsiya: 13–16 yoshli o'smirlar "raqamli avlod" vakillaridir. Digital Storytelling kabi metodlar ular uchun qiziqarli bo'lgan ijtimoiy tarmoqlar (vloglar, videolar) va ingliz tili o'rtasida ko'prik hosil qiladi. Bu esa til o'rganishni "majburiy vazifa" dan "qiziqarli mashg'ulot" ga aylantiradi.

Kommunikativ kompetensiya: Jadvaldagi barcha metodlar, xususan Rolli o'yinlar, o'quvchini nutqiy faoliyatga undaydi. O'smirlar ko'pincha grammatik xatoga yo'l qo'yishdan qo'rqib, gapirishdan bosh tortadilar. Innovatsion metodlar esa diqqatni xatoga emas, balki "fikrni yetkazib bera olish" (meaning-focused) jarayoniga qaratadi. Innovatsion metodlar o'qituvchi va o'smir o'rtasidagi munosabatni "buyruq berish" dan "hamkorlik qilish" darajasiga ko'taradi. Bu esa til o'rganish samaradorligini bir necha barobar oshirishning eng to'g'ri yo'lidir.

XULOSA. 13-16 yoshli o'smirlarga ingliz tilini o'rgatishda innovatsion metodlar va texnologiyalarni qo'llash ularning motivatsiyasini oshirish va tilni samarali o'zlashtirish uchun hal qiluvchi ahamiyatga ega. Bu yoshdagi o'quvchilarning psixologik xususiyatlarini (mustaqillikka intilish, tengdoshlar fikriga bog'liqlik, texnologiyalarga qiziqish) inobatga olgan holda, dars jarayoniga interfaol o'yinlar, loyiha asosida o'qitish (Project-Based Learning), raqamli hikoyalar yaratish va veb-kvestlar kabi metodlarni kiritish lozim. Mobil ilovalar, onlayn resurslar va ijtimoiy tarmoqlar til o'rganishni sinfdan tashqariga olib chiqib, uni hayotiy tajriba bilan bog'laydi. Kommunikativ yondashuvni kuchaytirish, tanqidiy fikrlashni rivojlantirish va madaniyatlararo kompetensiyani shakllantirishga yo'naltirilgan metodlar o'smirlarning nafaqat til ko'nikmalarini, balki shaxsiy sifatlarini ham rivojlantiradi. Bu esa ularning kelajakda globallashgan jamiyatda muvaffaqiyatli faoliyat yuritishi uchun mustahkam zamin yaratadi.

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Annotatsiya. *Ushbu ilmiy maqolada umumta'lim maktablarida ingliz tilini o'qitish jarayonida interfaol metodlardan foydalanishning nazariy va amaliy jihatlari tahlil qilinadi. Zamonaviy pedagogik texnologiyalar o'quvchilarning faolligini oshirish, mustaqil fikrlashini rivojlantirish hamda kommunikativ kompetensiyasini shakllantirishga xizmat qiladi. Tadqiqot davomida interfaol metodlarning ta'lim jarayonidagi o'rni, ularning samaradorligi hamda ingliz tili darslarida qo'llash imkoniyatlari yoritildi. Mahalliy va xorijiy olimlar – J. Jalolov, G.T. Maxkamova, Sh.Raximov, J.Harmer, J.Scrivener, J.C.Richards va boshqalarning ilmiy izlanishlari asosida interfaol metodlarning amaliy tatbiqi va ularning o'quv natijalariga ta'siri tahlil qilindi.*

Kalit so'zlar: *interfaol metodlar, ingliz tili ta'limi, innovatsion texnologiyalar, kommunikativ kompetensiya, zamonaviy metodika, ta'lim samaradorligi, nutqiy faoliyat*

Kirish. Bugungi kunda globallashuv jarayonida ingliz tilini o'rganish muhim ahamiyat kasb etmoqda. Xalqaro hamkorlik, ilmiy izlanishlar hamda axborot texnologiyalarining rivojlanishi ingliz tilining global til sifatidagi mavqeini yanada mustahkamlamoqda. Shu sababli umumta'lim maktablarida ingliz tilini o'qitish jarayonini zamonaviy pedagogik yondashuvlar asosida tashkil etish muhim hisoblanadi.

Zamonaviy ta'lim tizimi o'quvchilarning nafaqat nazariy bilimlarini, balki amaliy ko'nikmalarini ham rivojlantirishni talab etadi. ta'lim jarayonida o'quvchilarning faol ishtiroki ta'lim samaradorligini oshirishning asosiy shartlaridan biri hisoblanadi. Passiv tinglash o'rniga faol qatnashish orqali til ko'nikmalari yanada mustahkam o'zlashtiriladi.

An'anaviy o'qitish usullari o'quvchilarni faqat tinglovchi va qayd etuvchi sifatida ko'radi. Bunda o'quvchi o'qituvchining tayyor bilimini qabul qiladi, lekin o'z fikrini erkin ifodalashga imkon topa olmaydi. Natijada o'quvchilar mustaqil fikrlash qobiliyatidan mahrum bo'lib, tilni amaliy jihatdan qo'llashda qiynaladi.

Aksincha, interfaol metodlar o'quvchini o'qitish jarayonining markaziga qo'yadi. Bu metodlar o'quvchilarni muhokama qilish, muammolarni birgalikda yechish va o'z fikrlarini ochiq ifodalashga undaydi. Shunday qilib, o'quvchilar nafaqat til qoidalarini yodlaydi, balki ularni hayotiy vaziyatlarda qo'llash mahoratini ham egallaydi.

Mamlakatimizda chet tilini o'qitish sohasida zamonaviy metodlardan foydalanish ehtiyoji kundan-kunga oshib bormoqda. Ta'lim jarayonini yangilash, o'quvchilarning kommunikativ kompetensiyasini shakllantirish va ularni global axborot makonida erkin muloqot qilishga tayyorlash — zamon talabi. Interfaol metodlardan samarali foydalanish orqali ingliz tili darslarini yanada samarali va qiziqarli tashkil etish mumkin.

Tadqiqot metodologiyasi. Mazkur tadqiqot umumta'lim maktablarida ingliz tilini o'qitish jarayonida interfaol metodlardan foydalanish samaradorligini aniqlashga qaratilgan bo'lib, unda bir qator ilmiy-pedagogik metodlardan foydalanildi.

Pedagogik kuzatish metodi. Ushbu metod orqali ingliz tili darslarida interfaol metodlardan foydalanish jarayoni kuzatildi. Dars jarayonida o'quvchilarning faolligi, savol-javoblarda ishtiroki, hamkorlikda ishlash darajasi hamda nutqiy faoliyati tahlil qilindi.

Pedagogik tajriba metodi. Tadqiqot davomida ayrim darslar an'anaviy metodlar asosida, ayrimlari esa interfaol metodlar asosida tashkil etildi. Tajriba natijalari taqqoslanib, o'quvchilarning bilim o'zlashtirish darajasidagi farqlar aniqlandi.

Taqqoslash va tahlil metodi. An'anaviy o'qitish metodlari va interfaol metodlarning samaradorligi taqqoslab o'rganildi.

Ilmiy adabiyotlarni tahlil qilish metodi. Tadqiqot davomida chet tilini o'qitish metodikasi bo'yicha mahalliy va xorijiy olimlarning ilmiy ishlari o'rganildi. Xususan, J.Jalolov, G.T.Maxkamova, Sh.Raximov, J.Harmer, J.Scrivener, J.C.Richards, H.D.Brown kabi olimlarning tadqiqotlari metodologik asos sifatida xizmat qildi.

J.C.Richards o‘zlarining *“Approaches and Methods in Language Teaching”* (Til o‘qitishda yondashuvlar va metodlar) asarida ta’kidlaganidek: “Kommunikativ yondashuv o‘quvchilarga maqsadli tilni haqiqiy muloqot uchun ishlatish imkoniyatlarini taqdim etishning ahamiyatini ta’kidlaydi” [7, 153].

Asosiy qism. *Interfaol metodlarning nazariy asoslari.* Interfaol metodlar ta’lim jarayonida o‘quvchilarning faol ishtirokini ta’minlaydigan pedagogik usullar majmuasidir. Ushbu metodlar yordamida o‘quvchilar bilimni faqat tinglash orqali emas, balki muhokama qilish, tahlil qilish hamda amaliy faoliyat orqali o‘zlashtiradilar.

J.Jalolov o‘zining *“Chet tilini o‘qitish metodikasi”* asarida ta’kidlaganidek: “Chet til o‘qitishda mashqlar bajarish asosiy ish usuli hisoblanadi. Til materiali, til texnikasi, nutq faoliyati turlari, o‘zlashtirish bosqichlari kabilarni nazarga olib mashqlar bajariladi: leksika, grammatika, talaffuz mashqlari, gapirish, tinglab tushunish, o‘qish va yozuv mashqlari” [4, 191]. Ushbu fikr interfaol metodlarning chet tilini o‘qitishdagi amaliy ahamiyatini tasdiqlaydi. H.D.Brown o‘zining *“Principles of Language Learning and Teaching”* (Til o‘rganish va o‘qitish tamoyillari) asarida ta’kidlaganidek: “O‘quvchilar va o‘qituvchilar o‘rtasidagi, shuningdek o‘quvchilar o‘zlarining o‘rtasidagi o‘zaro ta’sir til o‘rganish jarayonining hayotiy tarkibiy qismidir”[1, 165]. Bu fikr interfaol metodlarning til o‘rganish jarayonidagi ahamiyatini yana bir bor tasdiqlaydi. Jeremy Harmer *“The Practice of English Language Teaching”* (Ingliz tilini o‘qitish amaliyoti) asarida quyidagi fikrni bildiradi: “O‘qituvchilar o‘quvchilarning turli xil interfaol vazifalar va faoliyatlar orqali o‘rganish jarayonida faol ishtirok etishini ta’minlashlari kerak” [3, 52].

Ingliz tili darslarida keng qo‘llaniladigan interfaol metodlarga quyidagilar kiradi: *Brainstorming (aqliy hujum), Role play (rolli o‘yinlar), Think–Pair–Share (O‘yla-Juftlash-Ulash), Klaster metodi, Debat va muhokama usullari, “Pinboard ” metodi* Sh.Raximov “*Pinboard”* metodining ahamiyatini quyidagicha tushuntiradi: “Har bir o‘quvchida muloqot yuritish va munozara olib borish madaniyati shakllanadi. O‘z fikrini ravon va erkin bayon eta olish qobiliyati paydo bo‘ladi, mantiqiy fikr yuritish ko‘nikmalari rivojlanadi” [6, 157].

Interfaol metodlarning samaradorligi

Pedagogik tadqiqotlar shuni ko‘rsatadiki, ta’lim jarayonida qo‘llaniladigan metodlar o‘quvchilarning bilimni o‘zlashtirish darajasiga sezilarli ta’sir ko‘rsatadi. Penny Ur shunday fikr bildiradi: “Til o‘rganuvchilari eng yaxshi natijaga faol ishtirok etgan holda erishadilar; passiv tinglash o‘rniga, ular mashqlar, muhokama va amaliy faoliyat orqali bilimni mustahkamlaydilar”[9, 45]. Shu sababli interfaol metodlardan foydalanish dars jarayonini samarali qiladi. An’anaviy metodlar asosida o‘tiladigan darslarda o‘quvchilarning faol ishtiroki odatda 30–40 foizni tashkil etadi. Interfaol metodlar qo‘llanilgan darslarda esa o‘quvchilarning faolligi 70–80 foizgacha oshadi. Jack C.Richards va Theodore S.Rodgers o‘zlarining *“Approaches and Methods in Language Teaching”* (Til o‘qitishda yondashuvlar va metodlar) asarida ta’kidlaganidek: “Kommunikativ til o‘qitish til o‘qitish maqsadi sifatida kommunikativ kompetensiyani shakllantirishga va til va muloqotning o‘zaro bog’liqligini tan oluvchi to‘rtta til ko‘nikmalarini o‘qitish usullarini rivojlantirishga qaratilgan” [7, 172].

Jim Scrivener o‘zining *“Learning Teaching”* (O‘qitishni o‘rganish) asarida qo‘shimcha qiladi: “O‘quvchilar interfaol vazifalarda faol ishtirok etganlarida, ular yangi tilni yaxshiroq eslab qolishga va undan foydalanishga ishonch hosil qilishga ko‘proq moyildirlar”[8, 92]. J.Jalolov o‘z asarida til materialini o‘rgatishning yaxlitlik prinsipi haqida quyidagicha yozadi: “Yaxlitlik (integratsiya) til materialini o‘zlashtirishga taalluqli metodik hodisa. Leksika, grammatika va talaffuz birliklari tarqoq holda emas, balki yaxlit tarzda, ya’ni leksikada grammatika, leksika va grammatika asosida esa talaffuz o‘rgatiladi” [4, 93]. Bu yondashuv interfaol metodlarning samaradorligini yanada oshiradi.

Innovatsion usullar amaliyoti. Ingliz tili darslarida innovatsion metodlardan foydalanish o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshiradi hamda ularning nutqiy faoliyatini rivojlantiradi. G.T.Maxkamova o‘z tadqiqotlarida kichik yoshdagi bolalarga chet tilini o‘qitishning xususiyatlarini quyidagicha tushuntiradi: “Maktabgacha (5-6 yoshdagi) bolalarni chet tilida og’zaki nutq ko‘nikma va malakalarini shakllantirishda o‘yin orqali o‘qitish metodlari alohida ahamiyat kasb etadi” [5, 47].

Role play metodi. Role play metodi o'quvchilarning real hayotiy vaziyatlarga asoslangan holda ingliz tilida muloqot qilish ko'nikmalarini rivojlantiradi. Jeremy Harmer ta'kidlaganidek: "Rolli o'yinlar o'quvchilarga xavfsiz sinf muhitida haqiqiy hayotiy vaziyatlarni mashq qilish imkoniyatini beradi" [3 , 274].

Masalan, "At the shop" (Do'konda) mavzusida quyidagi dialog tashkil etilishi mumkin:

Student A: *Hello. Can I buy a notebook?* (Salom. Daftar sotib olsam bo'ladimi?)

Student B: *Yes, of course. Here you are.* (Ha, albatta. Mana, oling)

Student A: *How much is it?* (Bu qancha turadi?)

Student B: *It is two dollars.* (Bu ikki dollar turadi)

Brainstorming metodi

Brainstorming metodi o'quvchilarning mustaqil fikrlashini rivojlantirish hamda yangi g'oyalarni ilgari surishga yordam beradi. Sh. Raximov "Aqliy hujum" metodini quyidagicha tavsiflaydi: "Bu jarayonda savollar turlicha, mantiqan, qiziqarli yoki ilmiy-siyosiy jihatdan mavzuga aloqador bo'lishi lozim. Ushbu savol-javob talaba-yoshlar faolligidan kelib chiqqan holda 5-10 daqiqani tashkil etishi mumkin" [6, 156].

Klaster metodi. Klaster metodi o'quvchilarning mustaqil fikrlash va tahlil qilish ko'nikmalarini rivojlantiradi. Bu metod orqali o'quvchilar mavzu bo'yicha o'z fikrlarini tuzatib, ularni birlashtiradilar.

Nutqiy faoliyat turlarini rivojlantirish. J.Jalolov o'z asarida tinglab tushunishni o'rgatishning ahamiyatini quyidagicha tushuntiradi: "Gapirilgan, o'qilgan va yozilgan o'quv materialini tinglashdan tashqari maxsus tinglab tushunish uchungina beriladigan matnlar mavjud. Tinglangan matn asosida qolgan uchala nutq faoliyati turlarini ham mashq qilish mumkin" [4, 228]. Talaffuzni o'rgatishda ham interfaol metodlar samarali qo'llaniladi. Jalolov ta'kidlaganidek: "Chet tildagi yangi tovushning taqdimoti taqlidiy va tahliliy ish turlarini talab etadi. Ular metodika ilmida talaffuz o'rgatishning imitatsiya (taqlid) va analiz (tahlil) metodlari nomlari bilan yuritiladi" [4, 209].

Xulosa. Xulosa qilib aytganda, umumta'lim maktablarida ingliz tilini o'qitishda interfaol metodlardan foydalanish ta'lim samaradorligini sezilarli darajada oshiradi. Ushbu metodlar o'quvchilarning mustaqil fikrlashini rivojlantiradi, ularning kommunikativ kompetensiyasini shakllantiradi hamda dars jarayonini yanada qiziqarli tashkil etishga yordam beradi. Mahalliy olimlar – J.Jalolov, G.T.Maxkamova va Sh.Raximovning ilmiy izlanishlari, shuningdek, xorijiy olimlar – J.Harmer, J.Scrivener, J.C.Richards va H.D.Brownning tadqiqotlari asosida interfaol metodlarning chet tilini o'qitishdagi samaradorligi tasdiqlanadi.

Shu sababli ingliz tili o'qituvchilari dars jarayonida zamonaviy pedagogik texnologiyalar va innovatsion metodlardan keng foydalanishlari zarur.

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THE ROLE OF SOCIAL MEDIA IN SHAPING THE DEVELOPMENT OF LANGUAGE SKILLS

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Abstract: *This article examines the impact of social media on the development of language skills. In modern conditions, social media has become the main means of communication for young people and adults. The article analyzes the impact of social media on users' vocabulary, written and oral communication skills, grammar and pronunciation. At the same time, the negative consequences of social media on language development, including abbreviations and incorrect spelling, and the weakening of formal writing skills, are also considered. The article also provides recommendations for the effective development of language skills on social media.*

Keywords: *social media, language skills, vocabulary, written communication, oral communication, grammar, pronunciation, language development, language education, linguistic competence, slang and abbreviations, online communication*

Scientific sources, practical observations and real analysis results in the educational process. During the analysis, the main attention was paid to changes in the areas of written speech, oral communication, vocabulary and grammar. Observations show that with regular and purposeful use of social networks, the activity of practical use of the language increases significantly. In the process of analyzing the appearance of written speech, it can be seen that students who are active on Telegram, Instagram and other platforms have learned to express their thoughts quickly and freely. They are accustomed to expressing their thoughts in written form through short messages, comments and posts. This situation comes down to removing corrections, but paying due attention to some spelling and grammatical norms. It was found during the analysis that the informal communication environment leads to the simplification of written speech.

In the analysis of oral speech, the role of video and audio content was observed to be important. Watching videos in a foreign language on social networks, participating in chats, and sending voice messages affect users' pronunciation, intonation, and fluency. With the help of this analysis, especially in users who have moved from passive listening to active speech, verbal communication is formed. The analysis conducted in terms of vocabulary richness shows that social networks are an effective source for acquiring new words and phrases. In this process, slang, abbreviations, and words borrowed from borrowed languages predominate. While this situation serves to expand the vocabulary, on the one hand, it can lead to a retreat from literary language norms. Analysis of the grammatical appearance shows that free and fast communication on social networks is achieved more by quickly conveying content than by grammatical accuracy. In physical speech, grammatical simplification is enhanced. This is especially noticeable in formal written work and can have a corrective effect on academic literacy [5, 75].

According to the results of the analysis, social networks are a modern communicative environment that has a strong impact on the development of language skills. The results of the study show that social networks increase the activity of users in written and oral communication, expand vocabulary and create opportunities for using language in a real context. The results showed that the development of language skills is significantly accelerated when social networks are used educationally and purposefully. In particular, users who are learning a foreign language increase their confidence in speech, their ability to communicate and their ability to express themselves independently. Video and interactive content have proven to be effective tools for strengthening oral and listening comprehension skills.

At the same time, the results also showed that uncontrolled and excessive use of social networks has negative consequences. The widespread use of abbreviations, slang and informal writing styles negatively affect the quality of formal and academic written speech. This situation can lead to a decline in language culture and a weakening of grammatical literacy. According to the general results, the impact of social networks on language skills is not neutral, but depends on the form and purpose of use. If social networks are used under pedagogical

control, purposefully and systematically, they become an effective tool for language development. Otherwise, they can lead to a violation of language norms and a decrease in the quality of formal speech [6, 98].

This study aimed to comprehensively study the impact of social networks on the development of language skills. In the process of research, conclusions were drawn based on the analysis of theoretical sources, practical observations in the educational process, as well as real changes in written and oral speech. The results showed that social networks, as a modern communicative environment, play an important role in language development and cannot be separated from language development. The results of the study showed that social networks have a mainly positive effect on the formation of language skills, but this effect is not automatic, but depends on the form of use. Conscious, purposeful and systematic use of social networks increases the activity of users in written and oral communication, expands vocabulary and creates the opportunity to use the language in real communicative situations. Especially in the process of learning a foreign language, social networks serve as an authentic speech environment, helping to master the language faster and more effectively. At the same time, the study also revealed negative aspects of social networks. The informal communication environment, excessive use of abbreviations and slang words can lead to a violation of language norms, a decrease in grammatical accuracy and a decrease in the quality of academic written speech. It was observed that difficulties arise in understanding the difference between formal and informal speech styles, especially among young users. This situation further increases the relevance of the issue of forming a language culture.

Based on the results of the study, it can be noted that the problem is not in the presence of social networks, but in the culture of their use. If social networks are integrated into the educational process under pedagogical control, based on clear didactic goals, they can become an effective pedagogical tool for developing language skills. For example, online discussions, written assignments, video-based speech exercises and interactive projects organized on social networks can serve language development.

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Abstract: *This article discusses the major approaches to teaching writing in secondary school and their importance in the development of students' written communication skills. Writing is considered one of the most complex productive language skills because it requires linguistic knowledge, logical thinking, and communicative awareness. The article examines several widely used approaches in writing instruction, including the product approach, process approach, genre approach, communicative approach, task-based approach, and student-centered approach. Special attention is given to their methodological value in secondary school education, where students are expected to develop both accuracy and creativity in written expression. The article emphasizes that effective teaching of writing requires a balanced combination of approaches according to learners' needs, abilities, and educational goals. It is concluded that the successful development of writing skills in secondary school depends on the teacher's methodological flexibility and the use of meaningful, structured, and learner-oriented writing activities.*

Keywords: *Writing skills, writing instruction, secondary school, product approach, process approach, genre approach, communicative approach, task-based learning, language teaching, written communication*

Introduction: Teaching writing in secondary school is one of the most important aspects of foreign language education. Writing is not only a means of communication but also a tool for developing students' language competence, logical thinking, creativity, and academic literacy. In school education, students are expected to learn how to express their thoughts, opinions, feelings, and knowledge in a written form that is clear, coherent, and grammatically correct. Since writing is considered one of the most difficult language skills, it requires systematic instruction and the use of effective methodological approaches.

In foreign language teaching, writing cannot be taught successfully through one method alone. Different approaches to writing instruction have been developed over time, each focusing on different aspects of the writing process. Some approaches emphasize grammatical correctness and textual structure, while others focus on idea generation, creativity, communication, or genre awareness. In modern secondary school education, teachers are expected to combine these approaches in order to meet learners' needs and help them become competent writers.

The study of approaches to teaching writing is especially relevant because secondary school learners are at a stage where they begin to move from controlled sentence-level writing to more independent and extended written production. Therefore, understanding the strengths and limitations of different writing approaches is essential for organizing effective classroom practice and improving students' written speech competence.

Writing is a complex skill that involves not only the correct use of language forms but also the ability to think, organize, and communicate effectively. For this reason, language teachers have developed different approaches to writing instruction in order to help students master this skill more successfully. In secondary school, where learners are still developing both linguistic and cognitive abilities, the choice of teaching approach plays a crucial role in writing development.

One of the most traditional and widely known methods is the product approach. This approach focuses mainly on the final written text rather than the stages involved in producing it. In the product approach, students are usually given a model composition or sample text, and they are asked to imitate its structure, language, and organization. The main goal is to produce a grammatically correct and well-formed piece of writing.

The product approach is useful in secondary school because it provides learners with clear examples of written language and helps them understand how texts are organized. It is especially effective for teaching formal writing conventions, sentence patterns, paragraph structure, and grammatical accuracy. Students can benefit from model-based practice because it gives them confidence and a clear direction in writing tasks. However, this approach has certain limitations. It often gives more importance to correctness than to creativity

and may not encourage learners to express their own ideas freely. As a result, students may become too dependent on model texts and less confident in independent writing.

In contrast to the product approach, the process approach views writing as a gradual and recursive activity. According to this approach, writing is not a one-step activity but a process that includes several stages such as brainstorming, planning, drafting, revising, editing, and rewriting. The process approach helps students understand that good writing develops over time and can be improved through reflection and revision.

In secondary school, the process approach is highly beneficial because it teaches learners how to develop their ideas step by step. Instead of being afraid of mistakes in the first draft, students are encouraged to see writing as a flexible activity where improvement is possible. This approach also promotes learner independence and critical thinking. For example, before writing an essay, students may first discuss the topic, make notes, organize ideas, write a draft, receive feedback, and then revise the text. Such activities help them become more aware of the writing process and more responsible for their own progress.

The communicative approach to teaching writing is also highly significant in secondary school education. This approach is based on the idea that writing should be taught as a meaningful form of communication rather than as an isolated grammar exercise. In communicative writing instruction, students are encouraged to write for real or realistic purposes, such as sharing opinions, giving information, describing experiences, making requests, or responding to situations.

In the classroom, communicative writing tasks may include writing emails, invitations, messages, reviews, short essays, or diary entries. These tasks help students understand the practical value of writing and make classroom activities more engaging and purposeful. When students write to communicate rather than simply to complete an exercise, they often become more motivated and involved in the task. This approach also encourages teachers to design writing tasks that reflect real-life communication and students' personal interests.

Another useful method is the task-based approach, which is based on the completion of meaningful tasks through written language. In task-based writing, students are asked to solve a problem, complete a project, respond to a situation, or produce a practical written outcome. The main focus is on achieving a communicative goal rather than simply practicing grammar.

In secondary school, task-based writing may involve writing instructions, preparing a report, creating a poster text, composing a school announcement, or designing a class survey. This approach is highly motivating because it connects writing with purposeful action and practical application. It also promotes problem-solving, collaboration, and real-life language use, all of which are important for modern education.

In modern educational settings, the technology-based approach to writing instruction has also become increasingly important. Digital tools such as word processors, online writing platforms, educational applications, and collaborative documents offer new possibilities for teaching and learning writing. These tools make it easier for students to draft, revise, edit, and share their texts.

For secondary school learners, technology can increase motivation and provide a more engaging learning environment. It can also support individualized learning, faster feedback, and creative expression. Teachers can use digital tools to assign writing tasks, monitor progress, and encourage students to participate more actively in written communication. However, technology should be used purposefully and pedagogically, not simply as an addition to traditional instruction.

Although each approach has its own advantages, no single method can fully address all aspects of writing development. Therefore, the most effective teaching practice in secondary school is usually based on an eclectic approach, which combines different methods according to students' age, level, needs, and educational objectives. For example, a teacher may use the product approach to teach paragraph structure, the process approach to develop revision skills, the genre approach to prepare students for specific text types, and the communicative approach to make writing more meaningful.

Such flexibility is necessary because writing is a multidimensional skill that involves language knowledge, thinking, creativity, and communication. Teachers should therefore be methodologically aware and

able to choose the most appropriate approach for each lesson and each group of learners. In this way, writing instruction becomes more effective, balanced, and learner-centered.

Conclusion: In conclusion, teaching writing in secondary school requires the use of diverse and effective methodological approaches. Writing is not only a linguistic skill but also a cognitive and communicative activity that demands accuracy, organization, creativity, and purpose. Approaches such as the product approach, process approach, genre approach, communicative approach, task-based approach, student-centered approach, collaborative writing, and technology-based instruction all contribute to the successful development of students' writing abilities.

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THE IMPACT OF SOCIAL MEDIA ON LANGUAGE SKILLS DEVELOPMENT

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Abstract: *This article examines the impact of social media on the development of language skills. In modern conditions, social media has become the main means of communication for young people and adults. The article analyzes the impact of social media on users' vocabulary, written and oral communication skills, grammar and pronunciation. At the same time, the negative consequences of social media on language development, including abbreviations and incorrect spelling, and the weakening of formal writing skills, are also considered. The article also provides recommendations for the effective development of language skills on social media.*

Keywords: *social media, language skills, vocabulary, written communication, oral communication, grammar, pronunciation, language development, language education, linguistic competence, slang and abbreviations, online communication*

In the modern world, social networks have become an integral part of people's lives. Facebook, Instagram, Telegram, TikTok and other platforms are not only a means of personal communication, but also widely used for gaining knowledge, getting acquainted with the news and in the educational process. Therefore, social networks also have a significant impact on language development. Users on social networks are constantly involved in written and oral communication. For example, Telegram chats and group conversations allow users to learn new vocabulary words, understand grammatical forms and develop a culture of communication. Platforms such as YouTube and TikTok provide an opportunity to listen to the language, improve pronunciation and get acquainted with different accents. At the same time, the widespread use of abbreviations, slang words and emojis on social networks sometimes negatively affects formal writing skills. For example, young people may get into the habit of writing "you" instead of "u" and "to" instead of "2". Therefore, it is a pressing issue to analyze the positive and negative aspects of social networks in language development, and to identify effective language learning strategies for users. This article aims to comprehensively study the impact of social networks on language skills, identify their advantages and disadvantages, and develop practical recommendations for developing language skills.

Social media has both positive and negative effects on language development. Linguists believe that regular interaction and contextual exposure are essential for language development [1, 12]. Social media exposes users to new words, phrases, and terms. For example, in Instagram and TikTok videos, young people often encounter modern slang, Internet phrases, and terms borrowed from other languages. In this way, users expand their vocabulary and learn to use words in context. Studies show that students who actively participate in social media are able to use more new words in formal and informal texts.

Social media engages users in regular written communication. Through chats, forums, and blogs, users learn to express their thoughts systematically, which is especially useful for students and pupils. In Telegram or WhatsApp groups, users learn to express their thoughts coherently and logically, while at the same time strengthening their written communication skills by writing blogs or posts. Videos and audio materials on social networks allow for listening comprehension and pronunciation development. On YouTube and TikTok, users are exposed to different accents and intonations, which improves their oral communication skills. Users also often communicate in a mixture of languages on social networks. This develops code-switching skills and creates the opportunity to use language in practical contexts [2, 102].

However, social networks also have a negative impact on language skills. Acronyms, emojis, and slang words are widely used in chats. For example, abbreviations such as "LOL" (laugh out loud) or "BRB" (be right back) are common among young people, which can lead to grammatical and stylistic violations in formal writing and essays. Therefore, it is important to use social media properly to develop language skills.

During the research, it was found that the impact of development in the social sphere on language manifestations is not manifested in the same way and is directly related to the age characteristics of the user, the level of language proficiency, the efforts to see from social directions, and pedagogical control. According to theorists, language is a social phenomenon that develops in the process of constant communication. From this point of view, the social system is manifested in the form of significant changes in the modern language environment, and it is necessary to analyze them on a scientific basis, not to deny them. Practical observations show that students who are active in the social sphere acquire language through using it in a real context. For example, students who participate in Telegram channels and participate in a foreign language quickly acquire new words and phrases and try to use them in everyday communication. In this process, the language is mastered without natural speech and artificial exercises. It has been observed that some students strive to express their thoughts clearly and correctly by posting or commenting in a foreign language. This serves to strengthen written speech [3,109].

From the point of view of developing oral speech, video content on social networks is important. Practical experience shows that students who regularly watch short videos in a foreign language on YouTube and TikTok platforms have a high level of mastery of pronunciation, intonation, and speech. Some students learn independent analysis of their own speech through live broadcasts or short vlogs in a foreign language. This process develops a reflexive learning mechanism and contributes to the conscious development of language skills. At the same time, a disease associated with social control provided by discussion processes has also been identified. Abbreviations, excessive copying in everyday communication have a slowing effect on the quality of formal writing. In practice, it has been observed that some students, even when writing scientific texts, do not pay attention to the use of chat style, gestures and punctuation marks. This situation can lead to the support of language culture and academic writing standards.

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INNOVATIVE ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN TEACHING ENGLISH

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Abstract. *The rapid development of artificial intelligence technologies has created new opportunities for improving the quality of foreign language education in higher education institutions. This article examines the role of innovative artificial intelligence technologies in teaching English and analyzes their pedagogical potential for enhancing language learning outcomes. Particular attention is given to AI-based educational tools that provide automated text analysis, personalized feedback, and adaptive learning environments. The study also explores how these technologies can support the development of students' writing competence and improve their academic communication skills. The results of the research demonstrate that the integration of artificial intelligence technologies into the educational process contributes to increased student motivation, more effective learning strategies, and improved language proficiency. Therefore, the use of AI-based technologies can be considered an important direction for the modernization of foreign language education in higher education institutions.*

Keywords. *artificial intelligence, innovative technologies, English language teaching, digital education, higher education, academic communication*

Introduction. The digital transformation of modern education has profoundly changed the way teaching and learning are organized, requiring the integration of innovative technological solutions to enhance pedagogical effectiveness. In particular, artificial intelligence (AI) technologies are increasingly being applied in the field of foreign language education, providing tools that support personalized learning, automated evaluation, and real-time feedback.

Teaching English, especially academic writing, remains a complex and time-intensive task. Developing writing skills requires continuous practice, awareness of grammatical and stylistic norms, and constructive feedback. Traditional teaching methods often struggle to provide individualized guidance for large student cohorts, resulting in uneven learning outcomes. AI-based educational technologies offer effective solutions to these challenges by providing automated text analysis, error detection, and recommendations for improvement, thus enabling instructors to focus on higher-order skills such as argumentation, coherence, and critical thinking.

Furthermore, AI technologies foster autonomous learning by allowing students to monitor their own progress, identify weaknesses, and receive immediate corrective feedback. This not only improves the quality of writing but also enhances students' motivation, engagement, and academic confidence. Therefore, integrating AI tools into English language teaching is a strategic approach to modernizing higher education pedagogy while meeting the evolving demands of global academic standards.

Literature Review. A growing body of research emphasizes the crucial role of information technologies in modern education. Scholars argue that the integration of digital tools enhances learning efficiency, provides interactive learning environments, and supports individualized instruction.

According to Polat (2016), information technologies facilitate interactive and collaborative learning, enabling students to engage actively with content and peers. Shchukin (2017) highlights that innovative digital platforms support foreign language acquisition by combining traditional pedagogical methods with technological enhancements, which improves both linguistic competence and communicative skills.

International research further demonstrates the pedagogical potential of AI in language learning. Holmes (2019) and Luckin (2018) note that AI-based platforms allow for adaptive learning, personalized assessment, and automated feedback, significantly reducing the burden on instructors while improving learning outcomes. Zawacki-Richter (2019) emphasizes that AI technologies create a flexible learning environment where students

can progress at their own pace, receive immediate corrections, and improve writing structure and style systematically.

Moreover, recent studies from Uzbekistan (Jalolov, 2012; Akhmedov, 2022) indicate that the integration of AI technologies in higher education institutions enhances students' motivation, facilitates self-directed learning, and contributes to the development of professional academic competencies, particularly in English writing and communication.

Methodology. This study employs a mixed-method approach, combining qualitative and quantitative techniques to analyze the pedagogical impact of AI-based educational technologies on English language learning:

Analysis of scientific and pedagogical literature – reviewing both international and local studies on AI integration in language education to establish theoretical foundations.

Observation of educational practices – monitoring classroom activities and online learning sessions to identify how AI tools support student learning in real settings.

Analysis of digital educational platforms – examining software and AI-based tools, such as automated essay scoring systems, grammar checkers, and adaptive learning platforms, to evaluate their effectiveness in improving writing skills.

Comparative analysis of traditional and technology-based teaching methods – assessing differences in student outcomes, engagement, and writing performance between conventional instruction and AI-enhanced learning environments. This methodological framework ensures comprehensive insights into both the qualitative improvements in students' academic writing and the quantitative metrics of learning effectiveness.

Results and Discussion. The study demonstrates that the integration of AI technologies significantly enhances English language teaching and learning outcomes.

1. Immediate feedback and error correction: AI-based platforms provide real-time analysis of students' written work, identifying grammatical, lexical, and stylistic errors. This immediate feedback allows students to correct mistakes independently, reinforcing learning and reducing the need for repetitive instructor intervention.

2. Increased motivation and engagement: Intelligent digital platforms offer interactive features, such as gamified exercises, adaptive learning paths, and personalized challenges. These features increase student motivation, foster active participation, and encourage autonomous learning.

3. Adaptive learning and personalized instruction: AI technologies adjust tasks according to each student's language proficiency level, ensuring that learners are neither under-challenged nor overwhelmed. Adaptive systems monitor progress, highlight weaknesses, and suggest targeted exercises, enabling efficient and personalized skill development.

4. Enhanced writing structure and academic style: In addition to correcting errors, AI tools guide students in organizing their ideas logically, using appropriate academic vocabulary, and adhering to stylistic conventions. This results in improved coherence, clarity, and overall academic writing quality.

5. Teacher support and workload reduction: AI-based platforms automate routine evaluation tasks, freeing educators to focus on higher-order instructional activities such as providing detailed feedback on argumentation, critical thinking, and creative writing.

In conclusion, AI integration not only improves the technical accuracy of students' writing but also contributes to the development of independent learning strategies, academic culture, and professional communication competencies.

Conclusion. Artificial intelligence technologies present significant opportunities for the modernization and enhancement of foreign language education in higher education institutions. Their integration into the teaching process not only improves the technical accuracy of students' writing but also promotes the development of higher-order cognitive and linguistic skills. The study demonstrates that AI-based educational tools support personalized learning by providing immediate feedback, adaptive exercises, and recommendations tailored to individual proficiency levels. As a result, students are able to monitor their own progress, correct errors independently, and develop more coherent and academically appropriate writing. Furthermore, the use of

AI technologies enhances motivation, engagement, and autonomy, which are crucial for sustaining long-term language learning outcomes.

From a pedagogical perspective, AI tools reduce instructors' workload by automating routine assessment and error correction tasks, allowing educators to focus on advanced aspects of teaching, such as critical thinking, argumentation, and academic creativity. Therefore, the implementation of innovative AI technologies can be considered a strategic and essential direction for improving English language instruction in higher education. By combining technological innovation with sound pedagogical principles, institutions can achieve more effective, efficient, and student-centered language education, ultimately contributing to the development of students' academic communication competence and preparing them for global academic and professional environments.

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DEFINITION AND COMPONENTS OF WRITTEN SPEECH COMPETENCE

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Abstract: *This article examines the concept of written speech competence and its main components in the process of language learning and teaching. Written speech competence is defined as the ability to express ideas, thoughts, and information effectively in written form according to the purpose, audience, and communicative context. The article emphasizes that writing is not only a mechanical skill but also a complex communicative activity that requires linguistic accuracy, logical organization, coherence, and stylistic appropriateness. Particular attention is given to the major components of written speech competence, such as linguistic competence, discourse competence, coherence and cohesion, pragmatic competence, stylistic competence, and strategic competence. The study highlights the importance of developing these components in order to improve learners' written communication skills. It is concluded that written speech competence plays a significant role in academic achievement, language proficiency, and effective communication in educational and professional contexts.*

Keywords: *Written speech competence, writing skills, communicative competence, linguistic competence, discourse competence, coherence, cohesion, pragmatic competence, stylistic competence, language teaching.*

Introduction: Written speech competence is an essential component of language proficiency and an important indicator of a learner's communicative development. It refers to the ability to express thoughts, ideas, and information effectively in written form according to the purpose, audience, and context of communication. In language education, writing is not viewed merely as the mechanical act of producing sentences, but as a complex skill that combines linguistic accuracy, logical organization, coherence, and communicative appropriateness.

The importance of written speech competence lies in its role in academic, professional, and social communication. A competent writer should be able to produce texts that are grammatically correct, meaningful,

coherent, and stylistically appropriate. This competence is especially significant in foreign language learning, where students must learn not only vocabulary and grammar, but also how to organize and communicate ideas effectively through writing.

Written speech competence consists of several interconnected components, including linguistic, discourse, pragmatic, stylistic, and strategic elements. Understanding these components is necessary for improving students' writing ability and for developing effective teaching methods in language education.

Written speech competence can be defined as the integrated ability to create written texts that are clear, accurate, coherent, and appropriate to a specific communicative situation. It is not limited to the knowledge of grammar or vocabulary; rather, it reflects the writer's capacity to organize ideas logically and communicate them effectively in written form.

One of the main components of written speech competence is **linguistic competence.** This includes knowledge of grammar, vocabulary, spelling, punctuation, and sentence structure. Linguistic competence provides the foundation for writing because it ensures correctness and clarity in language use.

Another important component is **discourse competence**, which refers to the ability to connect sentences and paragraphs into a unified and meaningful text. This involves maintaining logical progression, clear paragraph structure, and smooth transitions between ideas. Closely related to discourse competence are **coherence and cohesion**, which help make writing understandable and well-organized.

Written speech competence also includes **pragmatic competence**, which means the ability to use written language appropriately according to the purpose, audience, and context. For example, the style and structure of an academic essay differ greatly from those of a personal letter or informal message.

In addition, **stylistic competence** plays an important role in written communication. It enables the writer to choose appropriate tone, register, and expression depending on the genre and communicative goal. Good writing should not only be correct but also suitable and effective.

Another key element is **strategic competence**, which refers to the writer's ability to plan, draft, revise, and edit the text. Writing is a process, and successful writers use different strategies to improve clarity, organization, and accuracy. These strategies are especially important for language learners, as they help overcome difficulties and develop independence in writing.

Overall, written speech competence is a multidimensional skill that combines language knowledge, textual organization, communicative appropriateness, and cognitive strategies. Its development requires continuous practice, feedback, and purposeful instruction.

Conclusion: In conclusion, written speech competence is a vital aspect of communicative competence and a necessary skill in both native and foreign language learning. It can be understood as the ability to produce written texts that are grammatically correct, logically organized, coherent, and appropriate for a particular purpose and audience. The major components of written speech competence include linguistic competence, discourse competence, coherence and cohesion, pragmatic competence, stylistic competence, and strategic competence. These components work together to ensure effective written communication.

Therefore, the development of written speech competence should be one of the main objectives of language teaching. By improving this competence, learners become more capable of expressing their thoughts clearly, participating in academic communication, and using language more effectively in real-life contexts.

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TIL O‘RGANISHDA MOTIVATISIYANING O‘RNI

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Annotatsiya. *Ushbu maqolada til o‘rganish jarayonida motivatsiyaning ahamiyati ko‘rib chiqiladi. Ichki va tashqi motivatsiya turlari tahlil qilinib, ularning o‘quvchining qiziqishi, maqsadga intilishi, samaradorligi va chidamliligiga ta’siri muhokama qilinadi. Shuningdek, maqolada motivatsiyani kuchaytirish uchun texnologiyalar, interfaol metodlar va ijobiy psixologik muhit yaratish muhimligi ta’kidlangan. Xulosa qilib aytganda, motivatsiya chet tillarni o‘rganishdagi muvaffaqiyatning asosiy omili hisoblanadi.*

Kalit so‘zlar: *Til o‘rganish, motivatsiya, ichki motivatsiya, tashqi motivatsiya, samaradorlik, interfaol metodlar.*

Kirish. Bugungi jadal rivojlanayotgan davrda til o‘rganish inson hayotida katta ahamiyatga ega. Til nafaqat kommunikatsiya vositasi, balki madaniyat, ilm-fan va iqtisodiyot imkoniyatlariga yo‘l ochuvchi kalitdir. Til o‘rganish jarayonida motivatsiya muhim rol o‘ynaydi, chunki u o‘rganish jarayonini samarali qiladi. Motivatsiya – bu shaxsning biror maqsadga erishish istagi va unga yetishish uchun harakatini tezlatib beruvchi omil. Shu o‘rinda aynan motivatsiya til o‘rganish jarayonida ham samaradorlikni belgilovchi asosiy omillardan biri hisoblanadi.

Motivatsiya bu shaxsning faoliyatga chorlaydigan ichki va tashqi kuchdir. Psixologlar motivatsiyani ikki asosiy turga ajratadi: ichki motivatsiya va tashqi motivatsiya.

Ichki motivatsiya – bu shaxsning o‘rganish jarayonida erishilgan yutuqlaridan, o‘rganib borayotgan bilimlaridan zavq olish va yanada oldinga intilishga bo‘lgan harakatidir. Masalan, o‘quvchi yangi til o‘rganayotganda qiziqarli metodlar va shu tilga qiziqish tufayli o‘z vaqtini shu mashg‘ulotlarga bag‘ishlashi mumkin. Bu o‘quvchini mashg‘ulotlarga jalb qiladi, natijada tilni qabul qilish samarali bo‘ladi.

Tashqi motivatsiya – bu o‘rganish jarayonida tashqi omillar, masalan, ota-ona va o‘qituvchining rag‘bati, baho, mukofotlar orqali yuzaga keladi. Masalan, o‘quvchi ingliz tilini mukammal o‘rganish orqali, ish topish, sayohat qilish kabi imkoniyatlarga ega bo‘lishi mumkin.

Til o‘rganish jarayonida ichki va tashqi motivatsiyaning uyg‘unligi o‘rganish jarayonini qiziqarli va samarali qiladi. Agar o‘quvchi til o‘rganishni qiziqish bilan boshlasa va tashqi rag‘batlar bilan qo‘llab quvatlansa, u muvaffaqiyatga tez erishadi.

Tadqiqot natijalari shuni ko‘rsatdiki, ichki motivatsiyaga ega talabalar xorijiy tilni o‘rganishda yuqori natijalarga erishgan, ularning 73 foizi mustaqil mashg‘ulotlarga ko‘proq vaqt ajratgan, 68 foizi esa onlayn ta’lim vositalaridan faol foydalangan. Tashqi motivatsiyaga ega talabalar esa ko‘proq baho yoki sertifikat olishni maqsad qilgan bo‘lsalarda, ularning o‘rganish samaradorligi nisbatan past bo‘lgan.

Til o‘rganishda motivatsiyaning ahamiyati

Til o‘rganishda motivatsiya bir necha jihatdan muhimdir:

Qiziqish va e’tibor – motivatsiya o‘quvchining e’tiborini til o‘rganishga qaratadi. Bola o‘rganish davomida qiziqarli mashg‘ulotlar bilan o‘qituvchi o‘ziga jalb qilib olsa, uning o‘rganishi samarali bo‘ladi.

Maqsadga yo‘naltirilganlik – motivatsiya o‘quvchiga aniq maqsadlar belgilashga yordam beradi. Masalar IELTS imtihonini topshirish yoki chet el universitetiga kirish kabi aniq maqsadlar, til o‘rganish davomida doimiy intilishni hosil qiladi.

Samaradorlik va chidamlilik – motivatsiyaga ega o‘quvchi til o‘rganishdagi qiyinchiliklarga dosh bera oladi. So‘z yodlash, grammatika mashqlarini bajarish yoki nutqnin rivojlantirish jarayonida yuzaga keladigan qiyinchiliklar motivatsiya orqali yengib o‘tadi.

O‘z – o‘zini rivojlantirish – motivatsiya o‘quvchi o‘z ustida doimiy ishlashga undaydi, xatolarni tuzatish va yangi bilimlar egallash va ularni qo‘llash qobiliyatini oshiradi.

Xulosa qilib aytganda, motivatsiya chet tillarni o‘rganishdagi muvaffaqiyatning asosiy kalitidir. Ichki va tashqi motivatsiyaning uyg‘unligi o‘qitish jarayonining samaradorligini oshiradi. O‘qituvchi esa bu jarayonda asosiy rolni bajaradi - u o‘quvchilarning qiziqishini uyg‘otadi, darsni jonlantiradi va ularni ijobiy kayfiyatda o‘rganishga undaydi. Motivatsiyani kuchaytirish uchun texnologiyalardan samarali foydalanish, interfaol metodlarni qo‘llash va ijobiy psixologik muhit yaratish muhim ahamiyat kasb etadi. Shu boisdan, har bir o‘qituychi o‘z darslarida motivatsiyani doimiy ravishda qo‘llab-quvvatlashni o‘z faoliyatining ustuvor yo‘nalishiga aylantirishi lozim.

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PROMOTING STUDENT WELL-BEING AND MENTAL HEALTH IN MODERN EDUCATION

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Annotation: *In today's fast-paced and demanding educational environment, students often face significant psychological pressure that affects their academic performance and overall well-being. This article explores the importance of promoting mental health among students, examines the causes of stress in modern education, and highlights practical strategies to support emotional well-being. The study emphasizes the role of both educational institutions and personal habits in maintaining a healthy balance between academic success and mental stability.*

Key words: *mental health, student well-being, stress, education, emotional balance, psychological support*

In the modern educational system, students are expected to meet high academic standards while simultaneously managing personal and social responsibilities. This increasing pressure often leads to stress, anxiety, and emotional exhaustion [4,15]. As a result, promoting student well-being and mental health has become a critical issue in education. A healthy mind is essential not only for academic success but also for personal development and long-term life satisfaction [1,32]. One of the main challenges students face today is academic stress. Deadlines, exams, and competition can create a constant feeling of pressure [2,67]. Many learners struggle to balance their studies with personal life, which leads to fatigue and decreased motivation. Personal observations show that students who experience continuous stress often lose interest in learning and may even face burnout [8,21]. Therefore, it is important to create an environment where students feel supported rather than overwhelmed. Emotional well-being plays a key role in effective learning. When students feel safe, confident, and relaxed, they are more open to acquiring new knowledge [5,28]. On the other hand, anxiety and fear can block concentration and memory [5,14]. A positive emotional state helps learners stay motivated and engaged in their studies. For this reason, mental health should be considered as important as academic achievement in modern education [2,102]. Another important factor is the role of teachers and educational institutions. Teachers are not only responsible for delivering knowledge but also for creating a supportive classroom atmosphere [2,115]. Friendly communication, encouragement, and understanding students' individual needs can significantly improve their emotional state. Schools and universities should also provide access to psychological support services, such as counseling and stress management programs [8,14]. In addition, students themselves should develop healthy habits to maintain their mental well-being. Regular physical activity, proper sleep, and balanced nutrition have a direct impact on emotional health [8,12]. Time management is also essential, as it helps reduce last-minute stress and increases productivity. Many students find that simple practices like taking short breaks, engaging in hobbies, or talking to friends can greatly improve their mood and reduce anxiety. Technology can both positively and negatively influence mental health. On one hand, digital tools provide access to educational resources and mental health support applications. On the other hand, excessive use of social media can lead to comparison, distraction, and reduced self-esteem [4,55]. Therefore, it is important for students to use technology wisely and maintain a healthy balance between online and offline activities.

Scientific Basis of Mental Health in Education

Scientific research highlights the strong connection between mental health and learning outcomes. According to educational psychology studies, stress negatively affects cognitive functions such as memory, attention, and problem-solving [5,63]. When students experience high levels of anxiety, their ability to process and retain information decreases significantly. Researchers emphasize that a supportive and low-stress environment enhances learning efficiency [2,89]. Positive emotions stimulate brain activity and improve the ability to absorb new knowledge. In contrast, chronic stress can lead to mental fatigue and reduced academic

performance [4,40]. This confirms that mental well-being is not separate from education but an essential part of it. Moreover, studies show that early intervention in mental health issues leads to better long-term outcomes [8, 18]. Providing students with coping strategies, emotional support, and awareness about mental health helps them build resilience. This allows learners to face challenges more effectively and maintain a stable psychological state throughout their academic journey.

Views of Uzbek Scholars on Student Well-being

Uzbek scholars have also emphasized the importance of mental health in education. Professor G'.B.Shoumarov highlights that emotional stability is a key factor in cognitive development [7, 44]. According to his research, students who learn in a calm and supportive environment demonstrate higher levels of understanding and memory retention. Researchers from the National University of Uzbekistan and Samarkand State University have noted that psychological well-being directly influences academic success [3,16;6,22]. Their observations indicate that students who receive emotional support and experience less stress perform better in their studies and show greater motivation. These perspectives align with global research, confirming that mental health is a fundamental component of effective learning. Uzbek scholars stress that education should focus not only on intellectual development but also on the emotional and psychological needs of students.

In conclusion, promoting student well-being and mental health is essential in modern education [4, 70]. A balanced approach that combines academic achievement with emotional support leads to better learning outcomes and personal growth. Reducing stress, creating supportive environments, and encouraging healthy habits can significantly improve students' overall well-being. By recognizing the importance of mental health, educators and students can work together to build a more positive and effective educational experience. With consistent effort and awareness, mental well-being can become a strong foundation for both academic success and a fulfilling life.

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MAKTABGACHA TA’LIM TIZIMIDA O‘YIN FAOLIYATINING AHAMIYATI

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Annotatsiya. *Ushbu maqolada maktabgacha ta’lim tizimida o‘yin faoliyatining ta’limiy va tarbiyaviy ahamiyati yoritiladi. O‘yin maktabgacha yoshdagi bolalar faoliyatining asosiy turi bo‘lib, u bolalarning aqliy, jismoniy, ijtimoiy va emotsional rivojlanishiga katta ta’sir ko‘rsatadi. Maqolada o‘yin faoliyatining pedagogik mohiyati, o‘yin turlari, ularning ta’lim jarayonidagi o‘rni hamda bolalarning rivojlanishiga ta’siri ilmiy jihatdan tahlil qilinadi. Shuningdek, maktabgacha ta’lim muassasalarida o‘yin orqali ta’limni tashkil etishning samarali metodlari va ularning natijalari ham ko‘rib chiqiladi.*

Kalit so‘zlar: *maktabgacha ta’lim, o‘yin faoliyati, bola rivojlanishi, didaktik o‘yinlar, pedagogika, ijodkorlik, tarbiya, interfaol metodlar.*

Maktabgacha ta’lim bolaning shaxs sifatida shakllanishida muhim bosqich hisoblanadi. Aynan shu davrda bola dunyoni anglay boshlaydi, atrof-muhit bilan faol munosabatga kirishadi va turli bilim hamda ko‘nikmalarni egallaydi. Bolaning psixologik va ijtimoiy rivojlanishida o‘yin faoliyati alohida o‘rin tutadi. Pedagogika va psixologiya sohasidagi ko‘plab olimlar o‘yin faoliyatining bolalar rivojlanishidagi ahamiyatini alohida ta’kidlaganlar.

Mashhur rus psixologi L.S.Vygotskiy o‘yinni bolaning rivojlanishidagi yetakchi faoliyat turi deb hisoblagan. Uning fikriga ko‘ra, “o‘yin jarayonida bola o‘zining yaqin rivojlanish zonasiga kiradi va yangi bilim hamda ko‘nikmalarni egallaydi”.

Shuningdek, shveysariyalik psixolog Jean Piaget bolalar rivojlanishini o‘rganib, o‘yin bolaning tafakkurini rivojlantiruvchi muhim omil ekanligini ta’kidlagan. Piagetning fikriga ko‘ra, o‘yin orqali bola real hayotni modellashtiradi va muammolarni mustaqil hal qilishni o‘rganadi.

O‘zbekistonlik pedagog olima R.Mavlonova ham maktabgacha ta’limda o‘yin metodlarining muhimligini ta’kidlab, o‘yin bolalarning mustaqil fikrlashini rivojlantirishda samarali vosita ekanligini qayd etgan.

O‘yin faoliyatining maktabgacha ta’limdagi ahamiyati. O‘yin bolalar uchun tabiiy faoliyat hisoblanadi. Bola o‘yin orqali atrofdagi dunyoni o‘rganadi, o‘z qiziqishlarini namoyon etadi va yangi tajribalarni egallaydi.

YUNESKO tomonidan olib borilgan tadqiqotlarga ko‘ra, maktabgacha yoshdagi bolalarning 70 foizgacha bilimlari o‘yin faoliyati orqali shakllanadi. Shuningdek, o‘yin metodlaridan foydalanilgan darslarda bolalarning bilimni o‘zlashtirish darajasi 25-30 foizga yuqori bo‘lishi aniqlangan. Masalan, konstruktor bilan o‘ynayotgan bola nafaqat o‘z tasavvurini ishga soladi, balki mantiqiy fikrlash qobiliyatini ham rivojlantiradi. Shu bilan birga, guruh bo‘lib o‘ynaladigan o‘yinlar bolalarda hamkorlik qilish, boshqalarni tinglash va o‘z fikrini ifodalash ko‘nikmalarini shakllantiradi.

O‘yin faoliyatining pedagogik funksiyalari. O‘yin faoliyati ta’lim jarayonida bir necha muhim funksiyalarni bajaradi.

Ta’limiy funksiyasi. O‘yin orqali bolalar yangi bilimlarni oson o‘zlashtiradi. Masalan, sonlarni o‘rganishda didaktik o‘yinlardan foydalanish matematik tushunchalarni tushunishni osonlashtiradi.

Tarbiyaviy funksiyasi. O‘yin jarayonida bolalarda ijobiy axloqiy sifatlar shakllanadi. Masalan, navbat kutish, qoidalarga amal qilish va boshqalarga yordam berish kabi ko‘nikmalar rivojlanadi.

Rivojlantiruvchi funksiyasi. O‘yin bolalarning tafakkuri, diqqat, xotira va tasavvur kabi psixik jarayonlarini rivojlantiradi.

Motivatsion funksiyasi. O‘yin bolalarda o‘qishga qiziqish uyg‘otadi va ta’lim jarayonini qiziqarli qiladi.

O‘yin metodlari va an’anaviy metodlarning taqqoslanish

An’anaviy tushuntirish metod. An’anaviy tushuntirish metodida dars jarayonida asosiy faol shaxs o‘qituvchi bo‘ladi. O‘qituvchi mavzuni tushuntiradi, misollar keltiradi, qoidalarni aytib beradi, o‘quvchilar esa ko‘proq tinglovchi rolida bo‘lishadi. Bu metodda ma’lumotlar ko‘pincha ma’ruza, tushuntirish, ko‘rsatish va savol-javob orqali beriladi. Bu metodning afzalligi shundaki, o‘qituvchi qisqa vaqt ichida ko‘p hajmdagi ma’lumotni tizimli tarzda tushuntirib bera oladi. Ayniqsa yangi mavzuni birinchi marta tushuntirishda yoki murakkab tushunchalarni izohlashda juda qulay. Lekin kamchiligi ham bor. Ba’zan o‘quvchilar faqat tinglovchi bo‘lib qolishi mumkin va ularning faolligi kamayadi. Agar o‘qituvchi darsni faqat tushuntirish bilan olib borsa, ayrim o‘quvchilar mavzuga qiziqmasligi yoki materialni sekinroq o‘zlashtirishi mumkin.

O‘yin metodi. O‘yin metodi dars jarayonini qiziqarli va faol qilishga yordam beradi. Bu metodda o‘quvchilar turli didaktik o‘yinlar, rolli o‘yinlar, musobaqalar yoki topshiriqlar orqali bilim oladilar. O‘yin jarayonida o‘quvchilar faqat tinglab o‘tirmaydi, balki faol ishtirok etadi.

Bu metodning asosiy afzalligi shundaki, o‘quvchilarda qiziqish va motivatsiya oshadi. O‘yin orqali o‘rganilgan ma’lumot ko‘pincha osonroq va tezroq esda qoladi. Ayniqsa boshlang‘ich sinflarda yoki kichik yoshdagi bolalarda bu metod juda samarali hisoblanadi.

Shuningdek, o‘yin metodi o‘quvchilarning fikrlash, tezkor qaror qabul qilish va ijodkorlik qobiliyatini ham rivojlantiradi. Lekin o‘yinlar dars maqsadiga mos bo‘lishi kerak, aks holda dars faqat ko‘ngilochar faoliyatga aylanib ketishi mumkin.

Interfaol metodlar. Interfaol metodlar – bu o‘quvchilarni faol muloqot va hamkorlik orqali o‘qitish usullaridir. Bu metodlarda o‘qituvchi faqat ma’lumot beruvchi emas, balki yo‘naltiruvchi va tashkilotchi rolini bajaradi. O‘quvchilar esa guruhda ishlash, muhokama qilish, fikr almashish orqali bilim oladi. Masalan, guruhli ishlar, bahs-munozara, “Aqliy hujum”, klaster, rol o‘ynash kabi usullar interfaol metodlarga kiradi.

Bu metodlarning afzalligi shundaki: o‘quvchilarda hamkorlik ko‘nikmasi rivojlanadi; ular mustaqil fikrlashni o‘rganadi; ijtimoiy ko‘nikmalar (muloqot qilish, fikrini himoya qilish, boshqalarni tinglash) shakllanadi; o‘quvchilar dars jarayonida faol ishtirok etadi.

Tadqiqotlar shuni ko‘rsatadiki, o‘yin metodlari qo‘llanilgan mashg‘ulotlarda bolalarning faolligi 40 foizgacha ortadi.

O‘yin turlarining ta’lim jarayonidagi o‘rni.

Didaktik o‘yinlar – ta’limiy maqsadda tashkil etiladigan o‘yinlar. Ular bolalarning bilimini mustahkamlaydi.

Rolli o‘yinlar – bolalar turli kasb va ijtimoiy rollarni tasvirlaydi (masalan, shifokor, o‘qituvchi, sotuvchi).

Harakatli o‘yinlar – jismoniy rivojlanishga yordam beradi.

Qurilish o‘yinlari – konstruktor, kublar yordamida ijodkorlik va tasavvurni rivojlantiradi.

Masalan, “Do‘kon”, “Shifokor”, “O‘qituvchi” kabi rolli o‘yinlar bolalarga turli kasblar haqida tushuncha beradi.

Tarbiyachining o‘yin jarayonidagi roli. Maktabgacha ta’lim muassasalarida tarbiyachi o‘yin jarayonini to‘g‘ri tashkil etishi muhim hisoblanadi.

Tarbiyachi quyidagi vazifalarni bajaradi: bolalarning qiziqishlarini hisobga olish; o‘yin uchun qulay muhit yaratish; bolalarni faol ishtirok etishga undash; o‘yin orqali bilim berish.

Pedagog A.S.Makarenko ta’kidlaganidek, “o‘yin bola hayotining ajralmas qismi bo‘lib, u orqali tarbiya samarali amalga oshiriladi”.

Xulosa. Xulosa qilib aytganda, o‘yin faoliyati maktabgacha ta’lim jarayonining ajralmas qismi hisoblanadi. O‘yin orqali bolalar bilimlarni oson o‘zlashtiradi, ijtimoiy ko‘nikmalarni egallaydi va o‘z qobiliyatlarini rivojlantiradi. O‘yin metodlarini to‘g‘ri tashkil etish bolalarning intellektual, emotsional va jismoniy rivojlanishiga katta hissa qo‘shadi. Shuning uchun zamonaviy maktabgacha ta’lim tizimida o‘yin asosidagi pedagogik texnologiyalarni keng qo‘llash muhim ahamiyatga ega.

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SO‘Z BOYLIGINI OSHIRISHNI O‘QITISH USULLARI

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Annotatsiya: *Ushbu maqolada so‘z boyligini oshirish va lug‘atni o‘qitishning samarali usullari keng yoritilgan. Unda til o‘rganish jarayonida lug‘at boyligini rivojlantirishning ahamiyati, o‘quvchilarning nutq faoliyatini shakllantirishdagi o‘rni tahlil qilinadi. Shuningdek, an’anaviy va zamonaviy o‘qitish metodlari, xususan interaktiv va kommunikativ yondashuvlarning afzalliklari ko‘rib chiqiladi. Maqolada turli usullarni amaliy qo‘llash orqali o‘quvchilarning tilni o‘zlashtirish samaradorligini oshirish masalalari ham yoritilgan.*

Kalit so‘zlar: *lug‘at boyligi, leksika, so‘z o‘rgatish metodlari, ta’lim jarayoni, interaktiv metodlar, kommunikativ yondashuv, kontekstual o‘qitish, nutq rivoji, til kompetensiyasi*

KIRISH. Til o‘rganishda so‘z boyligi, ya’ni lug‘at fondini kengaytirish muhim o‘rin egallaydi. Har bir til o‘rganayotgan shaxsning nutq samaradorligi, o‘z fikrini aniq va ravon ifodalash qobiliyati bevosita bilgan so‘zlar soniga bog‘liq. Lug‘at boyligi qanchalik katta bo‘lsa, o‘quvchi murakkab fikrlarni ham soddalashtirilmagan, to‘g‘ri va aniq shaklda ifodalay oladi, matnlarni tushunishi osonlashadi va muloqotda faolroq ishtirok etadi. Shu sababli ta’lim jarayonida lug‘atni boyitish asosiy vazifalardan biri hisoblanadi. Bu nafaqat til bilimini oshirishga, balki o‘quvchilarning umumiy kommunikativ kompetensiyasini rivojlantirishga ham xizmat qiladi. Lug‘at boyligi, tilni o‘rganish jarayonida, so‘zning ma’nosi, qo‘llanilishi, sinonim va antonimlarini tushunish orqali o‘zlashtiriladi. Shu bilan birga, lug‘atni o‘rganishning samarali usullari o‘quvchining qiziqishini uyg‘otadi, o‘zlashtirish jarayonini qiziqarli va interaktiv qiladi, yangi so‘zlarni tezroq va mustahkamroq yodlashga yordam beradi. Bundan tashqari, lug‘atni boyitish o‘quvchilarda nafaqat og‘zaki nutqni rivojlantiradi, balki yozma nutq, matn tahlili va tarjima ko‘nikmalarini ham yaxshilaydi [1; 4]. Masalan, o‘quvchi yangi so‘zlarni matn kontekstida o‘rganganida, ularning ma’nosini tushunish va to‘g‘ri ishlatish imkoniyati oshadi. Shu bilan birga, so‘z boyligini muntazam rivojlantirish o‘quvchiga mustaqil o‘qish va izlanish imkonini beradi, chunki katta lug‘at fondiga ega bo‘lgan shaxs matnlarni osonroq tushunadi va yangi bilimlarni tezroq qabul qiladi.

Hozirgi zamonaviy ta’lim tizimida lug‘atni o‘qitishning an’anaviy va interaktiv usullari birgalikda qo‘llaniladi. An’anaviy usullar yangi so‘zlarni tushuntirish va misollar orqali o‘rgatishga xizmat qilsa, interaktiv

metodlar o‘quvchilarning fikrlash, muloqot va mustaqil nutq qobiliyatini rivojlantiradi. Shu sababli so‘z boyligini rivojlantirish jarayoni nafaqat bilim berish, balki o‘quvchilarning shaxsiy va kommunikativ ko‘nikmalarini shakllantirish bilan chambarchas bog‘liqdir.

Shu nuqtai nazardan, lug‘atni boyitish nafaqat til o‘rganishning, balki o‘quvchining umumiy intellektual va ijtimoiy rivojlanishining asosiy tarkibiy qismi hisoblanadi. U o‘quvchining dunyoqarashi, muloqot madaniyati va fikrlash darajasini oshirishga yordam beradi, shuningdek, tilni o‘rganish jarayonini samarali va maqsadli qiladi.

ASOSIY QISM. So‘z boyligini o‘qitishda turli usullar mavjud bo‘lib, ularni to‘g‘ri tanlash o‘quvchilarning yoshi, bilim darajasi, til o‘rganish maqsadi va individual xususiyatlariga bog‘liq [2]. Har bir usul o‘ziga xos afzallik va cheklovlarga ega, shuning uchun o‘qituvchi o‘quv jarayonida ularni uyg‘unlashtirib qo‘llashi lozim.

1. An’anaviy usullar. An’anaviy usullar til o‘qitishning eng qadimgi va keng tarqalgan metodlaridan biridir. Bunda o‘qituvchi yangi so‘zlarni tushuntiradi, ularning tarjimasini beradi va so‘zlarni gaplarda qo‘llash orqali amaliy mashqlar bajariladi. Masalan, yangi so‘zning ma’nosi izohlanadi, sinonim va antonimlari bilan tanishtiriladi, so‘ngra o‘quvchi bu so‘zni misol gaplarda ishlatadi. Shu bilan birga, bu metod o‘quvchilarga so‘zning grammatik shakllarini tushunishga va to‘g‘ri talaffuz qilishga yordam beradi. Biroq, an’anaviy metodlarning asosiy cheklovi shundaki, u o‘quvchini faollikka yetarlicha jalb qilmaydi. Ko‘pincha o‘quvchilar passiv bo‘lib qoladi va yangi so‘zlarni mustahkamlash uchun qo‘shimcha mashqlar talab etiladi. Shu sababli an’anaviy usullarni boshqa interaktiv va vizual metodlar bilan birlashtirish tavsiya etiladi.

2. Vizual usullar. Ko‘rgazmali usullar so‘zlarni eslab qolishni sezilarli darajada oshiradi. Rasmlar, diagrammalar, kartochkalar, videolar va predmetlarni ko‘rsatish orqali yangi leksik birliklarni o‘rgatish o‘quvchilarning diqqatini jalb qiladi va ular so‘zlarni tezroq yodlaydi. Masalan, “stol” so‘zini o‘rgatayotganda, stolning real rasmini yoki haqiqiy predmetini ko‘rsatish o‘quvchining xotirasida so‘z bilan predmetni mustahkamlashga yordam beradi. Shuningdek, ko‘rgazmali metodlar abstrakt tushunchalarni ham sodda va tushunarli qilishi mumkin. Bu metod ayniqsa kichik yoshdagi o‘quvchilar va vizual o‘rganishga moyil shaxslar uchun juda samaralidir[4].

3. Interaktiv usullar. Hozirgi zamonaviy ta’limda eng samarali metodlardan biri - interaktiv usullardir. Bu usullar o‘quvchini faol ishtirok etishga undaydi va so‘zlarni mustaqil ravishda qo‘llash imkonini yaratadi.

Masalan:

O‘yinlar: so‘zlarni topish, sinonimlar va antonimlar bilan ishlash, so‘zlarni gaplarga joylashtirish o‘quvchi qiziqishini oshiradi.

Rolli o‘yinlar: o‘quvchilar turli vaziyatlarni sahnalashtiradi, yangi so‘zlarni nutqda faol ishlatadi.

Savol-javoblar va guruhli mashqlar: bu o‘quvchilarni bir-biri bilan muloqot qilishga va so‘zlarni kontekstda ishlatishga majbur qiladi.

Interaktiv metodlar nafaqat so‘z boyligini oshiradi, balki o‘quvchilarning muloqot, tinglab tushunish va nutqiy ko‘nikmalarini rivojlantiradi [3].

4. Kontekst orqali o‘qitish. So‘zlarni alohida emas, balki matn ichida o‘rgatish ularning ma’nosini yaxshiroq tushunishga yordam beradi. O‘quvchi so‘zni kontekstda o‘rganganida, u so‘zning turli holatlarda qanday ishlatilishini ko‘radi. Masalan, “yurak” so‘zi biologiya darsida va she’riyat matnida turlicha qo‘llanilishi mumkin. Bu metod ayniqsa yuqori bosqichdagi o‘quvchilar uchun foydali bo‘lib, ularni mustaqil fikrlashga va matnni tahlil qilishga o‘rgatadi.

5. Takrorlash va mustahkamlash. Yangi o‘rganilgan so‘zlar muntazam ravishda qayta ishlatilmasa, ular tez unutiladi. Shu sababli so‘zlarni mustahkamlashning muntazam tizimi juda muhimdir. Mashqlar, testlar, suhbatlar va uy vazifalari orqali so‘zlarni qayta ishlash ularni xotirada mustahkamlashga yordam beradi. Shu bilan birga, o‘quvchilar so‘zlarni turli vaziyatlarda qo‘llashni o‘rganadi va nutq qobiliyati oshadi.

XULOSA. Xulosa qilib aytganda, so‘z boyligini oshirish til o‘rganishning ajralmas va eng muhim qismi hisoblanadi. Lug‘at fonini kengaytirish nafaqat o‘quvchilarning og‘zaki va yozma nutqini rivojlantiradi, balki matnni tushunish, tarjima qilish va muloqot qobiliyatlarini ham sezilarli darajada yaxshilaydi. Til o‘rganishda

so‘z boyligini rivojlantirish o‘quvchilarga murakkab fikrlarni aniq ifodalash imkonini beradi, shuningdek, nutqdagi erkinlik va ravonlikni oshiradi. Turli o‘qitish usullarini samarali uyg‘unlashtirish lug‘atni o‘rganish jarayonini yanada samarali qiladi. An’anaviy metodlar o‘quvchilarga so‘zlarning ma’nosi va grammatik shakllarini tushuntirish imkonini beruvchi mustahkam asos yaratadi. Ko‘rgazmali metodlar esa vizual xotirani rivojlantiradi va yangi leksik birliklarni tezroq eslab qolishga yordam beradi. Interaktiv metodlar, o‘yinlar, rolli sahnalar va guruhli mashqlar orqali o‘quvchilar yangi so‘zlarni faol qo‘llashni o‘rganadi, bu esa ularning nutq ko‘nikmalarini mustahkamlaydi.

Shuningdek, kontekstual yondashuv so‘zlarni matn va real vaziyatlar ichida o‘rgatish orqali ularning ma’nosini chuqurroq tushunishga yordam beradi. Takrorlash va mustahkamlash esa lug‘at boyligini saqlash va uni amaliy hayotda faol ishlatishga tayyorlashning asosiy elementi hisoblanadi. Shu tarzda, so‘z boyligini o‘rganish jarayoni o‘quvchining mustaqil fikrlash, ijodiy fikrlarni ifodalash va kommunikativ ko‘nikmalarini rivojlantirish bilan chambarchas bog‘liqdir. Natijada, zamonaviy ta’lim tizimida lug‘atni o‘qitishning interaktiv va kontekstual yondashuvlari alohida ahamiyatga ega bo‘lib, ular o‘quvchilarning tilni chuqurroq va samaraliroq o‘zlashtirishini ta’minlaydi. Tilni o‘rganishda so‘z boyligini oshirishning mazkur yondashuvlari nafaqat ilmiy va amaliy jihatdan samarali, balki o‘quvchilarning motivatsiyasini oshirish va ta’lim jarayonini qiziqarli qilish nuqtai nazaridan ham muhimdir. Shu sababli, lug‘atni boyitish metodlarini doimiy ravishda yangilash va ularni o‘quvchilarning ehtiyojlariga moslashtirish til o‘qitishning samaradorligini oshiradi va ta’lim sifatini yaxshilaydi.

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PSYCHOLOGICAL AND LINGUISTIC BASES OF WRITING SKILLS

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Abstract: *This article explores the psychological and linguistic foundations of writing skills in the process of language learning and teaching. Writing is considered one of the most complex productive language skills because it requires the interaction of cognitive, emotional, and linguistic mechanisms. The article focuses on the psychological aspects of writing, such as perception, memory, thinking, motivation, attention, and imagination, as well as on the linguistic aspects including grammar, vocabulary, syntax, orthography, coherence, and cohesion. It is emphasized that successful writing depends not only on language knowledge but also on the learner's mental readiness, communicative awareness, and ability to organize ideas logically. The study highlights the importance of integrating both psychological and linguistic factors in teaching writing effectively. It is concluded that understanding the psychological and linguistic bases of writing skills contributes significantly to the improvement of students' written competence and overall communicative development.*

Keywords: *Writing skills, psychological basis, linguistic basis, written communication, language learning, cognition, grammar, coherence, cohesion, communicative competence*

Introduction: Writing is one of the most important and challenging language skills in the process of communication and education. It is a productive skill that allows learners to express their thoughts, ideas, feelings, and knowledge in written form. In foreign language learning, writing plays a particularly significant role because it develops not only language proficiency but also logical thinking, creativity, and academic communication. Unlike speaking, writing is a more deliberate and structured process that requires careful planning, organization, and control over language use.

The development of writing skills depends on several interrelated factors. Among them, psychological and linguistic bases are considered the most essential. Writing is not simply a mechanical activity of putting words on paper; rather, it is a complex intellectual and communicative process. From a psychological perspective, writing involves cognitive functions such as perception, memory, attention, imagination, and thinking. From a linguistic perspective, it requires the correct use of vocabulary, grammar, sentence structure, orthography, and textual organization.

Understanding the psychological and linguistic bases of writing skills is highly important for both teachers and learners. It helps educators choose more effective teaching methods and enables students to develop stronger written communication abilities. Therefore, the study of these foundations is essential in modern language pedagogy.

Writing skills are based on a combination of mental and linguistic processes that work together during the act of written communication. A learner who writes effectively does not simply know grammar rules or vocabulary items; such a learner is also able to think critically, organize ideas, remember language structures, and express thoughts in a meaningful and coherent way. For this reason, writing is considered both a psychological and a linguistic phenomenon.

The psychological basis of writing includes the mental mechanisms that support written expression. One of the most important psychological factors in writing is thinking. Writing begins with thought. Before a person writes a sentence or paragraph, they first generate ideas, analyze information, and decide how to present their message. Thinking allows the writer to choose the main idea, arrange supporting points, and build logical relationships between different parts of the text. Without developed thinking skills, writing often becomes disorganized, repetitive, or superficial.

Another essential psychological component is memory. Writing requires both short-term and long-term memory. Short-term memory helps learners keep words, grammar structures, and sentence patterns in mind while writing. Long-term memory stores vocabulary, writing conventions, grammatical rules, and previous

experiences that can be used in new writing tasks. A student with well-developed memory can recall appropriate language units more easily and apply them effectively in writing.

Attention also plays a crucial role in writing skills. Writing demands concentration because the learner must simultaneously focus on meaning, grammar, vocabulary, punctuation, and text structure. If attention is weak, the writer may lose the main idea, make unnecessary mistakes, or fail to maintain logical flow. In academic writing especially, sustained attention is necessary for producing clear and organized texts.

A further important psychological factor is perception. Perception allows learners to receive, understand, and interpret information from the environment, reading materials, or teacher instructions. Before students can write effectively, they must first understand the topic, task requirements, and communicative purpose. Perception also supports visual recognition of letters, spelling patterns, punctuation marks, and written models. Thus, writing begins not only with expression, but also with correct comprehension. Imagination and creativity are also significant in writing development. These psychological processes help learners generate original ideas, describe events vividly, and construct meaningful written texts. In narrative and descriptive writing especially, imagination enriches the quality of expression and helps the learner move beyond mechanical sentence production. Creative thinking makes writing more engaging, expressive, and communicatively effective.

One of the strongest psychological influences on writing is motivation. Students who are motivated to write usually demonstrate more persistence, interest, and willingness to improve. Motivation encourages learners to practice regularly, revise their drafts, and overcome linguistic difficulties. On the other hand, low motivation often leads to weak performance, lack of confidence, and fear of making mistakes. Therefore, the emotional and motivational state of learners has a direct effect on the quality of writing.

Closely connected with motivation is self-confidence. Many students know what they want to say but hesitate to write because they are afraid of errors or criticism. This psychological barrier often prevents learners from expressing ideas freely. Teachers should therefore create a supportive classroom environment where students can write without excessive anxiety and gradually build confidence through guided practice and constructive feedback.

In addition to psychological factors, writing skills are strongly based on linguistic competence. The linguistic basis of writing refers to the language system and the writer's ability to use it correctly and appropriately. One of the primary linguistic elements of writing is vocabulary. Vocabulary enables the learner to express thoughts accurately and clearly. Without sufficient vocabulary knowledge, students struggle to communicate ideas, repeat the same words, or produce vague and ineffective texts. Rich vocabulary allows writers to be more precise, varied, and expressive. Another essential linguistic basis is grammar. Grammar provides the structural framework of writing. It helps writers form correct sentences, show relationships between ideas, indicate time, express cause and effect, and maintain clarity in communication. Grammar includes tense usage, subject-verb agreement, word order, sentence types, clause combination, and many other features that directly influence writing quality. Even when students have good ideas, weak grammar can make their writing confusing or inaccurate.

Syntax, or sentence structure, is another important linguistic factor. Writing requires the ability to construct simple, compound, and complex sentences according to the communicative purpose. Good writing usually includes sentence variety, which makes the text more natural and effective. Overuse of short or repetitive sentence patterns may reduce the quality of written communication. Therefore, syntactic competence is necessary for developing stylistically appropriate and readable texts. A further linguistic basis of writing is orthography, which includes spelling, capitalization, and punctuation. Orthographic accuracy is especially important in written communication because errors in spelling or punctuation may distort meaning and reduce the reader's understanding. Proper punctuation helps structure ideas, indicate pauses, and show relationships between parts of a sentence. Correct spelling and capitalization contribute to the formal correctness and readability of a text.

At the text level, writing also depends on coherence and cohesion. These are fundamental linguistic features of a successful written text. Coherence refers to the logical organization and meaningful unity of ideas

in a text. A coherent text is easy to follow because each sentence and paragraph contributes to the central message. Cohesion, on the other hand, refers to the grammatical and lexical devices that connect parts of the text, such as conjunctions, pronouns, repetition, transition words, and reference markers. Without coherence and cohesion, even grammatically correct sentences may fail to form a meaningful composition.

The linguistic basis of writing also includes stylistic appropriateness. Different types of writing require different styles, tones, and registers. Academic writing, for example, requires formal, objective, and precise language, while personal writing may be more informal and expressive. Therefore, students must learn how to adapt their writing according to genre, audience, and communicative purpose. This ability reflects not only language knowledge but also communicative awareness.

The psychological and linguistic bases of writing are not separate from each other; they function together in the writing process. When a learner writes, they first perceive and understand the task, then generate ideas through thinking, recall vocabulary and grammar from memory, organize the content logically, and finally express it in a linguistically correct and meaningful form. Thus, writing is a dynamic process in which mental and language-based mechanisms interact continuously.

In language teaching, this understanding has important methodological implications. Teachers should not teach writing only as grammar practice or sentence construction. They should also develop students' thinking skills, motivation, creativity, and confidence. Writing activities should include brainstorming, planning, drafting, revising, and editing, because these stages reflect the real psychological and linguistic nature of writing. Learners should be encouraged to see writing as a process of communication and thought, not simply as an exercise for error correction.

Furthermore, the integration of reading and writing can significantly strengthen writing development. Reading provides learners with linguistic input, vocabulary enrichment, structural patterns, and textual models that can later be used in their own writing. At the same time, reflective writing tasks help learners process and internalize language more deeply. Therefore, effective writing instruction should combine both psychological engagement and linguistic support.

Conclusion: In conclusion, writing skills are based on both psychological and linguistic foundations, which together determine the quality and effectiveness of written communication. The psychological basis of writing includes thinking, memory, attention, perception, imagination, motivation, and self-confidence. These factors influence how learners generate ideas, organize thoughts, and approach the writing process.

At the same time, the linguistic basis of writing includes vocabulary, grammar, syntax, orthography, coherence, cohesion, and stylistic appropriateness. These elements ensure that written texts are accurate, understandable, and communicatively effective. Writing can therefore be viewed as a multidimensional skill that requires the integration of mental processes and language knowledge.

For this reason, teaching writing should involve not only linguistic instruction but also psychological support and cognitive development. By understanding the psychological and linguistic bases of writing skills, educators can help learners become more confident, competent, and successful writers in academic and real-life communication.

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THE ROLE AND IMPORTANCE OF RESEARCH METHODOLOGY IN MODERN EDUCATION

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Annotation. *This article provides a comprehensive analysis of the theoretical and practical aspects of research methodology and its importance in modern education. Research methodology is considered as a fundamental framework for organizing scientific inquiry, developing cognitive and analytical skills, and ensuring valid and reliable research outcomes. The paper explores the stages of scientific research, different methodological approaches, and the importance of selecting appropriate research methods. Special attention is paid to the development of critical thinking, creativity, and independent learning skills among students. The integration of research methodology into education enhances learners' ability to analyze information, solve problems, and apply knowledge in real-life contexts.*

Key words: *research methodology, scientific research, cognitive skills, education, analysis, critical thinking, independent learning*

In modern society, education is rapidly transforming under the influence of technological progress and globalization. As a result, the role of research methodology has become increasingly important. Today, education is not limited to transferring knowledge; it also focuses on developing students' ability to think critically, analyze information, and conduct independent research.

Research methodology provides a systematic and logical approach to scientific inquiry. It enables learners to identify research problems, formulate hypotheses, select appropriate methods, and interpret results effectively. Therefore, integrating research methodology into the educational process is essential for preparing students for academic and professional challenges.

Theoretical background of research methodology

Research methodology is defined as a system of principles, methods, and procedures used in scientific investigation. It ensures the logical organization and consistency of research activities. The theoretical foundation of methodology includes research paradigms, approaches, and strategies that guide the entire research process.

Methodology is often divided into qualitative and quantitative approaches. Qualitative research focuses on understanding phenomena through observation and interpretation, while quantitative research involves numerical data and statistical analysis. Both approaches play a significant role in scientific studies and contribute to obtaining comprehensive results.

A strong methodological foundation allows researchers to conduct objective, systematic, and reliable investigations. It also helps avoid errors and ensures that research findings are valid and scientifically grounded.

Stages of scientific research. Scientific research is a complex process that consists of several interconnected stages: identifying and defining the research problem; determining research objectives and tasks; reviewing existing literature and previous studies; selecting appropriate research methods; collecting data through experiments, observations, or surveys; analyzing and interpreting the collected data; drawing conclusions and making recommendations.

Each stage requires careful planning and methodological accuracy. Any mistake or inaccuracy in one stage may affect the overall results of the research. Therefore, a well-structured methodology is essential for successful scientific investigation.

Importance of research methods. Research methods are the main tools used to collect and analyze data. The correct selection of methods directly influences the quality and reliability of research outcomes. Commonly used methods include observation, experiment, survey, analysis, and comparison. In modern education, innovative methods such as digital technologies, online surveys, and interactive tools are widely used. These methods enhance the effectiveness of research and make the learning process more engaging and dynamic. The proper application of research methods ensures that the collected data is accurate and relevant. It also allows researchers to draw meaningful conclusions and contribute to the development of scientific knowledge.

Role of methodology in modern education. Research methodology plays a crucial role in modern education by developing students' intellectual and professional competencies. It encourages learners to think independently, analyze information critically, and solve complex problems. Students who possess methodological knowledge are better prepared for academic research and future careers. They can evaluate information sources, conduct investigations, and present their findings in a clear and logical manner. Moreover, the integration of research methodology into education promotes learner-centered approaches. It shifts the focus from passive learning to active participation, where students become independent thinkers and problem-solvers.

Conclusion. In conclusion, research methodology is an essential component of modern education and scientific activity. It provides a structured framework for conducting research and ensures the accuracy and reliability of results. The development of methodological competence among students is crucial for fostering critical thinking, creativity, and lifelong learning. Therefore, educational institutions should уделять особое внимание teaching research methodology as a fundamental part of the curriculum.

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ПОДРОСТКАМ (13–16 ЛЕТ)

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Аннотация. *В статье рассматриваются особенности обучения английскому языку подростков 13–16 лет. Особое внимание уделяется мотивации учащихся, коммуникативному подходу и использованию интерактивных методов обучения. Подчеркивается важность учета возрастных и психологических особенностей подростков для повышения эффективности изучения языка.*

Ключевые слова: *подростки, обучение английскому языку, мотивация, коммуникативный подход, интерактивные методы, речевые навыки, образовательный процесс.*

Подростковый возраст является одним из наиболее важных этапов в развитии личности. В возрасте 13–16 лет у учащихся формируются собственные взгляды, интересы и ценности, активно развивается мышление и способность к анализу. В этот период обучение иностранному языку, в частности английскому, должно учитывать возрастные, психологические и социальные особенности подростков. Правильно организованный учебный процесс помогает не только развивать языковые

навыки, но и формировать коммуникативную компетенцию, уверенность в себе и интерес к изучению иностранных языков[1].

Одной из основных особенностей обучения подростков является их повышенная эмоциональность и стремление к самостоятельности. Подростки хотят чувствовать свою значимость и проявлять инициативу. Поэтому учителю важно создавать условия, в которых учащиеся смогут активно участвовать в учебном процессе, выражать своё мнение и обсуждать различные темы. Уроки английского языка должны включать элементы обсуждений, дебатов, ролевых игр и проектной деятельности[2].

Важную роль играет мотивация учащихся. Подростки часто теряют интерес к однообразным заданиям и традиционным формам обучения. Поэтому учителю необходимо использовать разнообразные методы и формы работы, такие как групповые задания, интерактивные игры, творческие проекты, презентации и использование современных технологий. Применение видеоматериалов, аудиозаписей, образовательных платформ и мобильных приложений делает процесс обучения более интересным и эффективным[3].

Коммуникативный подход является одним из наиболее эффективных методов обучения английскому языку подростков. Он направлен на развитие способности использовать язык в реальных ситуациях общения. В рамках данного подхода большое внимание уделяется развитию навыков говорения и аудирования. Ученики участвуют в диалогах, обсуждают различные темы, выполняют задания, направленные на развитие навыков общения[4].

Кроме того, важно учитывать психологические особенности подростков. В этом возрасте учащиеся могут бояться допускать ошибки и испытывать неуверенность при использовании иностранного языка. Поэтому учителю необходимо создавать на уроке благоприятную и поддерживающую атмосферу. Поддержка со стороны учителя, поощрение активности и позитивная обратная связь помогают учащимся чувствовать себя увереннее и активнее участвовать в учебном процессе[5].

Не менее важным аспектом является развитие всех видов речевой деятельности: чтения, письма, аудирования и говорения. Комплексное развитие этих навыков помогает учащимся лучше понимать иностранный язык и эффективно использовать его в различных ситуациях. Учителю следует подбирать задания, которые способствуют развитию всех языковых навыков и формированию языковой компетенции[6].

Также большое значение имеет использование аутентичных материалов. Это могут быть тексты, видеоролики, песни, интервью и другие материалы, созданные носителями языка. Они помогают учащимся познакомиться с культурой англоязычных стран, расширяют их словарный запас и делают обучение более интересным и приближенным к реальной жизни[7]. Таким образом, обучение английскому языку подростков 13–16 лет должно основываться на учёте их возрастных и психологических особенностей. Использование коммуникативного подхода, интерактивных методов обучения, современных технологий и создание благоприятной атмосферы на уроке способствует повышению эффективности обучения и формированию устойчивого интереса к изучению английского языка.

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INGLIZ TILINI O‘RGANISH JARAYONIDA KO‘P UCHRAYDIGAN XATOLIKLARGA YECHIM

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Annotatsiya: *Ushbu maqolada ingliz tilini o‘rganish jarayonida o‘zbek tilida so‘zlashuvchi talabalar orasida tez-tez uchraydigan xatolar turlari va ularni bartaraf etish yo‘llari muhokama qilinadi. Kirish qismida mavzuga tegishli asosiy tushunchalar va xatolar sabablariga oid ilmiy adabiyotlar qisqacha ko‘rib chiqiladi. Adabiyotlar tahlilida turli tadqiqotlarda qayd etilgan xato turlariga (grammatika, talaffuz, lug‘at va tarjima xatolari) nazariy nuqtai nazardan e’tibor qaratiladi. Tadqiqot metodologiyasi bo‘limida olingan ma’lumotlarni to‘plash va tahlil qilish usullari bayon etiladi. Tahlil va natijalar bo‘limida o‘rganilgan materiallar asosida ko‘p uchraydigan muammolar aniqlanib, ularning asosiy sabablari hamda yechim takliflari ko‘rib chiqiladi. Xulosa va takliflarda o‘rganish samaradorligini oshirish, dars jarayonini yaxshilashga qaratilgan metodik tavsiyalar beriladi.*

Kalit so‘zlar: *ingliz tili, xatolar, grammatik tuzum, talaffuz, lug‘at, tarjima, madaniy tafovutlar, metodologiya.*

Kirish. Ingliz tili jahon tillari orasida keng tarqalgan bo‘lib, uni o‘rganish ko‘plab sohalarda muhim hisoblanadi. Biroq, ona tili (o‘zbek tili) va ingliz tili grammatik va fonetik jihatdan sezilarli darajada farq qiladi. Shu sababli o‘zbek tilida so‘zlashuvchi talabalarda ingliz tilining ba’zi qoidalari (masalan, zamonlar, artikl tizimi, predlog va h.k.) noto‘g‘ri qo‘llanilishi tez-tez uchraydi [1; 4]. Masalan, Toshkentdagi oliy ta’lim muassasalarida o‘tgan tadqiqot ko‘rsatishicha, o‘rganayotgan 200 nafar talabaning 68 foizi inglizcha zamonlarni to‘g‘ri ishlata olmaydi, ularning 55 foizi esa Present Perfect va Past Simple zamonlarini adashtiradi [4]. Bu kabi natijalar shuni ko‘rsatadiki, grammatik strukturalar va talaffuz farqlari o‘rganish jarayonini murakkablashtiradi. Shu sababli xatolarni tahlil qilish va ularni bartaraf etish usullarini aniqlash – ingliz tilini samarali o‘rgatishning muhim qismidir [1; 3].

O‘zbek talabalari ingliz tilini o‘rganishda quyidagi asosiy muammolarga duch keladi: grammatik o‘ziga xosliklar (qo‘shimchalar, fe’l zamonlari), talaffuzdagi farqlar (tilning tovush tizimi bilan bog‘liq ko‘pincha o‘xshash lekin har xil tovushlarni talaffuz qilish), lug‘at tanlash xatolari (so‘zma-so‘z tarjima, rus/arabcha so‘zlarning noto‘g‘ri ishlatilishi) va madaniy tafovutlardan kelib chiqadigan xatolar (idiomalar yoki frazeologizmlar noaniqligi). Bu muammolar ilmiy adabiyotlarda interlingval interferensiya yoki ijobiy interferensiya masalasida tahlil qilingan. Masalan, Daniqulova (2025) o‘zbek talabalarda ona til ta’siri natijasida yuzaga keladigan xatolarni o‘rganib, noto‘g‘ri fe’l zamonlari, artikllarning ishlatilmasligi va predloglardagi chalkashlik kabi hodisalarni qayd etgan [1]. Shu bilan birga, ta’lim metodologiyasi bo‘yicha ekspertlar ham xatolarni aniqlash va tuzatishning o‘ziga xos usullari haqida fikr bildirgan. Xatolarni tahlil qilish (error analysis) usuli oldindan kutilgan xatolarni aniqlash va ularning sabablari ustida ishlash imkonini beradi [3].

Adabiyotlar tahlili. Turli tadqiqotlarda o‘rganish jarayonida uchraydigan xatolar keng muhokama qilingan. Grammatik xatolarga oid tadqiqotlarda fe’l zamonlari, artikllar, predloglar va grammatik qoidalardagi xatolar katta o‘rin tutadi [1; 3]. Masalan, yozma imtihon natijalarini tahlil qilgan bir tadqiqotida o‘zbek talabalari orasida eng ko‘p uchraydigan xatolar sifatida imlo, artikl ishlatilishi, tinish belgilari va so‘z tanlashdagi xatolar qayd etilgan [3]. Bu xatolar ko‘pincha ona til va maqsad til tuzilmalari orasidagi farqlardan kelib chiqadi. Turg‘un (2023) kabi tadqiqotchilar esa ingliz tilining atroflicha o‘rganilishi uchun ko‘p zamonli tizimiga jiddiy e’tibor qaratish lozimligini ta’kidlaydi [4].

Talaffuz masalalariga oid adabiyotlarda o‘zbek talabalarning fonetik farqlari chuqur o‘rganilgan. Tadqiqotlarning ko‘rsatishicha, o‘zbek tilida mavjud bo‘lmagan inglizcha tovushlarni talaffuz qilishda murakkabliklar paydo bo‘ladi. Masalan, /θ/ va /ð/ tovushlari ko‘pincha /t/ va /d/ ga aylantiriladi: “three” so‘zi “tree” tarzida, “than” esa “dan” kabi talaffuz qilinishi kuzatiladi. Shuningdek, /s/ va /z/ tovushlarini farqlash muammosi ham bor: “peas” (“no‘t” – ishtahani oshiruvchi) so‘zi “peace” (“tinchlik”) tarzida talaffuz qilinishi mumkin[5]. Ba’zi izlanishlarda, masalan, Xoshimov tahlillarida, inglizcha va o‘zbekcha unli-tovush tizimlari farqiga e’tibor qaratilgan: ingliz tilida bir xil harf bir nechta tovush ifodalaydi va harf tovush nisbati katta, bu o‘zbek tilida yo‘q, shu bois talaffuz xatolari yuzaga keladi[5][11]. Fundamental tadqiqotchilar fikricha (masalan, Kenworthy, 1987), ona tili fonetik tizimini yaxshi anglash orqali o‘rganuvchilar o‘z xatolarini tahlil qilishda muvaffaqiyatli bo‘lishi mumkin [11].

Leksika va tarjima xatolari ham ko‘p qayd etilgan. Burieva (2023) ni misol keltiradigan bo‘lsak, ingliz tilida bir tushuncha uchun bir nechta sinonim so‘zlar mavjud bo‘lsa-da, o‘zbek tilida kam uchraydi[6]. Shunday qilib, lug‘at boyligi jihatidan o‘zbek talabalari ko‘pincha so‘zma-so‘z tarjimaga murojaat qiladi, bu esa kontekstga to‘g‘ri kelmaydigan iboralar yoki noto‘g‘ri so‘zlar tanlanishiga olib keladi. Tarjimada kontekstni hisobga olish muhimligi ko‘plab tadqiqotlarda qayd etiladi; masalan, “happy” so‘zi kontekstga qarab “xursand” yoki “sodda” ma’nosini anglatishi mumkin, uni «men bugun xursandman» kabi ifodalar bilan tarjima qilish lozim. Bu borada o‘zbek-tilidan ingliz-tiliga o‘tishda grammatik va madaniy tafovutlarni yodda tutish zarurligi e’tiborga molik [6; 7]. Tarjima materiallarida ko‘pincha frazeologik bitiklar va madaniyatga oid o‘xshash iboralar topilmagani uchun, noto‘g‘ri tarjima qilish xavfi ortadi.

Shuningdek, adabiyotlarda pedagogik metodlar va xatolarni to‘g‘rilash usullari ko‘rib chiqilgan. Daniqulova (2025) interlingual interferensiyani kamaytirish uchun sinfxonali ta’limda kontrastiv yondashuv (ona til va ingliz tilini solishtirib o‘rgatish), talaffuz mashqlariga alohida vaqt ajratish va madaniy jihatlarni tushuntiruvchi o‘quv materiallaridan foydalanishni tavsiya qiladi [1]. Tojieva (2020) ham solishtirma tahlil va ko‘p misollar asosida mashqlar o‘tkazib, xatolarni tanish va o‘zlashtirishni muhim deb biladi [2]. Ushbu tadqiqotlar ona til va ingliz tilining xatolik yuzaga kelishiga sabab bo‘ladigan turli jihatlari bartaraf etilganda til o‘rganish samaradorligi ortishini ta’kidlaydi.

Tadqiqot metodologiyasi. Mazkur maqola ilmiy-nazariy uslubda yozilgan bo‘lib, mavjud adabiyotlar va tadqiqotlardan kelib chiqqan holda xulosalar chiqaradi. Asosiy metod sifatida adabiyotlarni tahlil qilish va solishtirma yondashuv qo‘llandi. Grammatika, talaffuz, lug‘at va madaniy tafovutlar bo‘yicha oldingi tadqiqotlardagi xulosalar umumlashtirildi. Bundan tashqari, olib borilgan tadqiqotlardan olingan statistik ma’lumotlar ham keltirildi. Misollar aniq ko‘rsatmalar bilan kuzatilgan hollarda, batafsil tahlil berib, talabalarning og‘zaki va yozma nutqlari xatolari taqqoslandi. Masalan, Kutlimurotova (2021) o‘zbek talabalarining akademik yozma insho xatolarini tahlili yordamida 13 toifaga ajratgan va eng keng tarqalgan xatolarni aniqlagan[3]. Shuningdek, Daniqulova (2025) turli yo‘llar, jumladan intervyu va darsda kuzatish orqali fonologik va grammatik xatolarni qayd etgan. Shu tariqa, natijalar turli metodologiyalar (korpus tahlili, intervyu, kuzatuv) natijasida mustahkamlandi.

Tahlil va natijalar. O‘rganilgan material va tadqiqot ma’lumotlari asosida o‘zbek tilida so‘zlashuvchi talabalar orasida ingliz tilining quyidagi asosiy xatolari aniqlanadi:

Grammatik xatolar: Fe’l zamonlarini noto‘g‘ri qo‘llash (Present Perfect vs Past Simpleni adashtirish va h.k.), artikllarning ishlatilmasligi yoki ortiqcha ishlatilishi (o‘zbek tilida artikllar yo‘qligi sababli), subyekt-fe’l kelishuvidagi xatolar, predloglardan noto‘g‘ri foydalanish （o‘zbek tilida predlog yo‘qligi munosabati

bilan）; masalan, “in/at/on” predloglarini chalkashtirib ishlatish. Daniqulova (2025) bunday holatlarni o‘zbek tilining va ingliz tilining tuzilishidagi farqlarga bog‘laydi.

Talaffuz xatolari: Ingliz tili tovushlarini o‘zbek tiliga yaqin variantlariga almashtirish. Misol uchun, /θ/ va /ð/ tovushlari /t/ yoki /d/ bilan ifodalanadi: “three” → “tree”, “than” → “dan” kabi [5]. Shuningdek, /s/ va /z/ tovushlarini farqlashda muammolar: “peas” so‘zi “peace” deb eshitilishi mumkin[6]. O‘qituvchilar shuningdek, so‘z oxiridagi /s/ yoki /t/ tovushini yo‘qotish (masalan, “sits” so‘zini [sit] qilib talaffuz qilish) va konsonant guruhlarini yechib qo‘yish holatlarini qayd qiladi. O‘zbek tilida bo‘lmagan talaffuz xususiyatlari tufayli ruscha yoki arabcha harflar bilan yozilgan so‘zlarni inglizchada talaffuz qilishda ham xatolar yuzaga kelishi mumkin.

Leksik xatolar: O‘zbek va ingliz tillaridagi sinonim va ma’nosozlik farqlarini inobatga olmaslik. Ingliz tilida bir ma’no uchun bir nechta iboralar mavjud bo‘lsa-da, o‘zbek tilida sinonimlar kamroq bo‘lishi mumkin. Masalan, “happy” so‘zi ba’zida “xursand” bilan, ba’zida “farovon” bilan tarjima qilinishi lozim. Bundan tashqari, so‘zma-so‘z tarjima qilish (false friends) xatolariga e’tibor kerak; “supper” so‘zi va “lunch” o‘rtasidagi farq hamda madaniy kontekstda ishlatiladigan frazeologizmlarni noto‘g‘ri qo‘llash misol bo‘la oladi.

Tarjima va madaniy tafovut xatolari: Inglizcha idiomatik iboralar va kundalik so‘zlashuvning o‘ziga xos tomonlarini tushunmaslik. Ingliz tilida “kick the bucket” (“vafot etmoq”) kabi idiomalarni o‘zbek tilida bevosita tarjima qilish mumkinki, kontekstdagi haqiqiy ma’nosidan chalg‘ishi mumkin. Xuddi shunday, inglizcha “to see” so‘zi “tushunaman” ma’nosida ishlatiladigan kontekstni o‘zbek o‘rganuvchi, agar so‘zma-so‘z tarjima qila boshlasa, «Men ko‘raman» tarzida noto‘g‘ri talqin qilishi mumkin. Madaniy jihatdan ham farqlar mavjud: masalan, o‘zbek tilida “sen”/“siz” tarzida ikkinchi shaxs pronomini qadrlash ifodalaydi, ingliz tilida esa bunday farqlash yo‘q (ESL muhiti uchun “you” o‘sha ma’noni bildiradi). Shuningdek, “girlfriend” va “boyfriend” atamalarini o‘zbekchaga “o‘g‘il do‘st” / “qiz do‘st” deb noto‘g‘ri tarjima qilish ham chalkashlik tug‘dirishi mumkin.

Eng ko‘p uchraydigan xatolarni tuzatish yo‘llari sifatida quyidagilar samarali hisoblanadi: grammatikani kontrastiv usulda o‘rgatish, ya’ni o‘zbek va ingliz grammatikasi farqlariga e’tibor qaratish; talaffuz mashqlarini muntazam o‘tkazish va o‘xshash tovushlarni farqlashni mashq qilish; boy mediamateriallar va vizual usullar yordamida kontekstual lug‘atni mustahkamlash; ingliz tilini ona tilga tarjima qilmasdan, inglizcha idil-adabiy yozuvlarni o‘qish va tinglash amaliyotini ko‘paytirish; hamda metalingvistik ongni rivojlantirish orqali o‘z xatolarini izchil tahlil qilishni rag‘batlantirish. Masalan, Kenworthy ta’kidlaydiki, o‘rganuvchi ona tilning fonetik tizimini yaxshi anglasa, o‘z xatolarini tez aniqlab, to‘g‘rilashga muvaffaq bo‘ladi. Tahlillar shuni ko‘rsatadiki, xatolarni aniqlash va tuzatish til madaniyatini chuqurroq anglashga yordam beradi, natijada muloqot aniqroq va samaraliroq bo‘ladi.

Xulosa va takliflar. O‘zbek talabalari ingliz tilini o‘rganish jarayonida grammatik, talaffuz, lug‘at va tarjima borasida turli xatoliklarga uchraydi. Tadqiqotdan ko‘rinib turibdiki, eng keng tarqalgan muammolar – zamonlardan noaniq foydalanish, artikllarni noto‘g‘ri qo‘llash, o‘zbek talaffuzi tufayli paydo bo‘ladigan fonetik xatoliklar va kontekstni hisobga olmasdan so‘z tanlashdir. Ushbu xatolarni bartaraf etish uchun pedagogik metodlarni takomillashtirish tavsiya etiladi. Jumladan, ingliz grammatikasidagi tuzilmalarni o‘zbek tilidagilari bilan solishtirish (kuravli misollar bilan tushuntirish), talabalarning nutqidan kamchiliklarni ko‘rsatib, keyingi mashg‘ulotlarda shu masalalarni takrorlash lozim. Talaffuzni yaxshilash uchun o‘rganuvchilarga eshitish va takrorlash mashqlarini ko‘proq berish, jumlalar intonatsiyasiga e’tibor qaratish kerak. Lug‘at darslarida esa ma’noni kontekstdan chiqarib tushuntirish, sinonim va frazeologik birikmalarga asosiy e’tibor qaratish foydali bo‘ladi. Madaniy tafovutlarni bartaraf etish uchun inglizcha tekstlar va suhbatlarda uchraydigan kulturolojik xususiyatlar (ongli hislatlar, oila a’zolari, munosabat ifodalari) haqida ma’lumot berish maqsadga muvofiq.

Xulosa o‘rnida ta’kidlash lozimki, xatolarni aniqlash va ularning sabablari ustida ishlash til o‘rganish jarayonini kuchaytiradi. Kelgusida yuqoridagi tavsiyalar asosida darsliklarni boyitish, multimedia materiallardan foydalanish va o‘qituvchilarni maxsus o‘quv seminarlariga jalb qilish orqali o‘rganish samaradorligi oshirilishi mumkin.

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ASSESSMENT AS A TOOL FOR INCLUSIVE EDUCATION

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Abstract. *Not every test fits all - some reveal gaps, others track growth. One way looks ahead, spotting hurdles before they block progress; another checks understanding during lessons, adjusting pace mid-step. Still another measures results after teaching ends, offering clues about what stuck. When methods shift to match students, fairness grows quietly behind the scenes. Varied styles - not one-size rules - help different minds show what they know. Learning gains ground when evaluation bends without breaking. What works often hides in plain sight: paying attention, then changing course.*

Keywords: *inclusive education, assessment, formative assessment, summative assessment, differentiated instruction, equity.*

Nowadays, schools around the world are increasingly focused on how they support and include students from diverse backgrounds. Everyone deserves school, no matter how they learn, speak, move, or connect with others. Because every child belongs, classrooms welcome different strengths without ranking them. Language skills development has long been a central concern of modern linguistics and language teaching methodology, reflecting the broader goal of enabling individuals to communicate effectively in diverse social, academic, and professional contexts. Traditionally, language proficiency has been conceptualized through four core skills: listening, speaking, reading, and writing. These skills are interdependent and collectively contribute to communicative competence. In contemporary linguistics, however, the understanding of language skills has evolved beyond structural mastery to include sociolinguistic, pragmatic, and strategic competencies. This shift reflects the recognition that language is not merely a system of rules but a dynamic, context-dependent tool for meaning-making. Consequently, modern language teaching methodologies emphasize not only accuracy but also fluency, appropriateness, and adaptability in communication.

When kids face hurdles, teaching shifts so growth can happen. Tests do more than score work they show where help matters most. Instruction bends toward people, not the reverse [11, 45-52]. Learning fits lives instead of forcing lives into slots. Support shapes lessons because one size never did fit all. What works changes when listening leads. Classrooms thrive by noticing who shows up each day. Growth follows trust, not pressure. Most times, tests at the end of lessons have stood in for real measure of what students know. Yet these fixed methods tend to overlook how differently kids grasp ideas and show what they understand. Some pupils face extra hurdles whether due to learning differences, limited command of the language, or unique thinking patterns making strict evaluations unfair. So instead of treating every student the same way, schools need ways that bend with learners, not force learners to fit. What makes classroom evaluation work well in inclusive spaces often begins with diagnostic testing [4, 7-74]. Right at the start of a new unit, this kind of check reveals what pupils already grasp, where they shine, what trips them up. Teachers gain clear sight of each student's launchpad - this shapes how lessons take form later. Especially helpful in mixed-ability groups, spotting hiccups fast means struggles don't grow harder down the line. With insights gathered, educators shape varied activities, offer focused help, set achievable targets per person.

Truthfully, measuring progress in inclusive classrooms goes well past standard tests. Because they matter so much, diagnostic checks, ongoing feedback, and final evaluations help varied students stay involved in their own growth. By adapting how work is assessed - shaping it around student needs - the process feels more balanced, just, better overall. Once evaluation reflects inclusion at its core, education gains strength, opening real chances for everyone to do well.

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UNCOVERING STUDENT DIFFICULTIES IN ENGLISH ACQUISITION: A MIXED-METHODS INVESTIGATION

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Abstract. *Learning English as a second language can be challenging for many students. These difficulties may appear in different areas such as vocabulary, grammar, pronunciation, and understanding spoken or written texts. In many cases, students also face problems related to motivation, confidence, and learning environment. Because of this, it is important to study these difficulties in a detailed and practical way. The aim of this article is to identify the main difficulties students experience in English acquisition and to understand the reasons behind these problems. The study uses a mixed-methods approach, combining both qualitative and quantitative data. Surveys were used to collect general information about students' learning problems, while observations and simple analysis helped to better understand their learning behavior. The results show that students face several common difficulties. Many learners struggle with remembering vocabulary, using grammar correctly, and understanding spoken English. Some students also feel nervous when speaking, which affects their performance. At the same time, external factors such as teaching methods and lack of practice also influence learning outcomes.*

Keywords: *English acquisition, learning difficulties, second language learning, student challenges, mixed-methods research, language learning, classroom practice*

Introduction. Learning English as a second language is an important part of modern education. Students are expected to develop skills in speaking, listening, reading, and writing. However, many learners face difficulties during this process, which can affect their progress and confidence. These difficulties often appear in grammar, vocabulary, and communication. Language acquisition is a complex process that requires practice, exposure, and active use of the language. Students may understand rules but struggle to apply them in real situations. In addition, factors such as motivation, teaching methods, and learning environment also influence their success. According to researchers, effective language learning depends on both cognitive ability and meaningful interaction in the classroom[8].

The purpose of this study is to identify the main difficulties students face in learning English and to understand the reasons behind these challenges.

Literature review: According to R.Ellis, second language acquisition is a complex process that depends on both internal and external factors. The author explains that learners often face difficulties when they try to move from understanding the language to using it actively. Many students may recognize grammar rules or vocabulary but cannot apply them in real communication. Ellis also points out that regular exposure to the

[8] Ellis R. Second Language Acquisition. – Oxford: Oxford University Press, 2008. – 45-47 p.

language and meaningful practice are necessary for progress. Without these elements, students may struggle to develop fluency and confidence in speaking[9].

According to P.Ur, learners commonly experience problems with vocabulary, grammar, and speaking skills. The author notes that students often understand language forms in theory but fail to use them correctly in practice. This gap between knowledge and use creates frustration and reduces motivation. Ur also emphasizes that classroom activities should be interactive and meaningful in order to support learning. When students are actively involved in communication, they improve faster and feel more confident[10].

According to I.S.P.Nation, vocabulary plays a central role in language learning. The author explains that without sufficient vocabulary, students cannot develop other language skills effectively. Learners often forget new words if they are not used regularly in context. Nation highlights the importance of repetition, practice, and meaningful use of vocabulary in real situations. This shows that vocabulary difficulties are one of the main barriers in English acquisition[11]. In my opinion, these studies clearly show that student difficulties in English learning are caused by a combination of linguistic and psychological factors. Students not only need knowledge of grammar and vocabulary but also confidence and regular practice. If teaching methods do not support active communication, students may continue to struggle. Therefore, it is important to create a learning environment where students can practice freely and feel comfortable using the language.

Methodology: According to J.C.Richards, effective language learning research should combine different methods in order to understand both general patterns and individual learner behavior. For this reason, this study uses a mixed-methods approach. The aim is to identify common difficulties students face in learning English and to explore the reasons behind these challenges[12]. First, a simple survey was conducted to collect general information about students' problems with grammar, vocabulary, speaking, and listening. This helped to identify the most frequent difficulties among learners. Second, classroom observation was used to understand how students behave during lessons. The researcher focused on student participation, responses to tasks, and common mistakes made during activities. These observations provided deeper insight into how difficulties appear in real learning situations. The combination of survey and observation allowed the researcher to compare general data with actual classroom behavior. Finally, the collected data were analyzed descriptively. The aim of the analysis was to identify patterns in student difficulties and explain their possible causes. In my opinion, this approach makes the research more reliable because it shows both what problems students have and how these problems appear in practice.

Analysis and results: The results show that students face several key difficulties in learning English. The most common problem is vocabulary retention, as many learners cannot remember or use new words effectively. Grammar is another challenge, especially when students try to apply rules in real communication. According to I.S.P.Nation, vocabulary learning requires regular practice and meaningful use; otherwise, learners quickly forget new words[13]. Students also struggle with listening and speaking. They often find it difficult to understand spoken English and feel nervous when speaking. This lack of confidence reduces their participation in class. In my opinion, these problems are connected. When students lack vocabulary and confidence, they avoid communication, which slows down their learning progress.

Discussion: The findings show that student difficulties in English learning are influenced by both linguistic and psychological factors. Students not only struggle with vocabulary and grammar but also with confidence and motivation. When learners are afraid of making mistakes, they avoid speaking and practicing the language. In my opinion, one of the main reasons for these difficulties is the lack of real communication

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practice in the classroom. If students do not use the language actively, they cannot develop fluency. Supportive teaching methods and interactive activities can help reduce anxiety and improve participation.

Conclusion: In conclusion, the study shows that students face common difficulties in vocabulary, grammar, and communication. These problems are connected with both learning conditions and personal factors such as confidence. Understanding these challenges can help teachers choose better methods and create a more supportive learning environment. This can make English learning more effective and easier for students. In conclusion, the study shows that students face several important difficulties in learning English, especially in vocabulary, grammar, and communication skills. These problems are not only related to language knowledge but also to psychological factors such as lack of confidence, fear of making mistakes, and low motivation. In many cases, students understand the material but cannot use it effectively in real communication. The findings also indicate that teaching methods and classroom environment play a significant role in the learning process. When lessons are not interactive or do not provide enough opportunities for practice, students are less likely to improve their skills. On the other hand, supportive and communicative teaching approaches can help students feel more comfortable and active during lessons. In my opinion, one of the most important solutions is to increase practical language use in the classroom. Students need more opportunities to speak, listen, and interact in English without fear of making mistakes. Teachers should focus on creating a positive learning environment and use methods that encourage participation and confidence.

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GAMIFICATION STRATEGIES IN ELT: ENHANCING STUDENT ENGAGEMENT AND VOCABULARY RETENTION

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Abstract: *This paper explores the integration of gamification strategies within the English Language Teaching (ELT) framework, focusing specifically on their impact on student engagement and the long-term retention of vocabulary. Traditional methods of vocabulary acquisition often suffer from low learner motivation and rapid attrition. Gamification the application of game-design elements in non-game contexts offers a solution by leveraging psychological triggers such as competition, achievement, and social interaction.*

Keywords: *Gamification, English Language Teaching (ELT), Student Engagement, Vocabulary Retention, Interactive Learning, Game-Based Learning, Language Acquisition*

In the contemporary era of globalization, the English language has firmly established itself as the primary vehicle for international communication, scientific research, and technological advancement. Consequently, refining the methodologies of English Language Teaching (ELT) remains a critical priority in modern pedagogy. However, empirical evidence suggests that one of the most fundamental aspects of language acquisition vocabulary mastery is often hindered by traditional "rote memorization" techniques. These conventional methods frequently lead to a decline in learner engagement and a lack of long-term retention, as students often find the process monotonous and disconnected from practical application.

To address these pedagogical challenges, there is a growing necessity to integrate innovative strategies into the classroom, specifically the framework of gamification. Gamification is defined as the application of game-design elements and mechanics such as points, levels, leaderboards, and immediate feedback within non-game educational contexts. Rather than merely making the lesson "fun," gamification aims to tap into the psychological drivers of human behavior, fostering both intrinsic and extrinsic motivation. By transforming the learning environment into a dynamic and interactive experience, it encourages students to take risks, compete healthily, and engage more deeply with the target language.

To illustrate the practical application of gamification in English language teaching, several simple yet effective classroom games can be implemented to enhance both student engagement and vocabulary retention.

1. Word Quest. In this game, students earn points by correctly using new vocabulary in sentences or short dialogues. Each correct answer allows them to move forward on a game board or complete a mission, encouraging active use of language and reinforcing retention through meaningful repetition.

2. Vocabulary Bingo. Students are given bingo cards filled with target words, while the teacher calls out definitions, synonyms, or example sentences. Learners must identify the correct word, which strengthens listening skills and helps establish strong connections between words and their meanings.

3. Role-Play Challenge. Students participate in role-based scenarios such as ordering food or asking for directions. They receive rewards or badges for accurately using target vocabulary, which enhances communicative competence and supports long-term vocabulary retention through real-life application.

These games are highly effective in enhancing student engagement and improving vocabulary retention, as they create an interactive and motivating learning environment.

Scientists and researchers have also expressed similar views, emphasizing that gamification significantly increases learners' motivation, participation, and long-term retention of new vocabulary.

One of the most frequently cited works is Reality Is Broken: Why Games Make Us Better and How They Can Change the World by Jane McGonigal. The author explains that games increase motivation and sustained engagement by providing clear goals, immediate feedback, and rewards. These elements are directly

applicable to language learning environments, where students benefit from continuous encouragement and active participation.

Another important study is by Zichermann and Cunningham in Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps. They argue that gamification enhances user motivation through points, badges, and leaderboards. In ELT contexts, these mechanics can significantly improve vocabulary acquisition by making repetition more enjoyable and purposeful.

Additionally, Karl Kapp in his book The Gamification of Learning and Instruction emphasizes that gamified learning environments increase knowledge retention because learners are emotionally and cognitively involved in the process. This supports the idea that vocabulary learned through games is more likely to be remembered long-term.

In conclusion, gamification plays a significant role in enhancing student engagement and improving vocabulary retention in English language teaching. By integrating game elements such as points, rewards, and interactive challenges, learners become more motivated and actively involved in the learning process. As a result, vocabulary is not only learned more effectively but also retained for a longer period of time. Researchers have also confirmed that gamified learning environments contribute to better cognitive processing and long-term memory retention compared to traditional methods. Studies show that students exposed to gamified activities perform significantly better in both immediate and delayed vocabulary tests, proving the effectiveness of this approach in ELT. Therefore, incorporating gamification strategies into language classrooms can be considered a powerful and innovative method for achieving better educational outcomes.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN MODERN EDUCATION

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Annotation: *This article examines the role of artificial intelligence in modern education and its impact on the teaching and learning process. Artificial intelligence has become an important technological tool that improves educational quality, supports personalized learning, and increases students' motivation. The article highlights the advantages of AI-based tools in language learning, assessment, and classroom management. It also discusses challenges related to the use of AI in education. The study concludes that artificial intelligence plays a significant role in improving academic performance and modernizing the educational system.*

Key words: *artificial intelligence, education, technology, personalized learning, academic achievement, digital tools.*

In modern education, technology has become an inseparable part of the teaching and learning process. Among the most innovative technologies, artificial intelligence occupies a central position. Artificial intelligence refers to computer systems that can perform tasks requiring human intelligence, such as learning, problem-solving, and decision-making. In the educational sphere, AI helps both teachers and students by making the learning process more effective and interactive.

One of the main advantages of artificial intelligence in education is personalized learning. Every student has different learning abilities, interests, and needs. AI-based platforms can analyze students' performance and provide materials according to their level. This helps learners study at their own pace and improve weak areas more effectively.

Furthermore, AI plays an important role in language learning. Modern applications use artificial intelligence to improve writing, speaking, reading, and listening skills. For example, grammar correction tools help students identify and correct mistakes in their writing. Speech recognition systems improve pronunciation and speaking fluency.

Another important aspect is assessment and feedback. Traditional assessment often requires much time from teachers. However, AI can automatically check tests, assignments, and quizzes, providing immediate feedback. This saves time and helps students understand their mistakes quickly.

Artificial intelligence also contributes to the development of critical thinking and problem-solving skills. Through interactive tasks, simulations, and educational applications, learners become more engaged in the learning process.

Despite its advantages, the use of AI in education also presents certain challenges. Some students may become overly dependent on technology. In addition, lack of digital literacy and limited access to technological resources may create difficulties.

In conclusion, artificial intelligence is becoming an essential component of modern education. It supports personalized learning, improves academic performance, and increases the efficiency of teaching. Therefore, the integration of AI into education is important for future academic development.

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THE EFFECT OF ONLINE LEARNING ON ENGLISH LANGUAGE EDUCATION

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Abstract. *This article analyzes the impact of online learning on English language learning. It examines the advantages and disadvantages of online platforms and highlights how they affect students' language skills. It also suggests ways to improve the effectiveness of English language learning using modern technologies. The results of the study provide important conclusions on the improvement and effective use of online learning.*

Keywords*: online learning, English language learning, digital technologies, distance learning, language skills, listening comprehension, motivation*

Today, the rapid development of information technologies has brought about major changes in the education system. In particular, online education is becoming increasingly popular and is developing as an alternative to traditional teaching methods. In particular, online platforms, mobile applications, and virtual classes are becoming increasingly important in learning English. Online education allows students to learn anywhere and at any time, which makes the learning process more convenient and flexible. At the same time, this system also poses its own problems, including the lack of live communication and technical failures. Online education is becoming an integral part of the modern education system. One of its most important advantages is flexibility and convenience [1]. Students have the opportunity to study anywhere and at a time convenient for them. This is especially useful for busy students or working people. Unlike traditional classes, online education is characterized by the fact that it is not tied to a strict schedule. In addition, online education provides wide access to various educational resources. Video lessons, e-books, interactive exercises and many other materials can be used via the Internet. This helps students deepen their knowledge and learn from various sources. Another important aspect is the opportunity for independent learning. Online education encourages students to work on themselves, feel responsible, and independently improve their level of knowledge [2]. This develops their critical thinking and helps them effectively master the English language. Although online education has many advantages, it also has some disadvantages. One of the main problems is the lack of communication. While in traditional classes there is direct contact between the teacher and the student, in online education this process is limited. As a result, students may not receive immediate answers to their questions or be able to express their opinions freely [3]. This has a negative impact, especially on the development of speaking skills in English. Technical problems can also hinder the effectiveness of online learning. Low internet speed, power outages, or equipment failures can cause interruptions in the learning process. Such situations reduce students' interest in the lesson and make the learning process more difficult. Another important drawback is reduced motivation. In an online environment, students may have difficulty controlling themselves, as there is no constant supervision over them. This leads to apathy in lessons, failure to complete assignments on time, and a decrease in overall learning efficiency. Online learning has a significant impact on the process of learning English.

First of all, it provides ample opportunities for developing listening and speaking skills. Through various audio and video materials, students can hear natural speech and improve their pronunciation and listening skills [4]. However, insufficient live communication can sometimes lead to poor development of speaking skills. Interactive platforms are the most important component of online learning. Through them, students consolidate their knowledge using tests, games, virtual exercises and communication tools. Such platforms make the learning process interesting and effective, and increase students' interest in the lesson. Online education also affects the activity of students [5]. Some students become more active through independent work and work more on themselves. On the other hand, some students may become passive due to lack of control. Therefore, it is important for the teacher to provide proper guidance and use effective methods. To increase the effectiveness

of online education, it is necessary to constantly improve it. One of the most important ways is to introduce blended learning. This method combines traditional and online forms of education and allows you to effectively use their positive aspects. For example, learning theoretical knowledge online and organizing practical exercises in a traditional classroom makes the learning process more effective. Through this method, students will have the opportunity to both learn independently and communicate live.

It is also important to widely introduce modern technologies into the educational process. Various mobile applications, programs based on artificial intelligence, interactive platforms and virtual reality tools make learning English more interesting and effective [6]. Such technologies adapt to the individual needs of students, help determine and develop their level of knowledge. As a result, by enriching online education with modern approaches, it is possible to increase its effectiveness and further improve the process of learning English.

Conclusion. Online learning plays an important role in learning English and is becoming an integral part of the modern education system. Its flexibility, wide access to resources, and encouragement for independent learning create great convenience for students. However, there are also disadvantages such as lack of communication, technical problems, and decreased motivation.

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THE USE OF THE GRAMMAR TRANSLATION METHOD IN MODERN EDUCATION SYSTEMS

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Abstract. *This article explores the use of the Grammar Translation Method (GTM) in modern education systems, highlighting its strengths and limitations. While often criticized for lacking communicative focus, GTM remains effective in developing grammar, reading, and analytical skills. The study also considers how GTM can be combined with modern approaches for better learning outcomes.*

Keywords: *Grammar Translation Method, language teaching, grammar, translation, modern education*

INTRODUCTION. In the context of globalization and the rapid expansion of international communication, foreign language learning has become one of the key priorities of modern education systems. English, in particular, has established itself as a global lingua franca, widely used in various domains such as science, technology, business, and intercultural communication. As a result, the effectiveness of language teaching methodologies has attracted increasing attention from educators, researchers, and policymakers worldwide. Among the numerous approaches to language teaching, the Grammar Translation Method (GTM) is considered one of the oldest and most traditional methods. Originating from the classical teaching of Latin and Greek, GTM focuses primarily on the explicit teaching of grammatical rules and the translation of texts between the target language and the native language. Despite being criticized for its limited emphasis on communicative competence and spoken interaction, the method continues to be used in many educational contexts, particularly in countries where examination-oriented systems prevail.

In modern education systems, where communicative language teaching and student-centered approaches are widely promoted, the role of the Grammar Translation Method remains controversial. On the one hand, critics argue that GTM does not adequately develop learners' speaking and listening skills, which are essential for real-life communication. On the other hand, proponents claim that it provides a strong foundation in grammar, enhances reading comprehension, and supports the development of analytical thinking skills.

MAIN PART. The Grammar Translation Method (GTM), despite being regarded as a traditional and somewhat outdated approach, continues to play a role in modern education systems due to its systematic and rule-oriented nature. One of the defining characteristics of GTM is its emphasis on explicit grammar instruction, where learners are introduced to grammatical rules in a deductive manner and are expected to apply them through translation and written exercises. This structured approach contributes significantly to the development of grammatical competence, which remains a fundamental component of language proficiency. According to H. Douglas Brown (2000), a clear understanding of grammatical structures supports learners in forming accurate sentences and enhances overall language acquisition[14]. For instance, when teaching English modal verbs, a teacher using GTM might explain the rules governing *"must", "have to"*, and *"should",* followed by translation exercises such as: *"Sen uyga borishing kerak"* → *"You must go home".* Through such activities, students gain a precise understanding of both form and meaning.

In addition to grammar, GTM is highly effective in developing reading and writing skills. Learners are often exposed to literary or academic texts, which they analyze and translate. As noted by Jack C. Richards and Theodore S. Rodgers (2001), translation tasks allow learners to explore semantic nuances and syntactic differences between languages[15]. For example, translating expressions such as *"It's raining cats and dogs"* requires not only literal comprehension but also cultural adaptation, often resulting in Uzbek equivalents like

[14] Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). Longman
[15] Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge University Press

"Juda kuchli yomg'ir yog'moqda". This process enhances both linguistic and intercultural competence. Furthermore, GTM fosters analytical thinking through constant comparison between the native and target languages. Diane Larsen-Freeman (2000) emphasizes that contrastive analysis helps learners identify structural differences and avoid common errors[16]. For example, Uzbek learners often struggle with English articles (a, an, the). Through GTM, teachers can provide explicit explanations and exercises such as: *"Men kitob sotib oldim"* → *"I bought a book".* This helps learners understand the necessity of articles in English, which do not exist in Uzbek.

Another important contribution of GTM is vocabulary acquisition. By translating texts and memorizing word lists, students expand their lexical knowledge. Jeremy Harmer (2007) notes that while memorization alone is not sufficient, it can be effective when combined with contextual usage[17]. For instance, students may learn the word "challenge" and then translate sentences like *"Bu katta muammo"* → *"This is a big challenge",* reinforcing both meaning and usage. However, GTM has notable limitations, particularly its lack of focus on communicative competence. Stephen Krashen (1982) argues that language acquisition occurs most effectively through meaningful interaction and exposure to comprehensible input rather than through explicit grammar instruction alone[18]. For example, a student trained primarily through GTM may successfully translate complex written texts but encounter difficulties in real-life communication situations, such as introducing themselves or participating in a simple dialogue.

Despite these limitations, GTM can still be adapted to modern educational contexts when integrated with communicative approaches. David Nunan (1999) suggests that combining traditional and communicative methods can lead to more balanced language development[19]. For instance, after completing translation exercises on conditional sentences, students can engage in pair-work activities where they use these structures in conversation, such as discussing hypothetical situations: "If I had more time, I would travel abroad." This approach ensures that learners not only understand grammatical rules but also apply them in meaningful contexts.

CONCLUSION. In conclusion, the Grammar Translation Method remains a relevant, though limited, approach in modern education systems. Its strength lies in developing grammatical accuracy, reading skills, and analytical thinking, which are essential components of language learning. At the same time, its недостаточный focus on communicative competence makes it insufficient as a standalone method in contemporary classrooms. Therefore, rather than completely rejecting GTM, educators should adopt a balanced approach by integrating it with communicative and interactive teaching methods. Such a combination allows learners to benefit from both structural knowledge and practical language use. Overall, the effective application of GTM in modern education depends on its flexible and purposeful use in alignment with current pedagogical goals.

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EFFECTIVE STRATEGIES FOR LEARNING ENGLISH

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Abstract: *Learning English as a second language requires effective strategies to ensure fluency and comprehension. This article explores key methods such as immersion, active vocabulary development, structured practice, and the use of technology in language acquisition. By implementing these strategies, learners can enhance their speaking, listening, reading, and writing skills more efficiently. The article provides practical tips and insights for both independent learners and educators.*

Keywords*: English learning strategies, language acquisition, vocabulary development, immersion, technology in learning*

English is widely regarded as the global language of communication, business, and academia. As a result, millions of people strive to learn it effectively. However, language acquisition is a complex process that requires more than just memorizing vocabulary and grammar rules. To achieve fluency, learners must adopt structured and effective strategies. This article examines four key methods for learning English efficiently: immersion, vocabulary development, structured practice, and technology-assisted learning.

1. Immersion in the Language: One of the most effective ways to learn English is through immersion. This approach involves surrounding oneself with the language in daily life, making learning a natural process rather than a forced one.

Some effective immersion techniques include: Watching English Movies and TV Shows – Exposure to natural speech patterns, accents, and real-life conversations helps learners improve listening skills and pronunciation.

Listening to English Podcasts and Audiobooks – Audio-based learning strengthens comprehension and vocabulary retention.

Engaging in Conversations with Native Speakers – Speaking regularly with native or fluent speakers builds confidence and fluency.

Immersion allows learners to internalize the language naturally, improving their ability to think and respond in English without direct translation from their native language.

2. Active Vocabulary Development: A rich vocabulary is essential for effective communication. To expand vocabulary, learners should:

Keep a personal vocabulary journal – writing down new words and reviewing them regularly helps reinforce memory.

Learn words in context – instead of memorizing isolated words, understanding their meaning within sentences improves retention and usability.

Practice using new words in sentences – actively using learned vocabulary in writing and speaking reinforces learning.

Building a strong vocabulary enables learners to express themselves more accurately and confidently.

3. Structured Practice and Consistency: Learning English requires regular practice and structured learning sessions. Some effective ways to maintain consistency include:

Setting clear learning goals – defining daily, weekly, or monthly objectives helps maintain focus and motivation.

Joining study groups or language exchange programs – practicing with peers enhances motivation and provides a supportive learning environment.

Writing in English daily – keeping a journal or writing short essays improves grammatical accuracy and expression.

Online courses and YouTube tutorials – free of charge and paid courses from platforms like Udemy and YouTube provide structured learning experiences.

AI-Based chatbots and virtual tutors – tools like ChatGPT or language-learning AI can simulate real conversations, offering instant feedback.

Speech recognition software – apps like Elsa Speak help learners refine pronunciation and fluency.

Technology makes language learning more accessible, engaging, and efficient, allowing learners to practice anytime and anywhere.

Conclusion. Mastering English requires dedication, patience, and effective strategies. By immersing themselves in the language, actively developing vocabulary, maintaining structured practice, and using technology, learners can improve their proficiency. These methods offer a balanced approach to learning, making the process more enjoyable and productive.

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XORIJIY TILLARNI O‘QITISHDA MAKTAB AMALIYOTIDA QO‘LLANILADIGAN ZAMONAVIY METODLARNING SAMARADORLIGI

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Annotatsiya. *Ushbu kengaytirilgan ilmiy maqolada umumta’lim maktablarida xorijiy tillarni o‘qitishning innovatsion bosqichidagi metodik yondashuvlar va ularning real amaliyotdagi samaradorligi kompleks tahlil qilinadi. Tadqiqotda kommunikativ kompetensiyani rivojlantirish, o‘yinli texnologiyalar, loyihaviy ta’lim hamda differensial yondashuvning o‘quvchilar lisoniy ko‘nikmalarini shakllantirishdagi o‘rni yoritilgan. Shuningdek, zamonaviy axborot muhitida maktab o‘quvchilarining mustaqil ta’lim olish strategiyalari va pedagogik innovatsiyalarning dars sifatiga ta’siri bo‘yicha ilmiy takliflar ilgari surilgan.*

Kalit so‘zlar: *Xorijiy til metodikasi, maktab amaliyoti, kommunikativ yondashuv, o‘yinli texnologiyalar, loyihaviy metod, AKT, differensial ta’lim, motivatsiya, kognitiv rivojlanish, interaktiv muhit.*

Kirish. Bugungi shiddat bilan rivojlanayotgan globallashuv davrida xorijiy tillarni mukammal egallash yosh avlod uchun nafaqat bilim, balki dunyo bozorida raqobatbardosh bo‘lishning asosiy shartidir. Umumta’lim maktablari bu borada fundamental poydevor vazifasini o‘taydi, chunki aynan maktab yoshida til o‘rganishga bo‘lgan kognitiv moyillik yuqori bo‘ladi. Biroq, uzoq yillar davomida qo‘llanib kelingan an’anaviy grammatik-tarjima usullari zamonaviy talablarga, ya’ni tilni jonli muloqot vositasi sifatida egallash ehtiyojiga to‘liq javob bermay qoldi (Robert, 2010). Shu sababli, maktab amaliyotiga innovatsion va interaktiv metodlarni tizimli ravishda tatbiq etish strategik ahamiyatga ega.

Xorijiy tillarni o‘qitishda zamonaviy metodlarning samaradorligi faqatgina darsda texnik vositalardan foydalanish bilan cheklanmaydi. Bu jarayon o‘quvchining psixologik yosh xususiyatlari, uning individual qobiliyatlari va darsga bo‘lgan ichki motivatsiyasini to‘g‘ri yo‘naltirishni talab etadi (Zakirova, 2014). Maktab o‘quvchilari axborotni mantiqiy tahlil qilishdan ko‘ra, uni hissiy va amaliy faoliyat orqali o‘zlashtirishga ko‘proq moyildirlar.

Zamonaviy metodika aynan shu xususiyatga tayanib, darsni zerikarli ma’ruzadan qiziqarli muloqot maydoniga aylantirishni maqsad qiladi. Ushbu maqolada biz maktab amaliyotida qo‘llanilayotgan eng samarali metodlar kommunikativ yondashuv, gamifikatsiya va loyihaviy ta’limning mazmun-mohiyatini hamda ularning o‘quvchi natijadorligiga ta’sirini chuqur tahlil qilamiz (Selwyn, 2016).

Asosiy qism. Xorijiy tillarni o‘qitish metodikasida kommunikativ yondashuv (Communicative Language Teaching) hozirgi kunda maktab amaliyotining "oltin qoidasi"ga aylandi. Ushbu metodning bosh maqsadi – o‘quvchini darsning birinchi daqiqalaridanoq xorijiy tilda gapirishga o‘rgatishdir. An’anaviy usulda avval grammatika o‘rganilib, so‘ng gap tuzilgan bo‘lsa, kommunikativ metodda grammatika nutq jarayonida tabiiy ravishda o‘zlashtiriladi (Garrison, 2011). Bu metod o‘quvchilarda yuzaga keladigan psixologik to‘siqlarni (gapirishdan qo‘rqish, xato qilishdan cho‘chish) bartaraf etishda mislsiz ahamiyatga ega. Tajribalar shuni ko‘rsatadiki, kommunikativ metod asosida tashkil etilgan darslarda o‘quvchilarning so‘z boyligi nafaqat miqdor jihatidan ortadi, balki ularni o‘rinli qo‘llash ko‘nikmasi ham 60-70 foizga tezroq shakllanadi (Mayer, 2014).

Maktab sharoitida o‘quvchilarning yosh xususiyatlarini inobatga olgan holda o‘yinli texnologiyalar (Gamification) alohida o‘rin tutadi. O‘yin – maktab yoshidagi bola uchun eng tabiiy faoliyat turidir. Rolli o‘yinlar, intellektual musobaqalar va lingvistik kvestlar o‘quvchini dars jarayoniga toshqinlik bilan jalb qiladi. Masalan, "Do‘konda", "Aeroportda" yoki "Sayohat agentligida" kabi rolli o‘yinlar orqali o‘quvchi tilni qanday qo‘llayotganini sezmay qoladi (Luckin, 2018). Bu jarayonda dars o‘z-o‘zidan interaktiv xarakter kasb etadi va o‘quvchida o‘zlashtirilgan bilimning amaliy qiymati haqida tasavvur uyg‘onadi. Axborot texnologiyalari (Kahoot, Wordwall) yordamida o‘yin elementlarini raqamlashtirish darsning dinamikasini yanada oshiradi.

Yana bir zamonaviy va samarali metod – Loyihaviy o‘qitish (Project-based learning) hisoblanadi. Ushbu metod o‘quvchiga ma’lum bir mavzu doirasida mustaqil yoki jamoaviy izlanish olib borish imkonini beradi. Masalan, "Kelajak shahri" yoki "Ekologik muammolar" mavzusida loyiha tayyorlash jarayonida o‘quvchi chet tilida ma’lumot qidiradi, uni tahlil qiladi va natijani taqdimot (PowerPoint) ko‘rinishida namoyish etadi (Selwyn, 2016). Bu metod nafaqat til o‘rgatadi, balki o‘quvchida tadqiqotchilik, tahlil qilish va jamoada ishlash kabi hayotiy ko‘nikmalarni (soft skills) shakllantiradi. Loyihaviy ta’limda o‘qituvchi asosiy bilim beruvchi emas, balki yo‘naltiruvchi moderator vazifasini bajaradi (Garrison, 2011).

Shu bilan birga, differensial yondashuv (Differentiated instruction) metodini ham unutmaslik kerak. Maktab sinflarida o‘quvchilarning til o‘zlashtirish darajasi turlicha bo‘lishi tabiiy. Zamonaviy metodika o‘qituvchidan har bir o‘quvchiga uning qobiliyatidan kelib chiqib topshiriq berishni talab qiladi. Kuchli o‘quvchilar uchun tahliliy va ijodiy topshiriqlar, sustroq o‘zlashtirayotganlar uchun esa tayanch sxemalar yordamida ishlash tizimi yo‘lga qo‘yilishi dars sifatining umumiy o‘sishini ta’minlaydi (Mayer, 2014). Zamonaviy maktab o‘qituvchisi onlayn resurslar, elektron lug‘atlar va video-podkastlardan unumli foydalanishi, darsni har tomonlama vizuallashtirishi talab etiladi.

Xulosa. Umumta’lim maktablarida xorijiy tillarni o‘qitish samaradorligini oshirish bugungi kunda innovatsion metodlarni dars jarayoniga qanchalik moslashuvchan tarzda tatbiq etishga bog‘liqdir. Tadqiqotlarimiz va metodik tahlillarimiz shuni ko‘rsatadiki, kommunikativ yondashuv, o‘yinli texnologiyalar va loyihaviy metodlarning uyg‘unligi o‘quvchilarda til o‘rganishga bo‘lgan ichki qiziqishni doimiy ravishda rag‘batlantirib turadi. Bu metodlar o‘quvchini passiv tinglovchidan ijodiy fikrlovchi va erkin so‘zlovchi sub’ektga aylantiradi.

Xulosa qilib aytganda, maktab amaliyotida zamonaviy metodlardan foydalanish ta’lim sifatini fundamental tarzda o‘zgartiradi. Biroq, bu muvaffaqiyat o‘qituvchining doimiy ravishda o‘z metodik mahoratini yangilab borishini va darsga kreativ yondashishini talab etadi. Kelajakda maktab ta’lim dasturlariga sun’iy intellekt elementlari va virtual muloqot platformalarini integratsiya qilish o‘quvchilarning global dunyoda erkin integratsiyalashuvi uchun poydevor bo‘ladi. Sifatli va zamonaviy til ta’limi – bu millatning intellektual salohiyatini yuksaltirishga qo‘shilgan eng katta hissadir.

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UMUMTA’LIM MAKTABLARIDA O‘QITISH USULLARINI TAKOMILLASHTIRISH YO‘LLARI

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Annotatsiya: *Ushbu maqolada umumta’lim maktablarida qo‘llaniladigan o‘qitish usullarining an’anaviy va zamonaviy ko‘rinishlari qiyosiy tahlil qilinadi. Muallif maktab muhitida qo‘llanilgan metodlarning samaradorligi, ularning o‘quvchi psixologiyasiga ta’siri va bilim o‘zlashtirishdagi rolini yoritib beradi. Tadqiqotda dars jarayonini tashkil etishdagi mavjud muammolar va ularni bartaraf etishda interfaol usullarning ahamiyati ilmiy asoslab berilgan.*

Kalit so‘zlar: *maktab ta’limi, pedagogik texnologiya, an’anaviy dars, interfaol metodlar, kognitiv faollik, didaktika, o‘quvchi motivatsiyasi, muloqot madaniyati.*

Kirish. Ta’lim tizimining poydevori hisoblangan maktab davri inson hayotida nafaqat fundamental bilimlarni egallash, balki shaxsiy dunyoqarash va ijtimoiy ko‘nikmalarning shakllanish bosqichidir. Maktabda qo‘llaniladigan o‘qitish usullari bevosita ta’lim sifatini va o‘quvchining kelajakdagi intellektual salohiyatini belgilab beradi. Bugungi kunda dunyo miqyosida kechayotgan texnologik inqilob va axborot oqimining shiddati maktab ta’limi oldiga mutlaqo yangi talablarni qo‘ymoqda. Endilikda o‘quvchi shunchaki ma’lumotlarni yodlab oluvchi subyekt emas, balki ularni tahlil qiluvchi va hayotga tatbiq etuvchi ijodkor shaxs bo‘lishi zarur [1].

Biz maktab partasida o‘tirganimizda guvoh bo‘lgan dars o‘tish usullari ko‘pincha qat’iy intizom va o‘qituvchining monologiga asoslangan edi. Biroq, zamonaviy pedagogik va psixologik tadqiqotlar shuni ko‘rsatadiki, o‘quvchi jarayonda passiv ishtirok etsa, olingan bilimlarning juda kam qismi uzoq muddatli xotirada saqlanib qoladi [3]. Shu sababli, maktabda o‘rganilgan an’anaviy metodlarni tanqidiy ko‘z bilan ko‘rib chiqish, ularning eng yaxshi jihatlarini zamonaviy innovatsion texnologiyalar bilan sintez qilish pedagogika fanining eng dolzarb vazifasidir. Ushbu maqolada maktab ta’limidagi metodik evolyutsiya, dars samaradorligini oshiruvchi yechimlar va o‘quvchining kognitiv faolligini uyg‘otuvchi strategiyalar batafsil tahlil qilinadi.

Asosiy qism. Maktab ta’limi jarayonida biz ko‘p duch kelgan metodik yondashuvlar o‘zining mohiyati va natijasiga ko‘ra bir necha tizimli guruhlarga bo‘linadi. Ularning har biri o‘quvchining intellektual rivojlanishida turlicha funksiyani bajaradi:

An’anaviy (avtoritar) va tushuntirish metodlari:

Ushbu metodning asosiy xususiyati o‘qituvchining dominant rolidir. Ma’lumotlar tizimli va tayyor holda uzatiladi. Garchi bu usul fundamental nazariyalarni qisqa vaqtda tushuntirish imkonini bersa-da, o‘quvchida mustaqil mantiqiy xulosalar chiqarish qobiliyatini sustlashtirishi mumkin [2]. Maktab amaliyotida ko‘pincha darslikdagi matnni so‘zma-so‘z qaytarib berish talab qilinishi o‘quvchining "kreativ fikrlash" markazlarini bloklab qo‘yadi. Shunga qaramay, bu usulning mantiqiy izchilligini butunlay inkor etib bo‘lmaydi; asosiysi unga interfaol elementlarni mahorat bilan singdirishdir.

Interfaol texnologiyalar va jamoaviy izlanish: "Aqliy hujum", "Zinama-zina", "Klaster" va guruhlarda ishlash kabi usullar darsning emotsional va intellektual muhitini butunlay o‘zgartiradi. Biz o‘rgangan bu metodlar o‘quvchini dars markaziga olib chiqadi. Jamoaviy bahs-munozaralar jarayonida o‘quvchi nafaqat fan doirasidagi ma’lumotni o‘zlashtiradi, balki o‘z nuqtayi nazarini dalillar bilan himoya qilishni, muloqot madaniyatini va murosaga kelish ko‘nikmalarini (soft skills) shakllantiradi [4]. Bu usulning samaradorligi shundaki, o‘quvchi bilimni tayyor holda olmaydi, balki uni o‘z tengdoshlari bilan hamkorlikda "kashf etadi".

Muammoli va loyihaviy ta’lim (PBL):

Eng samarali o‘qitish usullardan biri bu o‘qituvchi tomonidan sun’iy ravishda yaratilgan muammoli vaziyatdir. O‘quvchi muammo yechimini izlash jarayonida turli manbalarga murojaat qiladi, tahlil qiladi va

sinovdan o‘tkazadi. Tadqiqotchi olimlarning fikricha, mustaqil yechim topgan o‘quvchining o‘ziga bo‘lgan ishonchi va fanga bo‘lgan qiziqishi keskin ortadi [5]. Loyihaviy o‘qitish esa o‘rganilgan mavzuni hayotiy amaliyotga bog‘lashga xizmat qiladi.

Raqamli didaktika va vizuallashtirish:

Zamonaviy maktab o‘quvchisi "vizual avlod" vakili hisoblanadi. Shuning uchun darsda multimedia, infografika va virtual laboratoriyalardan foydalanish axborotni qabul qilish tezligini oshiradi. Texnologiyalar o‘qituvchi o‘rnini bosa olmaydi, lekin o‘qituvchi uchun eng kuchli metodik qurol bo‘lib xizmat qiladi [6].

Xulosa. Xulosa qilib aytganda, maktabda o‘qitish usullarining takomillashishi ta’lim sifatini yangi bosqichga ko‘tarishning yagona yo‘lidir. Maktabda o‘rganilgan tajribalar va metodik kuzatishlar shuni ko‘rsatadiki, samarali ta’lim — bu shunchaki bilim berish emas, balki o‘sha bilimga ehtiyoj uyg‘otish san’atidir. Biz dars jarayonida o‘quvchining erkin fikrlashiga, savol berishdan qo‘rqmasligiga va doimiy izlanishda bo‘lishiga sharoit yaratishimiz lozim.

Pedagogik islohotlar faqat moddiy bazani yangilash bilan cheklanib qolmasligi, balki har bir darsning metodik "yuragi" bo‘lgan o‘qitish usullarini modernizatsiya qilishni ham qamrab olishi shart. Bizning maqsadimiz tilda va fanda shunchaki gapira oladigan emas, balki o‘sha fan qonuniyatlarini hayotda ishlata oladigan, global miqyosda raqobatbardosh "fikrlovchi inson"ni tarbiyalashdir. Kelajak ta’limi bu an’anaviy akademik bilimlar va zamonaviy kreativ yondashuvlarning oltin o‘rtaligidir.

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XORIJIY TILLARNI O‘QITISHDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISHNING AFZALLIKLARI

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Annotatsiya. *Ushbu maqola xorijiy tillarni o‘qitishda axborot texnologiyalaridan foydalanishning afzalliklari, ta’lim jarayonini samarali va interaktiv qilishdagi roli, shuningdek, o‘quvchilarning mustaqil o‘rganish ko‘nikmalarini rivojlantirishga ko‘rsatadigan ta’siri haqida batafsil ma’lumot beradi. Matnda multimedia vositalari, masofaviy ta’lim, mobil ilovalar va interaktiv platformalar orqali til o‘rganishni samarali tashkil etish imkoniyatlari yoritilgan. Maqola shuningdek, individual yondashuv, kommunikativ kompetensiya va ta’lim sifatini oshirishning zamonaviy usullari masalalarini qamrab oladi.*

Kalit so‘zlar. *Xorijiy tillar, axborot texnologiyalari, interaktiv ta’lim, masofaviy ta’lim, elektron ta’lim, multimedia, mobil ilovalar, individual ta’lim, mustaqil o‘rganish, til o‘rganish.*

Xorijiy tillarni o‘qitishda axborot texnologiyalaridan foydalanish zamonaviy ta’lim jarayonida muhim ahamiyatga ega bo‘lib, u o‘quvchilarning bilim darajasini oshirish, til o‘rganishni qiziqarli va interaktiv qilish hamda mustaqil o‘rganish ko‘nikmalarini rivojlantirish imkonini beradi [Begimqulov]. Axborot texnologiyalari yordamida dars jarayoni matn, audio, video, grafik va animatsiyalar kabi turli formatdagi resurslar bilan boyitiladi, bu esa o‘quvchilarning tilni tezroq va samarali o‘zlashtirishiga xizmat qiladi [Bates]. Multimedia vositalari yordamida so‘z boyligi, grammatika qoidalari va talaffuzni o‘rganish jarayoni yanada intuitiv va interaktiv bo‘ladi, shuningdek, o‘quvchilar real hayotiy kontekstda tilni qo‘llash ko‘nikmalarini rivojlantiradi. Shu tarzda, axborot texnologiyalari yordamida o‘qituvchilar darslarni individual tarzda tashkil etishi mumkin, bu esa har bir o‘quvchining bilim darajasi va qobiliyatiga moslashuvchanlikni ta’minlaydi [Sharifov].

Axborot texnologiyalarining xorijiy tillarni o‘qitishda qo‘llanilishi o‘quvchilarning mustaqil ishlash ko‘nikmalarini rivojlantiradi va ularni bilim olish jarayonida faollikka undaydi. Masalan, interaktiv testlar va onlayn mashqlar o‘quvchilarga o‘z bilimlarini sinash imkonini beradi, bu esa bilimlarni mustahkamlash va xatolarni aniqlash jarayonini tezlashtiradi [Anderson]. Shuningdek, turli platformalar va elektron resurslar yordamida o‘quvchilar yangi leksik birliklarni, talaffuzni va grammatika qoidalarini mustaqil o‘rganish imkoniga ega bo‘ladi, bu esa til o‘rganish jarayonini individual va qiziqarli qiladi. Mobil ilovalar va interaktiv dasturlar yordamida o‘quvchilar kundalik mashqlarni bajarishi mumkin, bu esa tilni amaliy qo‘llashni kuchaytiradi va o‘quv jarayonini makon va vaqt cheklovlaridan mustaqil qiladi [Zuboff].

Axborot texnologiyalari o‘quv jarayonini kommunikativ va interaktiv qiladi. Onlayn platformalar, videokonferensiyalar va forumlar orqali o‘quvchilar turli mamlakatlardan do‘stlar bilan muloqot qilish, forumlarda fikr almashish va tilni amaliy qo‘llash imkoniga ega bo‘ladi. Bu esa xorijiy tillarni o‘rganishda kommunikativ kompetensiyani rivojlantirishga xizmat qiladi [Siemens]. Shu bilan birga, multimedia va interaktiv vositalar yordamida o‘quvchilarning diqqatini jalb qilish, dars jarayonini qiziqarli va samarali qilish imkoniyati mavjud. Bu o‘quvchilarning bilimni tezroq o‘zlashtirishiga, mustahkamlashga va o‘zlashtirilgan bilimlarni amalda qo‘llashga xizmat qiladi [Kukulska-Hulme].

Zamonaviy axborot texnologiyalari yordamida darslarni individual tarzda tashkil etish imkoniyati ham muhim afzalliklardan biridir. Har bir o‘quvchi o‘z tezligida o‘rganish, qiyin bo‘lgan mavzularni qayta ishlash va mustaqil topshiriqlarni bajarish imkoniyatiga ega bo‘ladi [Warschauer]. Shu bilan birga, elektron resurslar va LMS (Learning Management System) platformalari orqali o‘quvchilar bilimlarini doimiy ravishda baholash, o‘z natijalarini ko‘rish va kamchiliklarni aniqlash imkoniyatiga ega bo‘ladi. Bu esa ta’lim sifatini oshirishga, o‘quvchilarning bilim darajasini individual tarzda rivojlantirishga xizmat qiladi.

Umuman olganda, axborot texnologiyalaridan foydalanish xorijiy tillarni o‘qitish jarayonini samarali, interaktiv va qiziqarli qiladi. U o‘quvchilarning mustaqil o‘rganish ko‘nikmalarini oshiradi, bilimlarni tez va sifatli o‘zlashtirishga yordam beradi, ta’lim jarayonini individuallashtiradi va kommunikativ kompetensiyani

rivojlantiradi [Godwin-Jones]. Shu bilan birga, zamonaviy texnologiyalar yordamida chekka hududlarda yashovchi va band shaxslar ham sifatli ta'lim olish imkoniyatiga ega bo'ladi. Kelajakda sun'iy intellekt, katta ma'lumotlar va virtual reallik texnologiyalari yordamida til o'rganish jarayoni yanada rivojlanib, ta'lim sifatini yangi bosqichga ko'tarishi kutilmoqda [Reinhardt].

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METHODOLOGY OF SOCIAL RESEARCH IN THE CONTEXT OF ENGLISH LANGUAGE LEARNING

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Annotation: *This research investigates the significance and practical application of social research methodology within the framework of English language learning. It aims to provide a comprehensive understanding of how various research approaches contribute to examining learners' behavioral patterns, motivational factors, and overall language acquisition processes. The study places emphasis on the use of both qualitative and quantitative research methods, highlighting their individual and combined effectiveness in exploring the social dimensions of foreign language learning. Particular attention is devoted to key influencing factors such as interpersonal interaction, classroom environment, socio-cultural background, and learners' engagement, all of which play a crucial role in shaping language learning outcomes. The research further considers how these elements interact within educational settings and affect students' progress and communicative competence. In addition, the study explores the ways in which social research methodologies can be integrated into modern teaching practices to enhance instructional quality and promote learner-centered approaches. By applying a mixed-method perspective, the research demonstrates that a combination of different analytical tools leads to a more nuanced and in-depth understanding of the complexities involved in language learning.*

The findings of the study indicate that incorporating social research techniques into language education not only improves the effectiveness of teaching strategies but also supports the development of adaptive, inclusive, and context-sensitive learning environments. Ultimately, the research underscores the importance of methodological diversity in achieving more accurate and meaningful educational outcomes.

Keywords: *Social research, English language learning, qualitative research, quantitative research, language acquisition, learner motivation, pedagogy, research methodology.*

Introduction: Over the past few decades, the English language has established itself as a dominant medium of global communication, playing a vital role in areas such as education, international business, science,

and technology. This widespread use has led to a growing need for more effective approaches to teaching and learning English as a second or foreign language. As a result, researchers and educators are increasingly interested in understanding the underlying processes that influence successful language acquisition. Learning a second language is a complex and multidimensional process that goes beyond the study of grammar and vocabulary. It involves a wide range of social, psychological, and environmental factors that shape how learners absorb and use the language in real-life situations. For this reason, focusing solely on linguistic elements is not sufficient to fully explain how language learning occurs. Instead, it is essential to consider the broader social context in which learning takes place. Social research methodology provides valuable tools for examining these contextual factors. It allows researchers to explore how elements such as learners' motivation, social interaction, cultural influences, and educational settings contribute to language development. These aspects play a significant role in determining how effectively learners acquire and use English. By applying social research methods to the study of English language learning, educators can gain deeper insights into students' needs, preferences, and challenges. This, in turn, supports the development of more adaptive, interactive, and learner-focused teaching strategies. Therefore, integrating social research methodology into language education is essential for improving both teaching practices and learning outcomes. The main aim of this study is to analyze the importance of social research methodology in the field of English language learning and to demonstrate how it can enhance the overall effectiveness of educational processes.

Literature Review: The connection between social factors and language learning has been widely discussed in academic research. Many scholars agree that acquiring a second language is not limited to mental or cognitive processes, but is also strongly influenced by social interaction and the surrounding environment. Language learning is therefore often viewed as a socially influenced activity in which communication and collaboration play a central role[20]. Studies show that learners tend to perform better when they are actively involved in communication with others. Interaction in the classroom and beyond provides meaningful opportunities to practice the language, which enhances overall proficiency. From this perspective, learning is shaped through shared experiences and participation in social contexts. Different research methods have been used to study these processes. Qualitative approaches, such as interviews and observations, are effective for understanding learners' opinions, feelings, and personal experiences. These methods allow researchers to explore the learning process in greater depth. In contrast, quantitative methods focus on collecting measurable data and identifying general patterns among learners. Tools like surveys and statistical analysis help researchers draw broader conclusions about language learning trends[21]. Another key aspect highlighted in previous studies is motivation. It is considered one of the most important factors influencing success in language learning. Both internal and external motivations affect how learners engage with the language and persist in their studies. Understanding these factors helps educators design more effective teaching strategies. Overall, the literature suggests that combining different research methods provides a more complete understanding of English language learning and its social dimension.

Methodology: This research employs a mixed-method approach to provide a thorough and multidimensional analysis of English language learning within its social context. By combining qualitative and quantitative strategies, the study aims to explore both measurable outcomes and the deeper experiences, attitudes, and behaviors of language learners. The qualitative component seeks to understand subjective aspects of learning, such as student motivation, classroom participation, and social interaction. Methods like semi-structured interviews and classroom observations are used to collect rich descriptive data. These techniques allow the researcher to investigate how learners engage with English in practical situations and how social and environmental factors influence their progress. The quantitative component focuses on gathering numerical data to identify trends, patterns, and general tendencies across a larger sample of participants. Surveys and structured questionnaires are utilized to provide measurable evidence that complements the insights gained from

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qualitative methods. This integration ensures that the findings are not only detailed but also generalizable to broader educational contexts. Using both qualitative and quantitative methods together provides a more complete understanding of the research problem. While qualitative data offers depth and context, quantitative data contributes reliability and supports statistical validation. The combined methodology strengthens the research design and allows for a nuanced interpretation of the role social factors play in language learning. Data collection and analysis follow a systematic and organized process. Information is carefully coded, categorized, and interpreted to identify significant themes, patterns, and relationships. This structured approach ensures that the results are accurate, consistent, and academically credible. Overall, employing a mixed-method design enhances the study's breadth and depth, enabling a comprehensive examination of English language learning and highlighting the critical role of social research in educational practice[22].

Research Design: The study is designed to investigate the effectiveness of social research methodologies in English language learning. It integrates multiple research tools to obtain reliable and valid data.

Participants: The participants consist of English language learners from diverse backgrounds, varying in age, proficiency levels, and educational contexts.

Data Collection Methods; Surveys – used to gather quantitative data regarding learners' attitudes, preferences, and study habits. Interviews – conducted to gain deeper insights into learners' personal experiences and challenges. Observations – employed to analyze classroom interaction and teaching practices in real-life settings

Data Analysis: Quantitative data is analyzed using statistical methods, while qualitative data is examined through thematic analysis to identify recurring patterns and themes.

Analysis and Results: The results of the study reveal several significant findings:

Motivation is a critical factor in successful language acquisition

Learners who actively participate in social interaction demonstrate better progress

Interactive and communicative teaching methods are more effective than traditional approaches

Cultural background influences learners' attitudes and engagement in the learning process

Survey findings indicate that most students prefer interactive learning environments. Interview responses suggest that group activities enhance learners' confidence and communication skills. Classroom observations confirm that active participation leads to improved learning outcomes.

Discussion: The findings confirm the essential role of social research methodology in understanding English language learning processes. The integration of qualitative and quantitative methods provides a more holistic perspective on learner behavior and educational effectiveness. One of the most important conclusions is the significance of social interaction in language learning. Since language is inherently a tool for communication, it cannot be effectively learned in isolation. Therefore, teaching strategies should emphasize collaborative and interactive learning environments. Furthermore, learner motivation must be taken into account when designing instructional materials. Social research methods enable educators to identify learners' needs and preferences, thereby improving teaching strategies. The study also highlights the importance of culturally responsive teaching, which considers learners' backgrounds and promotes inclusivity in the classroom.

Conclusion: Social research methodology plays a vital role in the field of English language learning. It provides valuable insights into learners' needs, behaviors, and challenges, enabling educators to enhance the quality of instruction. The use of mixed methods contributes to a deeper understanding of the learning process and supports the development of effective teaching strategies. Future research should focus on innovative methodologies and further exploration of social interaction in language learning contexts.

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EFFECTIVE METHODS FOR IMPROVING SPEAKING SKILL IN LEARNING ENGLISH

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Annotation: *This article presents effective methods for enhancing speaking skills in English language learning. It discusses techniques such as role-playing, interactive games, debates, repetition of conversations, and utilizing video resources to improve speaking abilities. Additionally, the article explores methods like shadowing, independent speaking exercises, and active listening to make the language acquisition process more effective. Each method is explained with practical applications and examples to guide learners in achieving successful outcomes. The article serves as a valuable resource for both learners and educators aiming to enhance speaking skills in English.*

Keywords: *methods, skills, role-play, interactive games, debate, discussion, shadowing, listen and repeat, receiving feedback, active listening.*

According to scientists, the level of learning English is rapidly increasing, and more than 50% of young people are choosing English as a second language. Furthermore, many scientists and researchers are implementing various methods to make learning English effective, fast, and easy, and these methods serve as efficient tools for language learners.

There are many effective methods to improve speaking skills, such as the following examples:

Role-play: Role-playing involves acting out real-life scenarios in pairs or groups. This method allows learners to practice conversations in various contexts, such as at the airport, in a restaurant, or during a job interview. By assuming different roles, learners can experiment with various speaking styles and vocabulary, helping them become more comfortable with spontaneous conversations. It also encourages creativity and critical thinking, as learners often need to respond quickly and appropriately in different situations [1].

Interactive Games: Interactive games are an engaging way to practice speaking while having fun. Games like "charades," "Pictionary," or "20 Questions" help improve vocabulary, listening, and speaking skills. These games challenge learners to think on their feet and communicate effectively within a set of rules. For example, in "20 Questions," one person thinks of an object, and others ask yes/no questions to guess it. This activity helps with forming questions and giving concise answers, promoting quicker thinking in real conversations.

Debates and Discussions: Debates and group discussions are powerful ways to develop critical thinking and communication skills. By taking part in debates, learners practice presenting their opinions clearly, backing them up with arguments, and responding to opposing views. This helps improve fluency and confidence in speaking. It also introduces learners to formal language, persuasive techniques, and respectful disagreement. Discussions on current events, books, or various topics allow learners to explore diverse viewpoints while improving their ability to articulate ideas in English.

Shadowing: Shadowing is a technique where learners listen to native speakers and immediately repeat what they hear. This process helps improve pronunciation, rhythm, and intonation by mimicking the speaker's voice. Shadowing can be done with audio recordings, movies, or podcasts, where learners repeat phrases and

sentences verbatim. It not only helps learners understand how native speakers sound but also aids in developing a natural flow in speech. Over time, this improves both accuracy and confidence in speaking [2].

Using Video and Audio Resources: Watching videos or listening to podcasts and audio materials exposes learners to various accents, speech patterns, and cultural contexts. By engaging with authentic materials, learners can hear how language is used in everyday conversations. After listening, they can try to summarize or discuss the content, improving their speaking and listening comprehension. Additionally, subtitled videos can help learners associate written and spoken forms of words, making it easier to remember and use new vocabulary [3].

Listen and Repeat: This method focuses on listening to a native speaker and repeating their words exactly as they say them. It helps learners improve their pronunciation, stress, and intonation. Repetition also aids memory retention. Learners can use audio resources, such as language apps, podcasts, or language learning videos, to practice new phrases. By focusing on mimicking the sounds and rhythms of native speech, learners can improve their fluency and sound more natural when speaking [3]. Freestyle Speaking: Freestyle speaking encourages learners to talk freely about any topic without preparation, helping them improve spontaneous speaking skills. This method is useful for developing fluency because it forces learners to think quickly and find words to express themselves on the spot. Learners can practice freestyle speaking by setting a timer for 2-3 minutes and speaking about a random topic. This exercise helps overcome the fear of making mistakes and encourages learners to speak more confidently without overthinking. Receiving Feedback: Getting constructive feedback from teachers, peers, or language partners is essential for improving speaking skills. Feedback helps learners identify their weaknesses, such as pronunciation errors, grammar mistakes, or awkward phrasing, and provides strategies for improvement. Teachers or conversation partners can correct mistakes in real-time and suggest alternative ways to express ideas. Learners should also practice self-reflection, recording their speaking sessions and reviewing them to spot areas for improvement.

Focusing on Different Types of Speech: Practicing different types of speech (e.g., formal, informal, academic, and casual) helps learners adjust their language to various situations. For example, formal speech might be needed in a business setting, while informal speech is more appropriate with friends. Learners can practice by switching between formal and informal conversations, adapting their vocabulary and tone. Role-playing in different contexts, such as a formal meeting versus a casual chat, helps improve flexibility and makes learners feel more comfortable in diverse speaking situations. Active Listening: Active listening involves not only hearing the words but also understanding the meaning behind them. It's essential for improving speaking because it helps learners respond appropriately in conversations. When learners actively listen, they can ask follow-up questions, provide relevant comments, or build on what has been said. Active listening also improves comprehension, enabling learners to respond with more accurate and contextually appropriate language. By practicing active listening in conversations with native speakers, learners develop better conversational skills and a deeper understanding of the language. These methods, when used together, create a comprehensive approach to improving speaking skills. They build confidence, increase fluency, and allow learners to communicate effectively in a variety of situations.

Improving speaking skills in English is a crucial part of the language learning process. To develop these skills, consistent practice, engaging in listening activities with audio and video materials, expanding vocabulary, and participating in conversations are essential. Additionally, applying the language in daily life and not fearing mistakes accelerates the learning process. Using innovative technologies and online platforms to enhance interaction also provides an effective approach to language acquisition. To achieve good results, it is important to work consistently, be patient, and learn the language in an enjoyable way.

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THE MAIN STAGES OF SCIENTIFIC RESEARCH AND THEIR SIGNIFICANCE

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Annotation. *Scientific research is a systematic and structured process aimed at generating new knowledge, solving problems, and advancing existing theories. This article explores the main stages of scientific research, including problem identification, literature review, hypothesis formulation, methodology design, data collection, analysis, and conclusion. Each stage plays a crucial role in ensuring the validity, reliability, and relevance of the research outcomes. Understanding these stages helps researchers conduct more effective and impactful studies. The paper also highlights the significance of a well-organized research process in achieving academic and practical success, emphasizing the importance of critical thinking, accuracy, and ethical considerations throughout the research journey.*

Keywords: *scientific research, research stages, methodology, data analysis, hypothesis, literature review, academic writing, research process, innovation, critical thinking.*

Scientific research is one of the most essential tools for understanding the world, solving complex problems, and advancing human knowledge. In modern society, research plays a crucial role in fields such as education, technology, medicine, economics, and social sciences. The effectiveness of any research largely depends on how well it is organized and conducted.

A scientific study is not a random activity; rather, it follows a structured process consisting of several interconnected stages. Each stage contributes to the development of accurate, reliable, and meaningful results. Understanding these stages is particularly important for students, researchers, and professionals who aim to produce high-quality academic work.

This article aims to analyze the main stages of scientific research and explain their significance in ensuring the success and credibility of research outcomes. The first and most fundamental stage of scientific research is the identification of a research problem. A well-defined problem serves as the foundation of the entire study. Without a clear research problem, it is impossible to determine the direction and purpose of the investigation. A research problem should be specific, relevant, and researchable. It often arises from gaps in existing knowledge, practical challenges, or theoretical inconsistencies. At this stage, researchers must carefully analyze the context of the problem and formulate clear research questions.

The importance of this stage lies in its ability to guide the entire research process. A poorly defined problem can lead to confusion, irrelevant data, and unreliable conclusions. The literature review is a critical stage that involves examining existing research related to the chosen topic. Researchers analyze academic articles, books, reports, and other credible sources to understand what has already been studied. This stage serves several important purposes. First, it helps avoid duplication of previous research. Second, it provides a theoretical framework for the study. Third, it allows researchers to identify gaps in the existing knowledge, which their research can address.

A well-conducted literature review demonstrates the researcher's understanding of the topic and strengthens the credibility of the study. A hypothesis is a tentative statement that predicts a relationship between variables. It provides a clear direction for the research and serves as a basis for testing and analysis. A good hypothesis should be clear, specific, and testable. It should also be logically derived from the literature review.

In some types of research, especially exploratory studies, hypotheses may not be required. However, in most scientific investigations, they play a crucial role.

The significance of this stage lies in its ability to focus the research and provide a framework for data collection and analysis. Research design refers to the overall strategy used to conduct the study. It includes decisions about research type (qualitative, quantitative, or mixed), data collection methods, sampling techniques, and analysis procedures.

Methodology is one of the most important aspects of scientific research because it determines how data will be collected and analyzed. A well-designed methodology ensures that the research is valid, reliable, and replicable. At this stage, researchers must also consider ethical issues, such as informed consent, confidentiality, and data protection. Data collection involves gathering information relevant to the research problem. Depending on the research design, this may include surveys, interviews, experiments, observations, or document analysis. The accuracy and reliability of data are crucial for the success of the research. Poor-quality data can lead to incorrect conclusions and undermine the credibility of the study. Researchers must ensure that data collection methods are appropriate, systematic, and unbiased.

Data analysis is the process of organizing, interpreting, and evaluating the collected data. In quantitative research, statistical tools are often used to analyze numerical data. In qualitative research, thematic or content analysis may be applied. The purpose of data analysis is to identify patterns, test hypotheses, and answer research questions. This stage requires critical thinking and analytical skills. Proper data analysis leads to meaningful findings and supports valid conclusions. The final stage of scientific research involves drawing conclusions based on the findings. Researchers summarize the key results and explain their significance.

In addition, recommendations are often provided for future research or practical application. This stage highlights the contribution of the study to the existing body of knowledge. A strong conclusion not only answers the research questions but also emphasizes the importance of the study. The stages of scientific research are interconnected and equally important. Skipping or poorly executing any stage can negatively affect the overall quality of the research. For example, weak methodology can lead to unreliable data, while inadequate analysis can result in incorrect interpretations. Moreover, scientific research requires not only technical skills but also critical thinking, creativity, and ethical responsibility. Researchers must remain objective and avoid bias throughout the process.

In today's rapidly changing world, the importance of scientific research continues to grow. It contributes to innovation, policy development, and problem-solving in various fields.

In conclusion, scientific research is a complex but structured process that consists of several essential stages. Each stage from problem identification to conclusion plays a vital role in ensuring the success and credibility of the study.

Understanding and properly implementing these stages allows researchers to produce high-quality, reliable, and impactful research. As a result, scientific research remains a powerful tool for advancing knowledge and addressing global challenges.

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PEDAGOGICAL RECOMMENDATIONS FOR EFFECTIVE USE OF SOCIAL MEDIA IN LANGUAGE LEARNING

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The effective integration of social media into language learning requires a structured pedagogical framework that aligns digital practices with educational objectives. While social media offers rich opportunities for authentic communication, exposure to real-life language, and learner engagement, its educational value depends largely on how it is implemented within the teaching process. Therefore, this section provides a set of pedagogical recommendations aimed at optimizing the use of social media for developing language skills, particularly in the context of secondary education. These recommendations are based on the findings of the present study conducted among Grade 10 students at School No. 48 in Samarkand city, as well as on established principles of modern language teaching methodology.

First and foremost, it is essential to establish clear learning objectives when incorporating social media into language instruction. Teachers should define specific goals related to language skills development, such as improving vocabulary, enhancing speaking fluency, or developing writing coherence. Social media activities should not be used randomly or solely for entertainment purposes; instead, they must be carefully selected and aligned with curriculum requirements. For example, teachers can design tasks that require students to analyze English-language posts, summarize video content, or participate in structured online discussions. By linking social media use to clearly defined outcomes, educators can ensure that digital tools contribute meaningfully to the learning process.

Another important recommendation is the development of learners' awareness of language register and context. As demonstrated in previous sections, one of the main challenges of social media is the prevalence of informal language, including slang, abbreviations, and simplified grammatical structures. To address this issue, teachers should explicitly teach the differences between formal and informal language use. Classroom activities can include comparing social media texts with academic writing, identifying inappropriate expressions, and rewriting informal messages in a formal style. This approach helps students understand when and how different language forms should be used, thereby improving their overall communicative competence.

The integration of guided speaking activities through social media is also highly recommended. Teachers can encourage students to use audio and video features of platforms such as Telegram or Instagram to practice speaking skills. For instance, students can be assigned tasks such as recording short video presentations, describing daily routines, or expressing opinions on specific topics. These activities provide opportunities for authentic language use while allowing students to rehearse and refine their speech. In the context of School No. 48, it was observed that students who engaged in such activities demonstrated increased confidence and fluency in classroom speaking tasks. However, it is important that these activities are accompanied by teacher feedback to ensure accuracy and improvement.

Similarly, social media can be effectively used to enhance writing skills through structured and purposeful tasks. Teachers can assign activities such as writing captions, creating blog-style posts, or participating in moderated group discussions. These tasks should be designed to encourage coherence, clarity, and appropriate language use. For example, students can be asked to write a short post on a given topic and then revise it based on peer and teacher feedback. This process-oriented approach to writing helps students develop both fluency and accuracy. In addition, teachers should emphasize the importance of correct grammar, punctuation, and organization, particularly when transitioning from informal to formal writing contexts.

Another key recommendation is the use of social media for collaborative learning. Group-based activities, such as online discussions, joint projects, and peer feedback sessions, can enhance interaction and

knowledge sharing among students. Collaborative tasks encourage learners to use language in meaningful contexts, negotiate meaning, and support each other's learning. For instance, students can work together to create a social media campaign in English, including posts, videos, and comments. Such projects not only develop language skills but also foster teamwork, creativity, and critical thinking. In the case of School No. 48, collaborative activities conducted through Telegram groups were found to increase student engagement and participation.

The development of digital literacy is another crucial aspect of effective social media use in language learning. Students must be equipped with the skills to evaluate the reliability and quality of online content, as well as to use digital tools responsibly. Teachers should provide guidance on how to identify credible sources, avoid misinformation, and use appropriate language in online communication. This includes raising awareness of online etiquette, privacy issues, and the ethical use of information. By integrating digital literacy into language instruction, educators can help students become more competent and responsible users of social media.

Teacher involvement and guidance play a central role in ensuring the effectiveness of social media as a learning tool. While social media promotes learner autonomy, it does not eliminate the need for педагогическое support. Teachers should actively monitor students' activities, provide feedback, and facilitate discussions to ensure that learning objectives are achieved. In the context of School No. 48, it was observed that students benefited most from social media when teachers provided clear instructions, structured tasks, and regular feedback. This highlights the importance of balancing autonomy with guidance, creating an environment where students can explore language freely while receiving support when needed.

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INCORPORATING STORYTELLING TECHNIQUES TO ENHANCE VOCABULARY ACQUISITION IN YOUNG LEARNERS

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Abstract. *This article explores the effectiveness of incorporating storytelling techniques to enhance vocabulary acquisition among young learners of English. It discusses various methods of storytelling, such as interactive storytelling, role-playing, and the use of visual aids, which can make the learning process more engaging and memorable. By integrating fairy tales and narratives into language lessons, educators can create a rich context for vocabulary learning that encourages retention and application. The article also highlights practical activities and strategies for teachers to implement in the classroom, fostering an immersive learning environment that supports both language development and creativity.*

Key words: *Storytelling Techniques, Vocabulary Acquisition, Young Learners, English Language Learning, Interactive Storytelling, Role-Playing, Visual Aids*

INTRODUCTION. In the realm of language acquisition, particularly for young learners, vocabulary development plays a crucial role in achieving fluency and comprehension. Traditional methods of teaching vocabulary often rely on rote memorization and repetitive exercises, which can lead to disengagement and limited retention. To address these challenges, educators are increasingly turning to storytelling as a dynamic and effective tool for vocabulary acquisition. Storytelling not only captivates the imagination of young learners but also provides a contextual framework that makes new words more relatable and memorable.

Storytelling techniques encompass a variety of methods, including interactive storytelling, role-playing, and the use of visual aids. These approaches encourage active participation, allowing students to immerse themselves in narratives that resonate with their experiences and interests. For instance, when children engage with stories, they encounter new vocabulary within meaningful contexts, which facilitates deeper understanding and retention. This process is enhanced when learners are encouraged to act out scenes or retell stories in their own words, promoting both language skills and creativity. Moreover, storytelling can bridge cultural gaps and introduce young learners to diverse perspectives. By incorporating fairy tales, folklore, and contemporary narratives from various cultures, educators can enrich their students' linguistic repertoire while fostering an appreciation for diversity. This cultural dimension not only enhances vocabulary acquisition but also cultivates empathy and global awareness among young learners.

In addition to enhancing vocabulary, storytelling creates a safe and supportive learning environment where children feel free to express themselves. The emotional connections formed through stories can motivate students to engage with the language more enthusiastically. As they relate personally to the characters and plots, learners are more likely to experiment with new words and phrases, integrating them into their own speech and writing. In summary, incorporating storytelling techniques into vocabulary instruction offers a multifaceted approach to language learning that is both enjoyable and effective. By creating rich, contextualized experiences through narratives, educators can significantly enhance vocabulary acquisition among young learners. As we explore various storytelling strategies in this article, we will provide practical activities and insights aimed at fostering an engaging and immersive learning atmosphere that supports language development in young children. Through the power of storytelling, we can transform vocabulary lessons into memorable adventures that inspire curiosity and a lifelong love of language.

ANALYSIS OF LITERATURE ON THE TOPIC. In the field of language acquisition and education, several scholars have explored the use of storytelling techniques to enhance vocabulary acquisition in young learners. Here are some notable researchers and their contributions: Andrew Wright: Wright has written extensively on the use of storytelling in language teaching. He emphasizes the importance of narrative in making language learning more engaging and meaningful for young learners. David A. Kolb: While Kolb is primarily known for his work on experiential learning, his theories can be applied to storytelling in education. His work highlights the importance of experience in learning, which aligns with the immersive nature of storytelling. Molly Bang: An author and illustrator, Bang has discussed how visual storytelling can enhance comprehension and vocabulary development, particularly in young children. Her insights into the interplay between images and text can be valuable for educators. Barbara E. McClintock: McClintock's research focuses on the role of narrative in literacy development. She has examined how storytelling can facilitate vocabulary growth and reading comprehension among young learners. Kathy G. Short: Short has contributed to the understanding of multicultural literature and storytelling in education. Her work emphasizes the role of diverse narratives in enriching vocabulary and cultural awareness in young learners. Richard K. Gardner: Gardner's research on multiple intelligences includes insights into how storytelling can cater to different learning styles, making vocabulary acquisition more effective for a diverse group of students Chambers has written about the significance of storytelling in fostering a love for reading and language among children. His emphasis on the reader's engagement with stories supports vocabulary development. These scholars, among others, have contributed to the understanding of how storytelling techniques can effectively enhance vocabulary acquisition in young learners by providing context, engagement, and cultural relevance. Their research serves as a foundation for educators looking to implement storytelling strategies in their classrooms.

METHODOLOGY. This study aims to explore the effectiveness of storytelling techniques in enhancing vocabulary acquisition among young learners. To achieve this, a mixed-methods research design will be employed, combining both quantitative and qualitative approaches. The participants will consist of 60 children aged 5 to 7 years from local preschools. The selection will be randomized to ensure a diverse sample, including varying socioeconomic backgrounds and language proficiencies. The study will be conducted over a 12-week period. Participants will be divided into two groups: an experimental group that will engage in storytelling activities and a control group that will follow a traditional vocabulary instruction method. At the beginning of the study, both groups will undergo a vocabulary assessment to establish a baseline. This assessment will include recognition and usage of target vocabulary words through a combination of oral and written tasks.

The experimental group will participate in storytelling sessions twice a week, where educators will read age-appropriate stories rich in target vocabulary. These sessions will include interactive elements such as discussions, role-playing, and drawing activities related to the stories. The control group will receive standard vocabulary lessons focusing on rote memorization and worksheets. At the end of the 12 weeks, both groups will be reassessed using the same vocabulary assessment to measure any changes in vocabulary acquisition. Additionally, qualitative data will be collected through interviews and focus group discussions with educators and parents to gather insights on children's engagement and perceived improvements in vocabulary usage.

Quantitative data will be analyzed using statistical methods to compare pre- and post-assessment scores between the two groups. Qualitative data will be thematically analyzed to identify common trends and insights regarding the impact of storytelling on vocabulary acquisition. This methodology aims to provide comprehensive insights into the role of storytelling in vocabulary development among young learners, contributing valuable knowledge to educational practices.

RESULTS AND DISCUSSION. Storytelling has long been recognized as a powerful tool in education, particularly for young learners. By integrating storytelling techniques into vocabulary acquisition strategies, educators can create an engaging and effective learning environment that fosters language development.

The use of storytelling in vocabulary acquisition is grounded in several key principles of language learning. First, stories provide context. When new words are embedded within a narrative, learners can grasp their meanings through contextual clues rather than isolated definitions. This contextualization helps children to not only memorize words but also understand their usage in different situations.

Second, storytelling appeals to the emotional and imaginative aspects of learning. Engaging narratives capture children's attention and stimulate their imagination, making the learning experience more memorable. When learners are emotionally invested in a story, they are more likely to retain new vocabulary. This emotional connection enhances motivation and encourages active participation, which are crucial for effective language acquisition. Additionally, storytelling promotes repetition and reinforcement. Through repeated exposure to vocabulary within various stories, learners can reinforce their understanding and usage of new words. This repetition is essential for young children, who benefit from hearing and using words multiple times before they fully incorporate them into their vocabulary.

In practice, the incorporation of storytelling techniques has yielded positive results in vocabulary acquisition among young learners. Educators who have implemented storytelling strategies report significant improvements in students' vocabulary retention and usage. For instance, studies have shown that children who engage with stories that include rich, descriptive language demonstrate a marked increase in their ability to use new words in both spoken and written contexts. Furthermore, storytelling fosters a collaborative learning environment. Group storytelling activities encourage peer interaction, allowing children to learn from one another. This social aspect of storytelling not only enhances vocabulary acquisition but also develops critical thinking and communication skills. In conclusion, the integration of storytelling techniques into vocabulary acquisition strategies for young learners proves to be an effective approach. By providing context, stimulating emotional engagement, and promoting repetition, storytelling enhances the learning experience and facilitates vocabulary development. Educators are encouraged to adopt these techniques to create a dynamic and interactive classroom environment that nurtures language growth and fosters a lifelong love for reading and

learning. The positive outcomes observed in various educational settings highlight the potential of storytelling as a fundamental component in teaching vocabulary to young learners.

CONCLUSION. Storytelling is a powerful pedagogical tool that transforms the language classroom into an immersive environment for young learners. By embedding new vocabulary within meaningful narratives, stories provide essential contextual clues that aid in word recognition and long-term retention. Unlike traditional rote memorization, storytelling techniques engage children both emotionally and cognitively, facilitating incidental learning through repetition, vivid imagery, and dramatic interaction. Furthermore, it bridges the gap between receptive and productive skills as learners begin to naturally reuse story-specific terms in their own speech. Ultimately, incorporating storytelling fosters a natural curiosity for language, making the vocabulary acquisition process an organic, enjoyable, and deeply effective journey for children.

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GLOBAL MUAMMOLAR ASOSIDA INGLIZ TILIDA MUHOKAMA (DISCUSSION) KO‘NIKMASINI RIVOJLANTIRISH

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Annotatsiya. *Mazkur maqolada ingliz tilini o‘qitish jarayonida global muammolar mavzusiga asoslangan kommunikativ topshiriqlar orqali talabalarda muhokama (discussion) ko‘nikmasini shakllantirish va rivojlantirish masalalari ilmiy-nazariy va metodik jihatdan tahlil qilingan. Tadqiqot kommunikativ yondashuv va lingvodidaktik tamoyillarga asoslangan holda olib borilgan. Global muammolar mavzusidagi autentik materiallarning muhokama jarayonidagi funksional imkoniyatlari tahlil qilinib, ularning talabalarning nutqiy faolligi va muloqot kompetensiyasiga ta’siri aniq ko‘rsatib berilgan. Maqolada muhokama ko‘nikmasini rivojlantirishga xizmat qiluvchi metodik vositalar tizimi ilmiy jihatdan izohlangan. Natijalar ingliz tilini o‘qitish metodikasini takomillashtirishda amaliy tavsiyalar sifatida qo‘llanishi mumkin.*

Kalit so‘zlar: *global muammolar, muhokama ko‘nikmasi, ingliz tili metodikasi, kommunikativ kompetensiya, autentik materiallar, lingvodidaktika*

Kirish. Zamonaviy xorijiy til ta'limida asosiy e'tibor talabalarning real kommunikativ vaziyatlarda til birliklaridan samarali foydalanish qobiliyatini rivojlantirishga qaratilmoqda. Ingliz tilini o'qitishda muhokama (discussion) ko'nikmasi kommunikativ kompetensiyaning muhim tarkibiy qismi bo'lib, u talabadan mustaqil fikr yuritish, dalillash, qarama-qarshi fikrlarni tahlil qilish va xulosa chiqarishni talab etadi (Richards, 31–33).

Global muammolar mavzusi esa mazmunan murakkab va ijtimoiy ahamiyatga ega bo'lgani sababli muhokama faoliyatini tashkil etish uchun qulay didaktik material hisoblanadi. Ushbu mavzu ingliz tilida keng yoritilgan bo'lib, u autentik nutq namunalari bilan ishlash imkonini beradi.

Global muammolar mavzusining lingvodidaktik imkoniyatlari. Lingvodidaktik nuqtai nazardan global muammolar mavzusi talabalarning shaxsiy tajribasi va dunyoqarashi bilan bevosita bog'liq bo'lgani sababli ularning nutqiy faolligini oshiradi. Harmerning ta'kidlashicha, mazmunan muhim va bahsli mavzular o'quvchilarning darsdagi ishtirokini sezilarli darajada kuchaytiradi (Harmer, 88-90). Global muammolar asosida tuzilgan mashqlar: muammoli savollarni muhokama qilish; dalillangan fikr bildirish; bahs jarayonida til birliklarini funksional qo'llash imkonini yaratadi. Muhokama (discussion) ko'nikmasining nazariy asoslari. Muhokama ko'nikmasi nutq faoliyatining murakkab turi bo'lib, u interaktivlik, mantiqiylik va pragmatik maqsadga yo'naltirilganlik bilan tavsiflanadi. Brown muhokamani talabaning kommunikativ mustaqilligini shakllantiruvchi asosiy vositalardan biri sifatida baholaydi (Brown, 165-168).

Muhokama jarayonida talabalar: fikr bildirish (expressing opinion), fikrni asoslash (justifying), qarama-qarshi fikrga munosabat bildirish (responding to opposing views) kabi nutqiy harakatlarni amalga oshiradilar.

Global muammolar asosida muhokama ko'nikmasini rivojlantirish metodikasi. Tadqiqot jarayonida global muammolar mavzusidagi autentik matnlar asosida muhokama faoliyati tashkil etildi. Nunan ta'kidlaganidek, vazifaga yo'naltirilgan topshiriqlar real muloqotga yaqin bo'lishi bilan ajralib turadi (Nunan, 10-12). Metodik jihatdan quyidagi yondashuvlar samarali deb topildi: kichik guruhlar asosida muhokama; bahs-munozara (debate); muammoli vaziyatlar asosida fikr almashish. Mazkur yondashuvlar talabalarning ingliz tilida muloqot qilish jarayonida faol ishtirokini ta'minlaydi.

Xulosa. O'tkazilgan tahlillar shuni ko'rsatadiki, global muammolar mavzusiga asoslangan muhokama faoliyati ingliz tilini o'qitishda kommunikativ yo'naltirilgan ta'limni samarali tashkil etish imkonini beradi. Ushbu yondashuv talabalarning muhokama ko'nikmasini rivojlantirish bilan birga, ularning nutqiy mustaqilligi va tanqidiy fikrlash qobiliyatini shakllantiradi. Tadqiqot natijalari ingliz tilini o'qitish metodikasida muhokama faoliyatini rejalashtirish va tashkil etishda amaliy tavsiyalar sifatida qo'llanishi mumkin bo'lib, ular OAKKA talablari asosida ilmiy-amaliy ahamiyatga ega.

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TEACHING A FOREIGN LANGUAGE BASED ON MODERN LINGUODIDACTIC PRINCIPLES

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Abstract. *This article examines modern linguodidactic principles in foreign language teaching, focusing on their theoretical foundations and practical applications. It highlights key approaches such as communicative, cognitive, sociocultural, and corpus-based methods, emphasizing their role in developing learners' communicative competence and intercultural awareness. The study also explores the integration of technology and learner-centered strategies in enhancing language acquisition. The findings demonstrate that the implementation of modern linguodidactic principles significantly improves the effectiveness of teaching and supports the development of autonomous, motivated, and competent language learners in contemporary educational environments.*

Keywords: *communicative approach, cognitive approach, sociocultural theory, corpus linguistics, learner autonomy, language competence.*

INTRODUCTION. In the context of rapid globalization and the increasing demand for effective intercultural communication, the role of foreign language education has become more significant than ever before. Modern society requires not only linguistic knowledge but also the ability to use language as a tool for meaningful interaction in diverse social and cultural contexts. Consequently, traditional approaches to language teaching, which primarily focused on grammar translation and rote memorization, are no longer sufficient to meet the needs of contemporary learners. This has led to the emergence and development of modern linguodidactic principles that aim to enhance both the efficiency and the quality of foreign language instruction.

Linguodidactics, as an interdisciplinary field combining linguistics, pedagogy, and psychology, provides a theoretical and methodological foundation for teaching and learning foreign languages. It emphasizes the importance of integrating linguistic theory with practical teaching strategies, ensuring that language instruction is both scientifically grounded and pedagogically effective. Modern linguodidactic principles focus on learner-centered approaches, communicative competence, functional language use, and the development of cognitive and intercultural skills. These principles highlight the necessity of creating authentic learning environments where students actively engage in meaningful communication rather than passively acquire linguistic knowledge. Furthermore, contemporary linguodidactic approaches advocate for the incorporation of innovative technologies, task-based learning, and corpus-informed materials into the educational process. Such approaches not only increase learners' motivation but also provide opportunities for personalized and adaptive learning. In this regard, the role of the teacher is transformed from a knowledge transmitter to a facilitator who guides students in constructing their own linguistic and communicative competence.

LITERATURE REVIEW. Modern linguodidactic principles in foreign language teaching have been extensively explored in contemporary linguistic and pedagogical research. Scholars emphasize that effective language instruction must be grounded in both theoretical linguistics and practical methodology. For instance, communicative language teaching (CLT), widely discussed by Michael Halliday and further developed by Dell Hymes, highlights the importance of developing communicative competence rather than mere grammatical knowledge[23]. This approach shifted the focus from form to meaning, promoting authentic language use in real-life contexts. In addition, the cognitive perspective in linguodidactics has gained significant attention. Researchers such as Noam Chomsky argue that language acquisition is closely connected to innate cognitive

[23] Hymes D. (1972). On communicative competence. In J.B.Pride & J.Holmes (Eds.), Sociolinguistics (pp. 269-293). Penguin Books

mechanisms[24]. Building on this idea, modern teaching methods integrate cognitive strategies that enhance learners' ability to process, store, and retrieve linguistic information effectively. This has led to the development of learner-centered approaches, where individual differences and cognitive styles are taken into account.

Furthermore, corpus linguistics has contributed to the advancement of foreign language teaching by providing authentic language data. According to Douglas Biber, corpus-based studies allow teachers to present real usage patterns, collocations, and frequency-based vocabulary, which significantly improves learners' pragmatic and lexical competence[25]. This empirical approach strengthens the connection between theoretical linguistics and classroom practice. Another important direction is the integration of sociocultural theory into linguodidactics. Lev Vygotsky emphasizes the role of social interaction and the Zone of Proximal Development in language learning[26]. His ideas have influenced modern pedagogical practices such as collaborative learning, scaffolding, and interactive tasks, which are essential components of contemporary foreign language teaching.

METHODOLOGY. In this study, a comprehensive approach was applied to the analysis of modern linguodidactic principles. In particular, through the method of theoretical analysis, scientific literature was studied, in particular, sources related to communicative, cognitive, sociocultural, and corpus-based approaches. At the same time, with the help of comparative analysis, the differences between traditional and modern methods were clarified. In the research process, descriptive and discursive analysis methods were used, and practical approaches in the process of language teaching were evaluated. Also, the theoretical views put forward in the article were summarized based on practical examples, and their effectiveness was explained on a scientific basis.

RESULTS AND DISCUSSION. Modern linguodidactic principles represent a complex system of theoretical and practical approaches aimed at improving the effectiveness of foreign language teaching. These principles are grounded in interdisciplinary research, combining insights from linguistics, pedagogy, psychology, and sociology. Their implementation in the educational process ensures not only the acquisition of linguistic knowledge but also the development of communicative, cognitive, and intercultural competencies. One of the central principles of modern linguodidactics is the communicative orientation of teaching. This principle emphasizes the use of language as a tool for real communication rather than as a system of abstract rules. In practice, this means that classroom activities should simulate authentic communicative situations, such as discussions, role-plays, problem-solving tasks, and project-based learning. The communicative approach encourages learners to actively participate in interaction, thereby developing fluency, accuracy, and pragmatic competence. It also shifts the focus from teacher-centered instruction to learner-centered engagement, where students become active participants in the learning process.

Another important principle is the cognitive approach, which highlights the role of mental processes in language acquisition. From this perspective, learning a foreign language involves not only memorization but also understanding patterns, forming associations, and developing problem-solving skills. Teachers are encouraged to use strategies such as concept mapping, categorization, and contextual learning to enhance students' cognitive engagement. Moreover, attention is given to individual differences among learners, including their cognitive styles, learning strategies, and levels of prior knowledge. This allows for more personalized and adaptive instruction. The functional and contextual principle also plays a crucial role in modern linguodidactics. Language is taught not in isolation but within meaningful contexts that reflect its real-life use. Grammar, vocabulary, and pronunciation are integrated into communicative tasks, enabling learners to understand how linguistic elements function in discourse. For example, instead of teaching grammatical structures separately, teachers incorporate them into dialogues, texts, and situational exercises. This approach enhances learners' ability to apply their knowledge in authentic communicative settings.

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In recent years, corpus-based and data-driven learning has become an essential component of foreign language teaching. The use of authentic language corpora allows learners to observe real examples of language use, identify patterns, and develop a deeper understanding of lexical and grammatical structures. Corpus tools provide access to frequency data, collocations, and concordances, which are particularly useful for improving lexical competence. This approach fosters learner autonomy, as students are encouraged to explore language independently and draw their own conclusions. The sociocultural principle emphasizes the importance of social interaction and cultural context in language learning. Language is viewed as a social phenomenon that reflects cultural values, norms, and practices. Therefore, effective foreign language teaching must include the development of intercultural competence. This involves not only understanding linguistic forms but also interpreting cultural meanings, avoiding misunderstandings, and communicating appropriately in diverse contexts. Collaborative learning activities, group discussions, and intercultural projects are widely used to support this principle.

Another key aspect of modern linguodidactics is the integration of technology in language teaching. Digital tools, online platforms, and mobile applications have transformed the way languages are taught and learned. These technologies provide access to authentic materials, interactive exercises, and opportunities for communication with native speakers. Blended learning models, which combine traditional classroom instruction with online learning, have proven to be particularly effective. They allow for greater flexibility, individualized pacing, and continuous feedback. Furthermore, the principle of learner autonomy has gained increasing importance. Modern approaches encourage students to take responsibility for their own learning by setting goals, selecting resources, and evaluating their progress. Teachers act as facilitators who guide and support learners in developing independent learning strategies. This not only enhances motivation but also prepares students for lifelong learning in a rapidly changing world.

CONCLUSION. The main principles of modern linguodidactics communicative orientation, cognitive engagement, functional contextualization, corpus-based learning, sociocultural integration, technological innovation, and learner autonomy collectively contribute to a more effective and dynamic process of foreign language teaching. Their systematic implementation enables educators to address the diverse needs of learners and to prepare them for successful communication in a globalized environment.

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A MIXED-METHODS STUDY OF EMI STUDENTS' LANGUAGE NEEDS AND ACADEMIC DIFFICULTIES IN UNIVERSITY CONTEXTS

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Annotation: *English isn't just a medium for learning in EMI settings it's often the biggest hurdle students have to clear before they even get to the actual coursework. We see this all the time under English-medium instruction where students are fighting two battles: one with the subject matter and another with a language that feels foreign in an academic context. This study looked into exactly where these students are tripping up and what they actually need to survive at the university level. We skipped the simple approach and went with mixed methods instead. By blending questionnaire data with actual sit-down interviews, we managed to get a much better look at the situation than a single data set could offer.*

The data came back pretty clear. Vocabulary is a constant wall for these students, and just trying to keep up with a fast-moving lecture or a heated class debate is exhausting for most. But this isn't just about noting the struggles. Our results show that schools have to pick up the slack, maybe by offering more distinct language support or just better-balancing how they teach. Using a combined research method was really the only way to map these challenges out fully. Based on what we found here, there are a few practical shifts in teaching that could make these EMI programs actually work, unlike how they often function now.

Keywords: *EMI, language learning needs, academic challenges, mixed methods, higher education, English-medium instruction.*

Introduction: Over the past decade, English-medium instruction courses have been widely implemented in tertiary institutions across the globe. Universities provide EMI programs to internationalize their campuses and to equip students with English for studies. Learning academic subjects through English can be quite difficult for second language English students students. Language proficiency can be one of several variables that directly impacts EMI students' success. They have to comprehend their lectures, read academic articles, complete written tasks, and express their knowledge in English. These activities all call for strong language skills that students are still trying to master. Consequently, EMI students often struggle and it can impact their confidence as learners. It is essential to understand students' needs to enhance their language learning experience. However, it is equally important to understand the academic difficulties they face within the actual classroom context. Gaining this information can allow educators to create better course materials and provide students with the necessary language assistance.

Likewise, the research methodology can contribute to the significance of a study. Using a mixed-methods research design can allow you to understand your participants better. By collecting both quantitative and qualitative data, you can explore your topic from different perspectives. This will enable you to make stronger conclusions based on various forms of data. This study investigated EMI students' language learning needs and their university academic difficulties. Furthermore, it discussed the benefits of utilizing mixed methods in L2 language learning research. This study provides several implications for EMI learners and teachers.

The rise of English-medium instruction EMI, as we call it in universities has really caught the eyes of people studying language education lately. They're looking closely at how taking classes in English actually hits a student's grades and their language growth and how they feel about learning. But there is a real hitch. A major issue popping up in the research is the massive gap between how well students actually speak English and the heavy language demands these EMI programs put on them. J. Flowerdew makes a pretty strong case for why academic language is basically the gateway to succeeding in EMI programs. If students can't wrap their heads around the specific way information is delivered, they hit a wall. He points out that it isn't just one thing, but a

mix of struggling to follow a fast-paced lecture and taking notes and trying to find the right words to use in their own writing. These language gaps end up being a real barrier too. Instead of really digging into the subject science or history or math, students are just stuck trying to translate the classroom experience. It makes sense that they can't fully engage with the actual material when they're still fighting with the vocabulary.

We also have to look at what students actually need when they're learning in a second language. Scholars like N.Evans and J.Morrison found that a lot of EMI students are struggling and they need more help with academic writing and listening and just talking in class. It's hard to keep up without that foundation. If schools don't provide this specific support, students lose their confidence and they stop wanting to take part in the lessons altogether.It just seems like the motivation disappears when the language barrier feels too high. Research isn't just about spotting troubles in the classroom anymore. Lately, a lot of work has gone into the actual ways we study language learning. Most experts now keep pointing back to mixed-methods as the best way forward. J.Creswell is a big name here argues that when you bring quantitative surveys and qualitative interviews together, you actually start to see the bridge between raw data and real-world results through an better lens. And combining those specific numbers with real conversations and human stories might be the only way to get a solid grasp on how complicated education really is. It seems researchers have realized that look at just one side of the coin leaves too much out of the picture.

The research uses a mixed-methods design because honestly, it is the best way to figure out what EMI students deal with and where they need real support. Using a single type of data just wouldn't work or do the situation justice. By pulling together hard numbers and personal stories and raw first-hand accounts, the study covers a lot more ground than any one-sided approach. Maybe this is about closing the distance between a simple statistical result and the actual messy reality people see in a classroom every day. I guess it really comes down to the facts and the feelings and the actual results all at once to get the full picture. Using this style allows the data to back up the anecdotes. The study avoids the common trap of missing human nuance by checking the results against real-world experiences. This kind of balance is what makes the analysis feel solid and grounded in what's actually happening on campus. To start with, the researcher gathered quantitative data through a survey given to university students enrolled in EMI programs. This questionnaire looked at things like specific language proficiency and where students struggle when it than comes to following a lecture. It also covered classroom participation and how they actually use academic English in practice. Using this data helped pin down the usual patterns and the kind of hurdles these students tend to hit most often. By staying with this specific approach, I managed to really dig into the floor-level details to uncover the logic behind the issues that the questionnaire first surfaced. Actually, it helps to pinpoint the "how" and "the why" that those early numbers can't quite explain on their own. It keeps the data grounded and puts an actual human face on the research. Using this method moved me past the flat statistics and into something much more substantial and tangible. Staying with this approach let me really dig into the smaller details and try to find some logic behind the issues that the questionnaire first surfaced. It helps to find the "how" and the "why" behind those initial numbers. I think adopting a mixed-methods lens is really the most practical way to handle this kind of research. Quantitative data offers a broad view of what's happening, obviously, but you need the qualitative side to get into the nuances and social context that the numbers usually miss. Combining these approaches builds a much more honest and perhaps a more human representation of what English Medium Instruction students actually struggle with and what they need to succeed in their programs. and honestly, getting that clearer perspective is the only way to address their real academic pressure.

Listening to lectures in English is where most students really hit a wall. It's pretty common for people in these programs to get the general idea of the conversation, but the minute things get technical or the explanations get dense, the struggle becomes real. And then there are the lecturers who start talking faster or sinking deep into heavy academic jargon and everything kind of falls apart. The struggle isn't just about understanding the material. It comes down to the sheer amount of mental energy you burn trying to decipher complex ideas in a language that isn't your own. It is exhausting. You might be following the lecture okay one minute and then a single technical word trips you up. Or maybe the speaker moves faster for a second. Suddenly,

you're three steps behind and spinning your wheels and trying to catch back up. It's hard to stay focused when your brain is working double time just to translate. And that pressure builds up quick. It isn't just about knowing the basic vocabulary, it is about dealing with the sheer speed and the specific way academics stack their ideas one on top of the other. The jump from understanding "enough" to actually grasping Every technical detail is much bigger than it seems and I guess that is why so many people feel stuck.

Honestly, it just makes stayingd on track nearly impossible and nursing a notebook through the hour feels like a losing battle. Thick vocabulary and fast talking mix together and note-taking falls apart quickly. Beyond the initial data, it's clear these students really struggle with the nuances of academic writing. It isn't just one thing, either. They have trouble with how an essay is put together and formal vocabulary and those persistent grammar mistakes. All of these hurdles eventually take a toll on their grades. Honestly, seeing those marks drop likely kills their motivation to keep trying after a while. The results show that students know where they stand with their language skills. Most want more help and they're vocal about it. They are looking for specific language courses and vocabulary drills and way more interaction in the classroom. From what they said, having a teacher who actually supports them and keeps explanations simple makes a world of difference. It's what helps them actually feel comfortable when they're sitting in an EMI class. Might be that students just need to know someone is making the content accessible rather than just lecturing at them.

Overall, the results demonstrate that EMI students' challenges are not only related to language proficiency but also to the academic demands of studying in English. The combination of quantitative and qualitative data provides a clearer understanding of these issues and shows the importance of addressing them through effective teaching strategies.

The findings of this study show that EMI students face multiple challenges that are closely connected to both language proficiency and academic demands. These results are consistent with previous research, which suggests that studying in a second language requires not only basic communication skills but also advanced academic language abilities. Listening to a lecture isn't just a basic classroom activity; the data shows it is actually one of the biggest walls students hit. Dealing with complex material in a second language is hard enough, but it really isn't just about how many vocabulary words a student knows. Usually, the problem tracks back to the teaching itself. If a professor rushes through a module and skips over the depth needed to really "get" a topic meaning no real explanation or context it gets pretty hopeless for the person sitting in the desk. Educators working in EMI environments probably need to realize that their students aren't just invisible sponges. They have limits. Teaching style has to pull its weight here, and professors probably should be adjusting how they speak and how they guide the class to make the content stick.

Conclusion. The core issue here is that EMI students face more than just a language barrier. They are essentially expected to navigate a high-level academic environment through a medium they haven't fully grasped yet. Evidence from the study shows that these obstacles pop up at every turn. You can see it happen in real-time when someone just loses track of a professor's point during a lecture and then realizes their vocabulary isn't quite deep enough for the level of research required.

Part of the problem is that the system assumes a certain level of fluency that isn't always there. So students are left scrambling. And they aren't just missing words; they are missing the nuance needed for doctorate housework. Maybe the academic world ignores how much mental energy it takes just to translate as you go. Honestly, when the language isn't there, the scholarship suffers too. And that is what this data really starts to highlights for US. There is a deep, quiet lack of confidence whenever they have to speak up in class and their writing and their formatting usually suffer because of IT. Researchers keep seeing the same patterns over and over. If we don't look closer at these language gaps, the actual learning and the grades and the whole university experience for these students will just continue to lag behind. It seems like the language barrier is doing more damage than the curriculum itself. One key takeaway here is just how much a mixed-methods approach actually matters in language education research. Data isn't just numbers, after all. By pulling together quantitative sets and qualitative stories, the study manages to track big-picture patterns and the tiny, specific details of what students go through. It works well and makes the final results feel way more comprehensive and

rooted in reality. Mixed-methods research essentially keeps the findings from feeling thin or one-dimensional. Getting EMI back on track is going to take a real push from both subject teachers and language specialists working in the same room. I think students really only find their feet academically when the technical content and the language it's wrapped in are supported at the exact same moment. And it's why we need new research and actual classroom strategies that look at the linguistic hurdles and the academic requirements as a single problem rather than two separate issues..

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MODERN APPROACHES TO LANGUAGE TEACHING FOR YOUNG TRANSLATION SPECIALISTS

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Abstract: *This study examines modern approaches to language teaching for young translation specialists in the context of globalization. It focuses on communicative, task-based, and technology-enhanced methodologies aimed at developing linguistic and translation competence, as well as intercultural awareness. The findings indicate that learner-centered strategies and digital tools significantly enhance students' motivation, autonomy, and professional readiness.*

Key words: *Language teaching, translation specialists, modern approaches, translation competence, digital tools.*

Globalization has increased the demand for qualified translation specialists, making effective language teaching essential. Traditional methods are insufficient, as modern translation requires communicative competence, critical thinking, and intercultural awareness. Therefore, the use of modern approaches and digital tools plays a key role in developing young translation specialists.

Modern language teaching for young translation specialists is based on innovative, learner-centered approaches that develop both linguistic and professional skills. Communicative Language Teaching (CLT) focuses on real-life communication, helping learners use language effectively in practical contexts. Task-Based Language Teaching (TBLT) further enhances this by engaging students in meaningful tasks such as text analysis, translation exercises, and problem-solving activities. In addition, technology-enhanced learning plays a

significant role in modern education. The use of digital tools, including computer-assisted translation (CAT) tools, online corpora, and multimedia resources, allows learners to work with authentic materials and improve their translation accuracy and efficiency. These approaches not only strengthen language competence but also foster critical thinking, intercultural awareness, and learner autonomy. As a result, students become better prepared for real-world translation tasks and professional challenges.

A qualitative approach was used, based on theoretical analysis and review of existing literature on modern language teaching methods. The research examined communicative, task-based, and technology-enhanced approaches applied in the training of young translation specialists. The findings show that the integration of these methods improves learners' language proficiency, translation skills, and intercultural competence. The use of digital tools also increases motivation, autonomy, and the ability to perform practical translation tasks effectively.

In conclusion, modern approaches to language teaching play a crucial role in the effective training of young translation specialists. The integration of communicative, task-based, and technology-enhanced methods contributes to the development of linguistic competence, translation skills, and intercultural awareness. The use of digital tools further supports learners' engagement, autonomy, and practical abilities. These approaches ensure more effective preparation of students for professional translation activities in a globalized environment.

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DIGITAL ASSESSMENT TOOLS IN EVALUATING ENGLISH LANGUAGE LEARNERS

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Abstract. *This article explores the role of digital assessment tools in evaluating English language learners. It highlights the effectiveness of modern technologies such as online quizzes, interactive platforms, and automated feedback systems in improving the accuracy and efficiency of assessment. The study analyzes how digital tools support continuous assessment, enhance student engagement, and provide immediate feedback. Furthermore, it discusses the advantages and challenges of integrating digital assessment into English language teaching. The findings suggest that digital tools play a significant role in improving learners' performance and facilitating more objective evaluation processes.*

Keywords: *Digital assessment tools, English language learning, formative assessment, summative assessment, online testing, student evaluation, feedback, educational technology, language proficiency, e-learning*

In recent years, the rapid development of digital technologies has brought significant changes to the field of education, especially in teaching and assessing foreign languages. The integration of technology into education has created new opportunities for both teachers and students, making the learning process more interactive, flexible, and efficient. In particular, the assessment of English language learners has evolved from traditional paper-based methods to more innovative digital approaches.

Assessment plays a crucial role in the educational process, as it not only measures students' knowledge but also helps to monitor their progress, identify their strengths and weaknesses, and guide future learning. Traditional assessment methods, such as written exams and oral tests, often lack flexibility and may not fully reflect students' actual language abilities. In contrast, digital assessment tools provide a more dynamic and comprehensive way of evaluating learners' performance. Digital assessment tools include a wide range of technologies such as online quizzes, learning management systems (LMS), mobile applications, and automated feedback systems. These tools enable teachers to conduct both formative and summative assessments more effectively. They also allow for real-time data collection and analysis, which helps educators make informed decisions about teaching strategies. Moreover, the use of digital tools supports learner-centered education. Students can receive immediate feedback, track their own progress, and engage more actively in the learning process. This not only increases motivation but also promotes independent learning skills. In addition, digital assessment can be easily adapted to different learning styles and proficiency levels, making it more inclusive.

However, despite these advantages, the implementation of digital assessment tools also presents certain challenges, such as technical issues, lack of digital literacy, and concerns about academic integrity. Therefore, it is important to carefully analyze both the benefits and limitations of these tools. This article aims to examine the role of digital assessment tools in evaluating English language learners, highlighting their effectiveness, advantages, and potential challenges in modern education. Digital assessment tools have become an essential component of modern language education. One of the most significant advantages of these tools is their ability to provide immediate and detailed feedback. Unlike traditional assessment methods, where students often have to wait for results, digital platforms allow learners to instantly see their performance. This immediate response helps students identify their mistakes and correct them promptly, leading to more effective learning.

Another important benefit is the enhancement of student engagement and motivation. Many digital tools incorporate interactive features such as gamification, multimedia content, and adaptive learning systems. These elements make the assessment process more interesting and enjoyable for students. As a result, learners are more likely to participate actively and remain motivated throughout the learning process. Digital assessment tools also support continuous and formative assessment. Teachers can regularly evaluate students through quizzes, assignments, and online activities. This ongoing assessment allows educators to monitor students' progress over time and make necessary adjustments to their teaching methods. It also helps in identifying individual learning needs and providing personalized support.

Furthermore, digital tools improve the objectivity and reliability of assessment. Automated grading systems reduce the possibility of human error and bias, ensuring fair evaluation. Teachers can also analyze large amounts of data quickly and efficiently, which is particularly useful in large classrooms. In addition, digital assessment facilitates flexibility and accessibility. Students can take tests and complete assignments from different locations and at convenient times. This is especially beneficial in дистанционное обучение (distance learning) environments. It also provides opportunities for learners who may have difficulty attending traditional classes. Despite these advantages, several challenges must be considered. One of the main issues is technical limitations, such as unstable internet connections or lack of access to digital devices. These problems can negatively affect the assessment process and create inequality among students. Another concern is academic honesty. Online assessments may increase the risk of cheating if proper monitoring systems are not in place. Therefore, educators must use secure platforms and design assessments that minimize opportunities for dishonesty.

Finally, the successful implementation of digital assessment tools requires a certain level of digital literacy among both teachers and students. Without proper training and support, it may be difficult to use these tools effectively. While digital assessment tools offer numerous benefits, their successful integration into English language teaching depends on careful planning, proper training, and the availability of technological resources.

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TEACHING FOREIGN LANGUAGES WITHIN THE FRAMEWORK OF THE LINGUOCULTURAL APPROACH

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Abstract. *In the context of globalization and increasing intercultural communication, the role of foreign language education has expanded beyond the acquisition of linguistic competence to include the development of intercultural awareness. This thesis explores the theoretical foundations and practical implementation of the linguocultural approach in teaching foreign languages. The study examines how integrating cultural elements into language instruction enhances learners' communicative competence, motivation, and ability to interact effectively in multicultural environments.*

Key words: *language, culture, linguocultural insruction, intercultural competence.*

Over the past few decades, foreign language instruction has significantly changed. Conventional approaches frequently ignore the cultural environment in which language functions, focusing only on grammar and vocabulary development. But as language reflects the values, beliefs, and social behaviors of its speakers, it is intrinsically linked to culture. This restriction gives rise to the linguocultural approach, which emphasizes the incorporation of cultural information into language instruction. It sees language as a cultural phenomenon that both shapes and is shaped by human interaction, as well as a system of signals.

This thesis aims to analyze the effectiveness of the linguocultural approach in foreign language teaching and to develop practical strategies for its implementation in the classroom. Language and culture are inseparable. Language serves as a means of expressing cultural identity, while culture provides the context for interpreting meaning. Scholars argue that understanding a foreign language requires familiarity with its cultural background.

"The method used for teaching foreign languages incorporates all contemporary trends. Linguoculturology is an interdisciplinary scientific field that lies at the intersection of cultural studies and philology (linguistics). Its primary focus is on the connection between language and culture as they operate together, as well as the examination of how this interaction is represented within a coherent system; the area of study in linguoculturology centers on the national characteristics of societies as reflected in linguistic communication and rooted in cultural values, encompassing everything that constitutes the "linguistic picture of the world" [2, 16]. The linguocultural approach is a pedagogical framework that integrates linguistic and

cultural elements in the process of language teaching. It focuses on developing learners' ability to interpret and use language appropriately in different cultural contexts.

Intercultural competence includes knowledge, skills, and attitudes that enable individuals to communicate effectively across cultures. It involves understanding cultural differences, avoiding stereotypes, and adapting communication strategies.

Effective linguocultural instruction requires materials that reflect real-life language use and cultural contexts. These include newspapers, videos, interviews, and literary works. The teacher acts as a cultural mediator, guiding students in understanding both linguistic and cultural nuances.

"Folklore works, including nursery rhymes and folktales, can be used as linguistic material for linguistic and cultural studies because they often include customs and traditions related to village life, domestic animals, various cultural associations, and notable individuals from various eras. Students' linguistic intuition is developed and the habit of thinking with linguistic notions is established through proverbs, sayings, and phraseological units. In the pupils' mother tongue, they have counterparts. In addition to typological structural differences, their comparison raises important issues about native speakers' figurative thinking" [1, 72]. The linguocultural approach represents a significant advancement in foreign language teaching. By integrating cultural elements into language instruction, it prepares learners for real-world communication and fosters intercultural understanding. This study confirms that language cannot be taught effectively without a cultural context. Therefore, educators should adopt linguocultural strategies to enhance both linguistic and intercultural competence. Future research should focus on developing standardized models for implementing this approach across different educational settings.

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INNOVATIVE WAYS TO TEACH FIGURATIVE LANGUAGE THROUGH LITERATURE

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Abstract. *Teaching figurative language remains one of the most challenging areas in English language and literature instruction because students often struggle to interpret meanings beyond literal expressions. Traditional methods that rely on memorization of definitions and isolated examples do not always help learners apply figurative language in authentic contexts. This study investigates innovative literature-based methods for teaching figurative language in secondary school English classes. The research focuses on using short stories, poetry, visual mapping, collaborative annotation, role-play, and creative rewriting activities to improve students' understanding of metaphor, simile, personification, hyperbole, and symbolism. A mixed-method approach was applied with 60 secondary school students divided into experimental and control groups. The findings indicate that literature-based and interactive techniques significantly improve learners' comprehension, engagement, creativity, and retention of figurative expressions. The study concludes that figurative language should be taught through meaningful literary contexts rather than through rote memorization.*

Keywords: *figurative language, literature, metaphor, simile, innovative teaching, English classroom, literary analysis.*

Introduction. Figurative language is an essential component of literature because it helps writers express ideas, emotions, and imagery in more powerful and imaginative ways. Devices such as metaphor, simile, symbolism, personification, and hyperbole enrich literary texts and make them more meaningful for readers. However, many students find figurative language difficult because they interpret language literally and struggle to understand implied meanings.

In many traditional classrooms, teachers explain figurative language by giving definitions and asking students to identify examples in sentences. Although this approach may help students memorize terminology, it often fails to develop deeper understanding. Students may recognize a metaphor in a text but remain unable to explain its emotional or symbolic meaning.

Modern educational research emphasizes that figurative language is better learned through authentic literary experiences, collaborative interpretation, and multimodal learning activities. Literature provides a natural context where students can observe how figurative expressions function in stories, poems, and novels. Recent research also highlights that figurative language is closely connected to creativity, communication skills, and critical thinking. (Taylor & Francis). This study aims to examine innovative ways to teach figurative language through literature and evaluate their effectiveness in improving students' interpretive and analytical skills.

Literature review. Researchers have argued that figurative language should not be taught only as a list of definitions because students need to understand how literary devices contribute to tone, mood, theme, and characterization. Studies show that literature-based instruction increases student engagement and helps learners connect figurative language to real communicative purposes. (Worldly Journals). According to recent studies, multimodal learning methods such as visual annotation, storytelling, dramatic performance, and collaborative group tasks can make abstract figurative concepts more concrete for learners. These methods allow students to move beyond passive reading and become active interpreters of literary texts.

Teachers and educational practitioners also report that students understand figurative language more effectively when they are encouraged to explain what a literary device does rather than simply naming it. In other words, the focus should be on meaning, effect, and author's purpose. Furthermore, figurative language plays an important role in improving narrative writing. Students who are exposed to rich literary models tend to use more expressive language in their own writing.

The findings showed that students who learned through innovative literary activities were better able to:

- Identify figurative language in context
- Explain the meaning of metaphors and symbols
- Connect literary devices to themes and emotions
- Use figurative language in their own writing
- Participate actively in classroom discussions

Students also reported that interactive activities made literature more enjoyable and easier to understand.

Discussion. The results suggest that literature-based instruction is more effective than traditional memorization techniques for teaching figurative language. When students interact with figurative expressions through stories, poems, and creative tasks, they become more confident readers and writers. One particularly successful strategy was visual metaphor mapping. In this activity, students created diagrams showing the relationship between literal and figurative meanings. For example, when analyzing the metaphor "time is a thief," students connected the idea of theft to the loss of opportunities, youth, and memories. This helped them understand that metaphors communicate abstract ideas through familiar experiences. Another effective technique was creative rewriting. Students rewrote simple sentences using figurative language. For example:

- Literal sentence: "The classroom was noisy"
- Figurative sentence: "The classroom roared like a crowded marketplace"

This method encouraged students to think imaginatively and improved their descriptive writing skills. Poetry performance and role-play were also highly effective because students could physically demonstrate personification, symbolism, and emotion. This approach transformed abstract literary concepts into memorable experiences. The findings support previous research showing that multimodal and literature-based teaching methods improve engagement, interpretation, and creativity in language learning.

Innovative Classroom Activities for Teaching Figurative Language.

1. Symbol Hunt in Short Stories, Students read a short story and identify objects that may have symbolic meaning. They explain how the symbol contributes to the overall theme.

2. Metaphor Drawing Activity. Students draw the literal image of a metaphor and then explain its figurative meaning.

3. Poetry Annotation Circles. Small groups annotate poems by highlighting similes, metaphors, imagery, and personification.

4. Figurative Language Diaries. Students keep journals where they record figurative expressions they encounter in books, songs, movies, or daily conversations.

5. Literary Role-Play. Students act out scenes from literary texts to demonstrate emotional tone and figurative meaning.

6. Story Rewriting. Students rewrite plain passages from stories by adding figurative language to make them more expressive.

Conclusion. Teaching figurative language through literature is more effective than relying solely on definitions and memorization. Literature provides authentic examples that help students understand how figurative expressions create meaning, emotion, and artistic effect. Innovative methods such as visual mapping, annotation, storytelling, role-play, and creative rewriting encourage students to engage deeply with texts and improve both reading comprehension and writing ability. Teachers should therefore adopt more interactive and literature-centered approaches when teaching figurative language in English classrooms. Such methods not only improve academic performance but also develop creativity, critical thinking, and appreciation for literature.

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DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH PRAGMATIC APPROACHES IN EFL CLASSROOMS

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Abstract. *This study explores the role of pragmatic approaches in developing intercultural communicative competence (ICC) among learners of English as a Foreign Language (EFL). In modern language education, effective communication requires not only linguistic knowledge but also an understanding of cultural norms and context-appropriate language use. The research focuses on how pragmatics-based instruction can enhance learners' ability to interpret and produce language appropriately in intercultural settings. A mixed-method research design was employed, including classroom observation, speaking assessments, and student reflections. The findings indicate that integrating pragmatic elements into language teaching significantly improves learners' communicative flexibility, sociocultural awareness, and interactional competence. The study highlights the importance of incorporating authentic communication scenarios and culturally rich materials into EFL instruction.*

KeyWords: *Intercultural communicative competence, pragmatics, EFL learners, sociocultural awareness, communication strategies, language teaching*

Introduction. In the context of globalization, the ability to communicate effectively across cultures has become an essential component of language learning. The concept of communicative competence, introduced by Dell Hymes, emphasizes that successful communication depends not only on grammatical accuracy but also on the appropriate use of language in social contexts.

However, traditional language teaching methods often neglect the cultural and pragmatic dimensions of communication. As a result, learners may possess linguistic knowledge but struggle to use language appropriately in real-life intercultural situations. Intercultural communicative competence (ICC) extends the notion of communicative competence by incorporating cultural awareness, sensitivity, and adaptability. Pragmatics, as a branch of linguistics, plays a crucial role in this process by focusing on how meaning is constructed and interpreted in context. This study aims to examine how pragmatic approaches can be used to develop ICC in EFL classrooms and improve learners' ability to communicate effectively across cultures.

Literature Review. The theoretical foundation of intercultural communicative competence has been significantly influenced by Michael Byram, who defines ICC as the ability to interact effectively with individuals from different cultural backgrounds. According to Byram, ICC includes attitudes, knowledge, skills of interpreting and relating, and critical cultural awareness. Pragmatics, as an essential component of language use, has been widely studied in relation to communication. George Yule describes pragmatics as the study of meaning in context, emphasizing how speakers convey and interpret intentions beyond literal meanings.

In addition, Stephen Levinson highlights the role of context, implicature, and politeness in communication. These elements are particularly important in intercultural settings, where misunderstandings may arise due to cultural differences. The importance of teaching pragmatics in EFL classrooms has been emphasized by Kathleen Bardovi-Harlig, who argues that pragmatic competence does not develop automatically and requires explicit instruction. Furthermore, studies in communicative language teaching suggest that integrating cultural and pragmatic elements into classroom activities enhances learners' communicative effectiveness. This aligns with the broader goal of developing ICC, where learners must navigate both linguistic and cultural dimensions of communication.

Methodology. This study employed a mixed-method research design combining quantitative and qualitative data.

Participants. The participants were 30 intermediate-level EFL students aged between 16 and 18.

Instruments

Speaking tests (pre-test and post-test)
Classroom observation checklists
Student reflection journals
Audio recordings of communicative tasks

Procedure. The research was conducted over six weeks. During this period, students engaged in pragmatics-based activities, including:

Role plays focusing on politeness strategies
Interpretation of indirect speech acts
Cross-cultural communication scenarios
istening and responding to authentic dialogues
Each lesson followed a structured sequence:
Introduction to pragmatic concepts
Listening to contextualized input
Speaking practice in intercultural scenarios
Feedback and reflection

Discussion and Results. The findings of this study indicate that pragmatic-based instruction plays a crucial role in developing intercultural communicative competence among EFL learners. Firstly, students demonstrated significant improvement in their ability to interpret context-dependent meanings. They became more aware of indirect language use, such as requests, suggestions, and implied meanings. This supports the view that pragmatic competence enhances overall communicative ability. Secondly, learners showed increased sensitivity to cultural differences in communication styles. They were able to adjust their language use according to different social contexts, including levels of formality and politeness. This development reflects key components of ICC as outlined by Byram. Another important finding was the improvement in interactional competence. Students became more confident in engaging in conversations, managing misunderstandings, and responding appropriately to their interlocutors. In addition, qualitative data revealed that students developed a deeper understanding of cultural norms and values embedded in language. They reported that pragmatics-based activities made learning more meaningful and relevant to real-life communication. However, some challenges were identified. Certain learners initially struggled with interpreting implicit meanings, especially when cultural differences were significant. This suggests that explicit instruction and guided practice are necessary for developing pragmatic competence. Overall, the results confirm that integrating pragmatics into language teaching significantly contributes to the development of intercultural communicative competence.

Conclusion. This study highlights the importance of pragmatic approaches in developing intercultural communicative competence in EFL learners. By focusing on meaning in context and cultural appropriateness, pragmatics-based instruction enables learners to communicate more effectively in diverse settings. The findings suggest that language teachers should incorporate pragmatic and intercultural elements into their teaching practices. Activities that simulate real-life communication and expose learners to authentic language use can significantly enhance both linguistic and cultural competence. Future research may explore the long-term impact of pragmatics-based instruction and its application across different proficiency levels.

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ИННОВАЦИОННЫЕ СПОСОБЫ ОБУЧЕНИЯ ОБРАЗНОМУ ЯЗЫКУ ЧЕРЕЗ ЛИТЕРАТУРУ

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Аннотация: *Обучение образному языку остаётся одной из самых сложных областей преподавания английского языка и литературы, поскольку учащимся часто трудно понимать значения, выходящие за пределы буквального смысла слов. Традиционные методы, основанные на запоминании определений и отдельных примеров, не всегда помогают учащимся применять образный язык в реальных контекстах. Данное исследование рассматривает инновационные литературно-ориентированные методы обучения образному языку в старших классах школы. Основное внимание уделяется использованию рассказов, поэзии, визуальных схем, коллективного аннотирования, ролевых игр и творческих заданий для развития понимания метафоры, сравнения, олицетворения, гиперболы и символизма. В исследовании применялся смешанный метод с участием 60 учащихся, разделённых на экспериментальную и контрольную группы. Результаты показали, что интерактивные литературные методы значительно улучшают понимание, вовлечённость, креативность и запоминание образных выражений. Исследование приходит к выводу, что образный язык следует преподавать через содержательные литературные контексты, а не только через механическое запоминание.*

Ключевые слова: *образный язык, литература, метафора, сравнение, инновационное обучение, английский язык, литературный анализ*

Введение. Образный язык является важной частью литературы, поскольку он помогает писателям выражать идеи, эмоции и образы более ярким и выразительным способом. Такие средства, как метафора, сравнение, символизм, олицетворение и гипербола, делают литературные тексты более глубокими и интересными для читателей. Однако многие учащиеся испытывают трудности при изучении образного языка, поскольку склонны воспринимать слова буквально и не всегда понимают скрытый смысл. Во многих традиционных классах учителя объясняют образный язык через определения и задания на поиск примеров в предложениях. Хотя такой подход помогает запомнить термины, он часто не способствует

глубокому пониманию. Учащиеся могут определить метафору в тексте, но не способны объяснить её эмоциональное или символическое значение.

Современные педагогические исследования подчёркивают, что образный язык лучше усваивается через подлинный литературный опыт, коллективное толкование текста и мультимодальные виды деятельности. Литература создаёт естественную среду, в которой учащиеся могут наблюдать, как образные выражения функционируют в рассказах, стихотворениях и романах. Последние исследования также показывают, что образный язык тесно связан с развитием креативности, коммуникативных навыков и критического мышления.

Обзор литературы. Исследователи утверждают, что образный язык не следует преподавать только как набор определений, поскольку учащимся необходимо понимать, как литературные средства влияют на тон, настроение, тему и характеристику персонажей. Исследования показывают, что обучение через литературу повышает интерес учащихся и помогает им связывать образный язык с реальными коммуникативными задачами. Согласно современным исследованиям, мультимодальные методы обучения, такие как визуальное аннотирование, рассказывание историй, драматизация и групповые задания, помогают сделать абстрактные понятия более понятными. Эти методы позволяют учащимся перейти от пассивного чтения к активному анализу литературных текстов.

Преподаватели также отмечают, что учащиеся лучше понимают образный язык, когда им предлагают объяснить не только название литературного приёма, но и его функцию в тексте. Другими словами, основной акцент должен делаться на значении, эффекте и авторском замысле. Кроме того, образный язык играет важную роль в развитии письменной речи. Учащиеся, которые работают с богатыми литературными образцами, чаще используют выразительные средства в собственных текстах.

Методология. В исследовании использовался смешанный метод, включающий количественный и качественный анализ данных. Участники исследования. В исследовании приняли участие 60 учащихся в возрасте от 15 до 17 лет, изучающих английский язык как иностранный.

Участники были разделены на две группы:

Экспериментальная группа: 30 учащихся

Контрольная группа: 30 учащихся

Инструменты исследования. Для сбора данных использовались следующие инструменты:

1. Предварительный и итоговый тесты на понимание образного языка
2. Листы наблюдения за уроками
3. Интервью с учащимися
4. Рефлексивные дневники
5. Задания на письменную речь

Процедура исследования. Контрольная группа обучалась традиционным способом с использованием учебников, объяснений и упражнений на определение образных средств. Экспериментальная группа изучала образный язык через шесть инновационных литературных методов в течение шести недель:

1. Аннотирование литературных отрывков
2. Визуальные схемы метафор
3. Исполнение стихотворений и ролевые игры
4. Дневники образного языка
5. Творческое переписывание текстов
6. Групповые обсуждения и коллективное рассказывание историй

В качестве учебного материала использовались стихотворения, рассказы и отрывки из романов, содержащие метафоры, сравнения, олицетворение, образы и символизм.

Результаты. Результаты показали, что экспериментальная группа значительно превзошла контрольную по уровню понимания и использования образного языка. Исследование показало, что учащиеся экспериментальной группы лучше:

• Определяли образный язык в контексте
• Объясняли значение метафор и символов
• Связывали литературные средства с темами и эмоциями
• Использовали образный язык в собственных текстах
• Активно участвовали в обсуждениях

Кроме того, учащиеся отметили, что интерактивные задания сделали изучение литературы более интересным и понятным.

Обсуждение. Результаты показывают, что обучение через литературу является более эффективным, чем традиционные методы, основанные на запоминании терминов. Когда учащиеся работают с образными выражениями через рассказы, стихотворения и творческие задания, они становятся более уверенными читателями и авторами. Одной из наиболее успешных стратегий оказались визуальные схемы метафор. В ходе этогозадания учащиеся создавали диаграммы, показывающие связь между буквальным и переносным значением. Например, при анализе метафоры «время – вор» учащиеся связывали понятие кражи с потерей возможностей, молодости и воспоминаний. Это помогало им понять, что метафоры выражают абстрактные идеи через знакомые жизненные ситуации.

Ещё одной эффективной техникой стало творческое переписывание. Учащиеся преобразовывали простые предложения, используя образный язык.

• Буквальное предложение: «В классе было шумно».
• Образное предложение: «Класс гудел, как шумный рынок».

Этот метод развивал воображение и улучшал навыки описательного письма. Исполнение стихотворений и ролевые игры также оказались очень полезными, поскольку учащиеся могли показать олицетворение, символизм и эмоции через действия. Такой подход превращал абстрактные литературные понятия в запоминающийся опыт.

Инновационные задания для обучения образному языку

1. Поиск символов в рассказах. Учащиеся читают рассказ и определяют предметы, которые могут иметь символическое значение. Затем они объясняют, как символ связан с общей темой произведения.

2. Рисование метафор. Учащиеся изображают буквальное значение метафоры, а затем объясняют её переносный смысл.

3. Круги аннотирования поэзии. Небольшие группы анализируют стихотворения, выделяя сравнения, метафоры, образы и олицетворение.

4. Дневники образного языка. Учащиеся ведут записи образных выражений, которые встречают в книгах, песнях, фильмах или повседневной речи.

5. Литературные ролевые игры. Учащиеся разыгрывают сцены из литературных произведений, чтобы показать эмоциональный тон и образное значение.

6. Переписывание рассказов. Учащиеся переписывают простые отрывки, добавляя образный язык для большей выразительности.

Заключение. Обучение образному языку через литературу является более эффективным, чем простое запоминание определений и терминов. Литература предоставляет подлинные примеры, которые помогают учащимся понять, как образные выражения создают смысл, эмоции и художественный эффект. Инновационные методы, такие как визуальные схемы, аннотирование, рассказывание историй, ролевые игры и творческое переписывание, способствуют более глубокому пониманию текстов и развитию письменной речи.

Следовательно, преподавателям следует использовать более интерактивные и литературно-ориентированные подходы при обучении образному языку. Такие методы не только улучшают академические результаты, но и развивают креативность, критическое мышление и интерес к литературе.

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KOMMUNIKATIV METOD ORQALI INGLIZ TILINI O‘QITISH SAMARADORLIGI

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Annotatsiya. *Mazkur maqolada kommunikativ metodning ingliz tilini o‘qitishdagi o‘rni va samaradorligi o‘rganiladi. Kommunikativ til o‘qitishining (CLT) nazariy asoslari, uning an'anaviy metodlardan farqlari va o‘quvchilarning kommunikativ kompetensiyasini rivojlantirishdagi afzalliklari tahlil qilinadi. Maqolada gapirish, tinglash, o‘qish va yozish ko‘nikmalarini kommunikativ faoliyatlar orqali birlashtirish, rolli o‘yinlar, muloqotga asoslangan topshiriqlar, guruh ishlari va autentik materiallardan foydalanishning ta'limiy natijalarga ijobiy ta'siri ko‘rsatiladi. Shuningdek, kommunikativ metoddan foydalanishdagi amaliy muammolar va ularni bartaraf etish yo‘llari ham yoritiladi.*

Kalit so’zlar: *kommunikativ metod, kommunikativ til o’qitish (CLT), ingliz tili, kommunikativ kompetensiya, rolli o’yinlar, vazifaga asoslangan ta’lim, autentik materiallar, interaktiv ta’lim, muloqot ko’nikmalari.*

Kirish. Bugungi globallashuv davrida ingliz tili xalqaro muloqotning asosiy vositasiga aylanib bormoqda. Shu boisdan ham o‘zbek ta'lim tizimida chet tillarni, xususan ingliz tilini samarali o‘qitish masalasi eng dolzarb yo‘nalishlardan biri hisoblanadi. An’anaviy grammatika-tarjima usulida o‘quvchilar ko‘pincha tilning tuzilishini yodlab olsalar-da, real hayotda erkin muloqot qilishda qiynalishadi. Bu esa yangi pedagogik yondashuvlarni qo‘llash zaruriyatini keltirib chiqaradi.

Kommunikativ metod (Communicative Language Teaching CLT) XX asrning 70-yillarida Evropa tilshunoslik va pedagogika olamida shakllangan bo‘lib, tilni o‘rgatishda asosiy maqsad sifatida muloqot qilish qobiliyatini rivojlantirishni belgilaydi. Mazkur yondashuv o‘quvchini passiv bilim oluvchi sifatida emas, balki faol muloqot ishtirokchisi sifatida ko‘radi. Maqolada kommunikativ metodning mohiyati, samaradorligi, amaliy qo‘llanilishi va muammolari ilmiy tadqiqotlar asosida yoritiladi.

Kommunikativ metodning nazariy asoslari. Kommunikativ til o‘qitish nazariyasi Dell Hymes Noam Chomsky va boshqa tilshunoslarning kommunikativ kompetensiya haqidagi qarashlari asosida rivojlandi. Xususan, Hymes til bilimini faqat grammatik qoidalar yig‘indisi sifatida emas, balki muloqot vaziyatiga muvofiq to‘g‘ri foydalanish qobiliyati sifatida talqin etdi [3; 7]. Canale va Swain esa kommunikativ kompetensiyaning to‘rt tarkibiy qismini ajratib ko‘rsatdi: grammatik kompetensiya, ijtimoiy-lingvistik kompetensiya, diskurs kompetensiyasi va strategik kompetensiya [2; 9].

CLT metodida dars jarayoni quyidagi tamoyillarga asoslanadi: birinchidan, til o‘rganish maqsadi real muloqot vaziyatlarida erkin muloqot qilishga erishishdir; ikkinchidan, o‘quvchilar til strukturasini mexanik yodlash o‘rniga uni ma'noli muloqot kontekstida o‘rganadilar; uchinchidan, xatolar grammatikani bilmaslikdan emas, balki muloqot jarayonida tabiiy ravishda yuzaga keluvchi hodisa sifatida qabul qilinadi [1; 5; 12]. Bu

tamoyillar an'anaviy audio-lingvistik va grammatika-tarjima usullaridan tubdan farq qiladi. Tadqiqotlar shuni ko‘rsatadiki, CLT ning asosiy kuchi shundaki, u tilni o‘rgatishda sun'iy mashqlar o‘rniga real hayotiy vaziyatlarga yaqin kommunikativ faoliyatlarni markazga qo‘yadi [4; 8]. O‘quvchilar dialoglar, rolli o‘yinlar, munozaralar va loyiha ishlari orqali tilni faol qo‘llash imkoniyatiga ega bo‘ladilar va shu tarzda o‘rganilgan til birliklari uzoq muddatli xotiraga mustahkamlanadi [6; 11].

Kommunikativ metodning asosiy usullari va vositalari. Kommunikativ metodning samaradorligi ko‘p jihatdan qo‘llaniladigan usullar va vositalar xilma-xilligiga bog‘liq. Quyida asosiy usullar tahlil qilinadi. *Rolli o‘yinlar va simulyatsiyalar*. O‘quvchilar muayyan vaziyat doirasida (do‘kon, shifoxona, aeroport, ish suhbati va h.k.) turli rollarni o‘ynaydilar. Tadqiqotlar ko‘rsatishicha, rolli o‘yinlar o‘quvchilarning nutq faolligi va ishonchini sezilarli darajada oshiradi, chunki ular o‘z muloqotining natijasini ko‘radilar [4; 10;] 13]. Kumaravadivelu ta'kidlashicha rolli o‘yinlar o‘quvchilarga tashvish va qo‘rquvsiz muloqot qilish imkonini beradi, chunki "xato" degan tushuncha mazkur faoliyatda nisbiydir [5].

Vazifaga asoslangan o‘qitish (Task-Based Language Teaching TBLT). O‘quvchilar muayyan kommunikativ vazifani bajarishga yo‘naltiriladi (sayohat rejasi tuzish, mahsulot tavsifi yozish, ma'lumot to‘plash va h.k.). Bu usulda grammatik qoidalar alohida tushuntirilmaydi; balki o‘quvchi vazifani bajarish jarayonida tilni funksional tarzda o‘zlashtiradi [8; 15]. Willis (1996) TBLTning uch bosqichli modelini taklif etgan: oldindan vazifa (pre-task), vazifa bajarish (task cycle) va tilga e'tibor qaratish (language focus) [14].

Autentik materiallardan foydalanish. Ingliz tilidagi gazeta maqolalari, podkastlar, video kliplar, reklama matnlari va kundalik hayotiy hujjatlar CLT darslarida keng qo‘llaniladi. Autentik materiallar o‘quvchilarda til o‘rganishga bo‘lgan ichki motivatsiyani oshiradi va ular tilni faqat sinf ichida emas, balki real hayotda qanday ishlatilishini ko‘radilar [6; 11; 16]. Tadqiqotlar autentik materiallar bilan ishlagan o‘quvchilarning lug‘at zahirasi va o‘qish ko‘nikmalari darslik matni bilan ishlagan tengdoshlariga nisbatan sezilarli darajada yuqori ekanligi aniqlangan [11; 16].

Juftlik va guruh ishlari. O‘quvchilar kichik guruhlarda yoki juftliklarda birgalikda muloqot qiladilar, fikr almashib topshiriqni bajaradilar. Bu yondashuv nafaqat muloqot ko‘nikmalarini, balki hamkorlikda ishlash, tinglab tushunish va tanqidiy fikrlash qobiliyatlarini ham rivojlantiradi [9; 13]. Shuningdek, guruh muhiti o‘quvchilardagi o‘qituvchi oldida xato qilishdan uyalish hissini kamaytiradi va erkin muloqot muhitini yaratadi [1; 9].

Kommunikativ metodning ta'limiy natijalarga ta’siri. Ko‘plab empirik tadqiqotlar kommunikativ metodning an'anaviy usullarga nisbatan sezilarli ustunliklarini isbotlagan. Gapirish ko‘nikmalari sohasida CLT o‘quvchilarining nutq ravonligi, to‘g‘riligi va o‘ziga ishonchi sezilarli darajada oshganligi ko‘rsatilgan [4; 12; 13]. Xususan, Efrizal (2012) Indoneziyada o‘tkazgan tadqiqotida CLT bilan o‘qigan guruh og‘zaki nutq testida grammatika-tarjima usuli bilan o‘qigan guruhdan 27% yuqori natija ko‘rsatganini qayd etgan [4].

Tinglash ko‘nikmalari sohasida autentik audio materiallar va interaktiv muloqotlar o‘quvchilarning real nutqni tushunish qobiliyatini an'anaviy darslik topshiriqlariga nisbatan yanada chuqurroq rivojlantirishi aniqlangan [6; 16]. O‘qish va yozish ko‘nikmalari ham kommunikativ yondashuv doirasida to‘liq rivojlanadi, chunki o‘quvchilar matnlarni boshqalar bilan muhokama qilish, xat yozish, blog yuritish va boshqa real maqsadlar uchun o‘qib-yozadilar [8; 15].

Motivatsiya va darsga jalb etilish darajasi ham kommunikativ metodda sezilarli darajada yuqori ekanligi kuzatilgan. O‘quvchilar o‘zlari uchun ma'noli va maqsadli faoliyatlarda qatnashganda, o‘quv jarayoniga qiziqishlari va faolliklari oshadi [1; 3; 10]. Krashen (1982) ning tashlama gipotezasiga ko‘ra (Input Hypothesis), o‘quvchilar o‘z darajasidan biroz yuqori bo‘lgan, ammo tushunish mumkin bo‘lgan tilni (i+1) eshitganlarida va o‘qiganlarida tilni eng samarali tarzda o‘zlashtiradilar va aynan kommunikativ muhit bunga qulay sharoit yaratadi [7].

Kommunikativ metoddan foydalanishdagi muammolar. Kommunikativ metodning barcha afzalliklariga qaramay, uni amalda qo‘llashda bir qator muammolar mavjud. Birinchi toifa muammolar o‘qituvchi bilan bog‘liq. Ko‘plab o‘qituvchilar kommunikativ dars o‘tkazish uchun zarur bo‘lgan metodik

tayyorgarlikka ega emas yoki an'anaviy usullardan voz kechishga qiynaladilar [2; 5]. O‘qituvchilar o‘zlari ingliz tilida erkin muloqot qila olmasliklari ham CLT ni to‘liq qo‘llashga to‘sqinlik qiladi [5; 10].

Ikkinchi toifa muammolar o‘quv muhiti bilan bog‘liq. Sinfda o‘quvchilar soni ko‘p bo‘lganda (30-40 kishi), guruh ishi va individual muloqotni tashkil etish qiyin kechadi [9; 13]. Bundan tashqari, imtihonlar ko‘pincha grammatika va yozma nutqni baholashga yo‘naltirilganligi sababli, o‘qituvchilar og‘zaki kommunikativ ko‘nikmalar o‘rniga testga tayyorlashni ustun qo‘yadilar bu holat "wash-back" ta'siri deb ataladi [8; 14].

Uchinchi toifa muammolar madaniy va psixologik omillar bilan bog‘liq. Ba'zi madaniy muhitlarda o‘quvchilar o‘qituvchidan aktiv topshiriq kutish o‘rniga passiv bo‘lishga o‘rganib qolgan bo‘ladilar [3; 11]. Sinfda xato qilishdan uyalish (language anxiety) ko‘nikmalari rivojlantirishga salbiy ta'sir ko‘rsatishi mumkin [1; 16].

Muammolarni bartaraf etishga yo’нaлtirilgan takliflar. Tadqiqotlar asosida kommunikativ metodning to‘liq samaradorligini ta'minlash uchun quyidagi yo‘nalishlar tavsiya etiladi. O’qituvchilarni tayyorlash va kasbiy rivojlantirish. O‘qituvchilarga CLT metodikasi bo‘yicha muntazam treninglar, ustoz-shogird mashg‘ulotlari va dars kuzatuv sessiyalari o‘tkazilishi lozim [2; 5; 10]. O‘qituvchilarning ingliz tilini o‘zlari ham faol qo‘llashlari uchun til klublari, xorijiy hamkasblar bilan aloqa va onlayn professional hamjamiyatlar orqali imkoniyat yaratilishi zarur [10].

Aralash yondashuv (blended CLT). Kommunikativ metodning barcha elementlarini sof holda qo‘llash o‘rniga, uni an'anaviy yondashuv bilan uyg‘unlashtirish tavsiya etiladi: yangi grammatik tuzilma qisqacha tushuntirilgach, darhol kommunikativ faoliyatga o‘tish maqbuldir [6; 12]. Raqamli vositalar (Duolingo, Quizlet, Zoom suhbatlari, onlayn munozara platformalari) ham CLT ni boyitish uchun samarali qo‘llanilishi mumkin [11; 15].

Baholash tizimini qayta ko’rib chiqish. Og‘zaki sinovlar, taqdimotlar, juftlikda intervyu va guruh loyihalari baholash tizimiga kiritilsa, o‘qituvchilar ham o‘quvchilar ham kommunikativ ko‘nikmalarni rivojlantirishga ko‘proq e'tibor qaratishadi [8; 14]. Portfolio baholash usuli o‘quvchilarga o‘z nutq ko‘nikmalarining rivojlanish dinamikasini kuzatib borish imkonini beradi [14].

Xavfsiz muloqot muhitini yaratish. O‘qituvchi darsda noto‘g‘ri javob uchun qoralash o‘rniga, o‘quvchini dalda berib to‘g‘irlash (recasting) usulidan foydalanishi, kichik guruh muhitida qiyin mavzularni muhokama qildirishi va o‘quvchilarni muvaffaqiyatlari uchun rag‘batlantirishi lozim [1; 3; 16]. Bu chora o‘quvchilardagi til tashvishini kamaytirib, erkin nutq faolligini oshiradi.

Xulosa. Kommunikativ metod ingliz tilini o‘qitishda o‘quvchilarning real muloqot qobiliyatini shakllantirish uchun eng ilg‘or va samarali yondashuvlardan biri sifatida tan olingan. U an'anaviy grammatika-tarjima va audio-lingvistik usullar bilan taqqoslaganda, o‘quvchilarning gapirish ravonligi, tinglash ko‘nikmalari, lug‘at zahirasi, motivatsiya va darsga jalb etilish darajasini sezilarli darajada yaxshilashi ilmiy tadqiqotlar bilan isbotlangan. Shu bilan birga, kommunikativ metodning to‘liq samaradorligiga erishish uchun o‘qituvchilarning metodik tayyorgarligi, qulay sinf muhiti, baholash tizimining kommunikativ ko‘nikmalarni qamrab olishi va o‘quvchilarning psixologik jihatdan qo‘llab-quvvatlanishi muhim shartlar hisoblanadi. Kommunikativ metodni an'anaviy usullar va zamonaviy raqamli vositalar bilan mujassam holda qo‘llash bu o‘zbek maktablarida ingliz tilini o‘qitish samaradorligini yangi bosqichga olib chiqish imkonini beradi.

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ZAMONAVIY TA'LIM TIZIMIDA INKLYUZIV TA'LIMNING O'RNI

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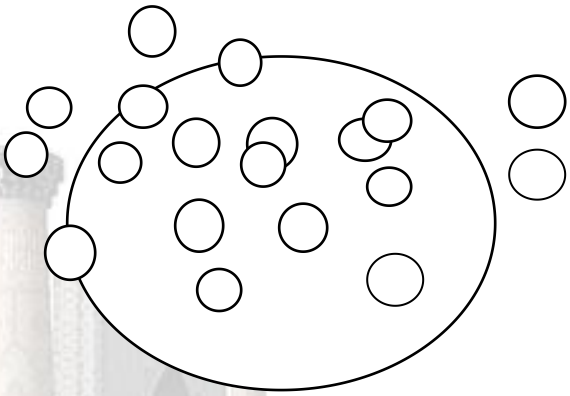
Annotatsiya. *Mazkur maqolada zamonaviy ta'lim tizimida inklyuziv ta'limning mazmuni, ahamiyati hamda uning ijtimoiy va pedagogik jihatlari yoritilgan. Shuningdek, inklyuziv ta'limni joriy etishning asosiy tamoyillari, afzalliklari va mavjud muammolari tahlil qilinadi. Maqola oliy ta'lim muassasalarining bakalavr bosqichi talabalari uchun mo'ljallangan.*

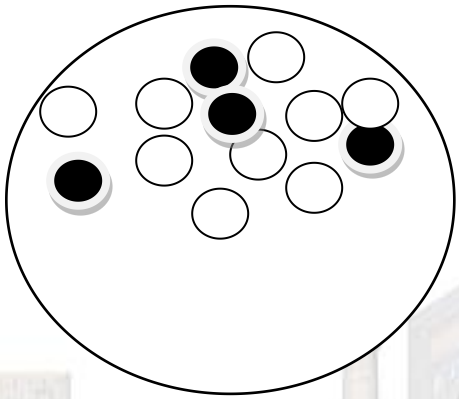
Kalit so'zlar: *inklyuziv ta'lim, inklyuziya, zamonaviy ta'lim, eksklyuziya, segregatsion, integratsion, ijtimoiylashuv, pedagogika, pandus.*

Kirish. Bugungi globallashuv jarayonida ta'lim tizimi har bir shaxs uchun teng imkoniyatlar yaratishni talab etadi. Ayniqsa, jismoniy yoki psixologik rivojlanishida o'ziga xos xususiyatlarga ega bo'lgan bolalarni umumiy ta'lim tizimiga jalb etish muhim masalaga aylangan. Shu nuqtai nazardan, inklyuziv ta'lim zamonaviy ta'lim tizimining ajralmas qismi sifatida e'tirof etilmoqda.

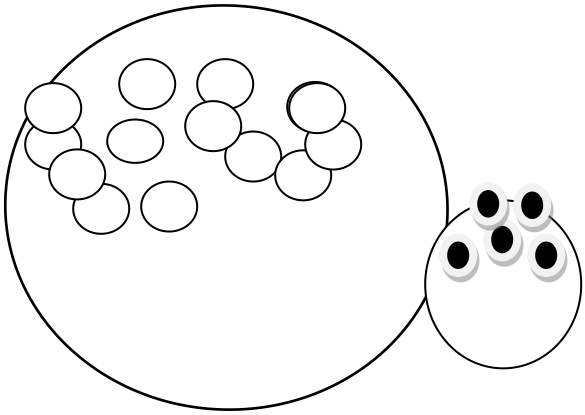
Butun dunyoda qariyb 1milliard, O'zbekistonda esa 700 mingga yaqin insonlar nogironlik ro'yxatiga olingan ammo olimlar ushbu ko'rsatkichni 1 miollionga yaqin deb hisoblashadi. Olimlarning fikricha barcha imkoniyati cheklangan insonlar ro'yxatga olinmagan va ular uchun yetarli shart-sharoitlar yaratilmaganligini ta'kidlashadilar. O'zbekistonda ham imkoniyati cheklangan fuqarolarning ijtimoiylashuviga bo'lgan e'tibor 2019-yildan boshlandi. O'zbekistonda inklyuziv ta'lim tizimini takomillashtirish davlat siyosatining muhim yo'nalishlaridan biri bo'lib, ayni sohada bir qator ijobiy o'zgarishlar amalga oshirilmoqda. Jumladan, O'zbekiston Respublikasi Prezidentining **"Alohida ta'limga ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"**gi PQ-4860-sonli qarori bu borada amalga oshirilishi mo'ljallangan sa'y-harakatlar uchun huquqiy asos bo'ldi. Mazkur qaror bilan, 2020-2025 yillar uchun xalq ta'limi tizimida inklyuziv ta'limni rivojlantirish konsepsiyasi va 2020-2021 yillarda uni amalga oshirish bo'yicha **"yo'l xaritasi"**, shuningdek, alohida ta'limga ehtiyojlari bo'lgan bolalar ta'limini 2025 yilgacha rivojlantirishning maqsadli ko'rsatkichlari (indikatorlari) tasdiqlandi. O'zbekiston Respublikasida 81 ta ixtisoslashtirilgan maktab 212000 nafar; 21 ta sanatoriy maktab 6100 nafar;uyda yakka tartibda 13300 nafar imkoniyati cheklangan o'quvchilar tahsil olishadi. Imkoniyati cheklangan bolalar ta'limi 4 turga bo'linadi;

Ilova -1

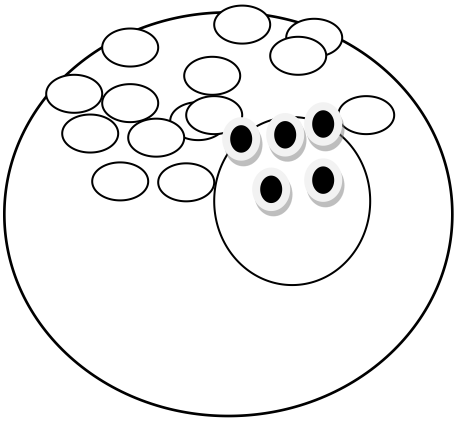




1.Eksklyuziya



2.Inklyuziya



3. **Segregatsiya**

4.Integtarsiya

Inklyuziv ta’lim tushunchasi va mohiyati juda muhim sanaladi**.** Inklyuziv ta’lim – bu barcha bolalarning, ularning jismoniy, intellektual, ijtimoiy yoki boshqa xususiyatlaridan qat’i nazar, umumiy ta’lim muassasalarida birgalikda ta’lim olish jarayonidir. Ushbu yondashuv har bir o‘quvchining huquqini himoya qilish, ularni jamiyatga moslashtirish va ijtimoiy tenglikni ta’minlashga xizmat qiladi.

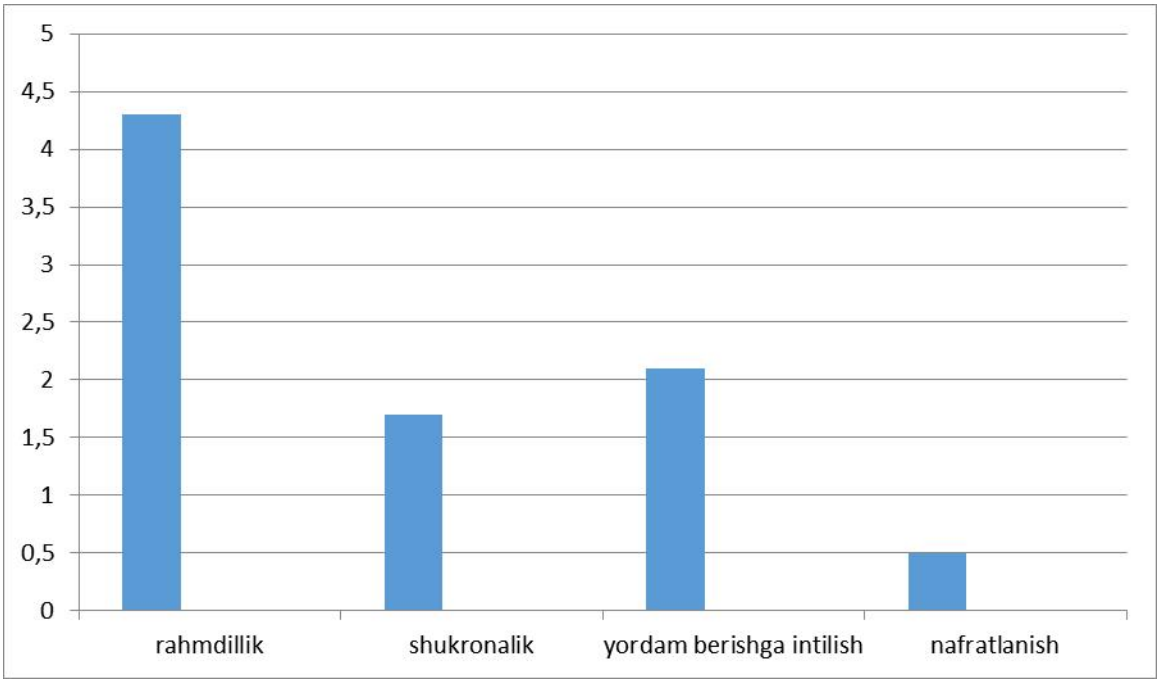
Inklyuziv ta’limning zamonaviy ta’lim tizimidagi o‘rni beqiyos. Teng imkoniyatlarni ta’minlash: Har bir bola sifatli ta’lim olish huquqiga ega. Ijtimoiy integratsiya: Maxsus ehtiyojli bolalar jamiyatga moslashadi. Bag‘rikenglikni shakllantirish: Oddiy o‘quvchilar ham turli xil insonlar bilan muloqot qilishni o‘rganadi.Shaxsiy rivojlanish: Har bir o‘quvchi o‘z imkoniyatlari darajasida rivojlanadi.

Imkoniyati cheklangan o‘quvchilarni inklyuziv ta’limga jalb qilish ya’ni zamonaviy moddiy texnik bazasi orqali jihozlangan maktablarda o‘qishlari uchun quyidagi bosqichlar ko‘rib chiqiladi: 1) aniqlash va yo‘naltirish - tibbiy ko‘rik va tashxis; 2) tayyorgarlik ko‘rish – o‘qituvchilarni maxsus tayyorlash; 3) individual ta’lim dasturini ishlab chiqish – bolaning qobiliyatlarini baholash; 4) moslashuv – psixologik qo‘llab-quvvatlash; 5) monitoring va baholash – oylik tahlil va hisobot.

Inklyuziv ta’lim samaradorligi bevosita maktabdagi sharoitlarga bog‘liq. Qulay va xavfsiz muhit har bir bolaning to‘liq ishtirokini ta’minlaydi. Panduslar, liftlar, keng eshiklar, moslashtirilgan hojatxona, yo‘lak belgilari - bino infratuzilmasi talablariga kiradi. Sinfxonalarida ham maxsus partalar, ovoz kuchaytirgich, brayl darsliklari, sensorli burchak va interaktiv doskalarning bo‘lishi maqsadga muvofiq.

Inklyuziv maktablarda faqat sinf xonasi emas, balki qo‘shimcha mutaxassis xonalari ham o‘quvchilarning rivojlanishida muhim rol o‘ynaydi. Logoped, psixolog va defektolog xonalari, DJT(davolash jismoniy tarbiya)zali bunga misol bo‘la oladi. Inklyuziv ta’lim uchun moddiy-texnik bazani yaratish – bu shunchaki bino qurish emas, balki har bir bolaning salohiyatini ro‘yobga chiqarish uchun imkoniyatlar eshigini ochishdir. “Bola maktabga emas maktab bolaga moslashishi kerak”.

Samarqand davlat chet tillari instituti Pedagogika, psixologiya va jismoniy madaniyat kafedrasi o‘qituvchisi PhD., Julmatova S. tomonidan 2022-yilda aholining faol qatlami 25 yoshdan 60 yoshgacha bo‘lgan insonlar o‘rtasida so‘rovnoma o‘tkazildi, unga ko‘ra insonlar imkoniyati cheklangan insonlarni ko‘rganda ularda kechadigan his tuyg‘ular foizlarga ajratilgan;



Ilova-2

Statistik tekshiruvlar ko‘rsatgani kabi rahmdillilik eng yuqori pog‘onada, bu o‘zbek xalqiga, mentalitetimizga xos bo‘lgan natija deb o‘ylayman. Agar bu so‘rovnomani boshqa millat vakillari o‘rtasida olinganida natija boshqacha bo‘lishi mumkin edi. Meni fikrimcha rahmdillilik o‘rnini shukronalik bilan almashtirsak va har bir imkoniyati cheklangan insonlarni sog‘lom insonlar bilan teng huquqqa, teng imkoniyatga va ulkan salohiyatga ega ekanliklarini uqtira olsak hayotga, ilm olishga, umuman olganda yashashga bo‘lgan ishtiyoqini yuqori daraja ko‘targan bo‘lamiz.

Xulosa qilib aytganda, inklyuziv ta’lim zamonaviy ta’lim tizimining muhim yo‘nalishlaridan biri hisoblanadi. U nafaqat maxsus ehtiyojli bolalar uchun, balki butun jamiyat uchun foydalidir. Inklyuziv ta’limni samarali joriy etish uchun pedagoglarni tayyorlash, infratuzilmani rivojlantirish va jamiyat ongini o‘zgartirish zarur. Har bir niholga parvarish lozim, nihol risoladagidek unib-o‘sishi mohir bog‘bonga bog‘liq. **“Qoloq bolalar yo‘q, hammasi o‘qitish usuliga bog‘liq”** Masoru Ibuka.

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ESL LEARNERS' SPEAKING CHALLENGES AND EFFECTIVE METHODS

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Abstract: *This article explores why most English as a Second Language (ESL) learners often face difficulties in speaking, despite having good theoretical knowledge of English. Many learners struggle to use the language effectively in real-life communication contexts. The study identifies several key reasons for this issue, examines common barriers to oral communication, and discusses selected teaching methods, along with examples, that can help overcome these challenges and enhance learners' speaking proficiency.*

Keywords: *speaking skills, challenges, methods, task-based learning, role-play, technological tools, group activities.*

Introduction: As the world is moving toward digitalization, English language is essential for many people to acquire throughout the globe. Therefore, future generations should be thoroughly equipped with English to face the challenges of the 21st century. Speaking skill is one of the most essential skills to be acquired, as it acts as the means of communication around the globe. Although listening, speaking, reading, and writing skills share similar importance, speaking skill often dominates the other skills. In other words, communication is carried out in one's daily life in a frequent manner, both in formal and informal situations.

Main body: What are speaking skills? Speaking skills refer to the ability to verbally express ideas, thoughts, and information in a clear, logical, and engaging manner. These skills involve organizing your thoughts in a way that makes sense and presenting them in a way that captures the listener's attention. Good speaking skills help you communicate effectively in various situations, whether it's a casual conversation, a formal presentation, or a business meeting. They are essential for sharing information accurately, persuading others, and building strong relationships. Improving your speaking skills can make you a more effective communicator, which is crucial for success in both personal and professional settings. Why speaking skills are important?

Speaking skills are vital because they enhance effective communication, build confidence, and facilitate better relationships. Speaking is a qualification. It is formed throughout the years. If we are unable to apply our theoretical knowledge about speaking skills in practice, we may experience difficulties in interacting with society. Effective speaking competence is essential for successful social communication.

However, many students continue to face difficulties in improving their speaking skills. A lack of practice opportunities, communication anxiety, and less interactive learning strategies are some of the factors that hinder the development of these skills. These are some of the challenges observed in preliminary observations. This aligns with the findings from some researchers, who identify common issues students face when trying to acquire English speaking skills. They note that speaking anxiety (Akkakoson, 2016), lack of confidence (Nety & Nurhaeni, 2020), and limited direct experience in conversational settings (Al Hosni, 2014) are often the underlying causes of this inability. These issues create significant barriers to the process of effective English learning, particularly in speaking.

The study reveals that shyness, nervousness, hesitation make the learners demotivated in developing speaking through the classroom interaction. More than 75% students are the victims of these three factors. Brown (2001) states that learners face the anxiety during the interaction with the class lest they should be mistaken. On his recommendation, he suggests the teachers to build up a warm, embracing environment that encourages students to speak. Boonkit (2010) holds the same opinion and his study outlines that if students have the freedom of topic selection, it makes the participants feel comfortable. Similarly, Tanveer (2007) states that high nervousness decreases the learners' speaking skill.

From another perspective, the present study experiences that lack of vocabularies makes the learners incompetent to speak with full sentences. The study stated that more than 90% students face problem in vocabulary while speaking. The same study is found in Urrutia & Vega (2010) that lack of vocabulary, diffidence and fear are the bars of speaking skill. It also focuses that cooperation, self-confidence, vocabulary knowledge, and the class environment can encourage them to improve their speaking skills. Listening develops through the learning of correct pronunciation and this study shows a very close relation between listening and speaking skill. Bozorgian (2012) argues that good listening skill ensures good speaking skill. So, students should make themselves patient to listen to the others. However, in this study, 50% students are careless to listen to others and another 20% learners sometimes remain indifferent.

The proper application of the tenses is one of the crucial issues for the learners. In this study, almost 75% students regularly and sometimes made mistakes in tense. According to Lukitasari (2003), learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. The findings were supported by the findings from Babu, Ashrafuzzaman & Khanum (2013) where they showed that teacher used English to instruct the learners for different activities but learners used Bangla frequently while they were working with their classmates. Only theoretical knowledge is not enough to have a positive impact on developing the speaking skill. Further, it is stated that students know the rules of tenses but they cannot apply them in their speaking.

Speaking skills can be significantly enhanced and common challenges can be effectively addressed through the implementation of appropriate pedagogical methods. These include task-based learning, role-play, group discussions, presentation activities, problem-solving tasks, and technology-based learning. Each of these communicative approaches offers distinct benefits when applied systematically and within a supportive learning environment.

Ellis (2003) defines TBL as a teaching approach that focuses on the completion of tasks rather than on the explicit teaching of grammar and vocabulary. TBL is grounded in the idea that language learning is most effective when learners are engaged in activities that replicate the ways language is used in real-world communication. Willis (1996) argues that task-based activities are particularly beneficial for developing speaking skills because they require students to use language for meaningful communication, which contrasts with more traditional grammar-focused approaches. TBL helps learners focus on fluency and accuracy by encouraging them to think and speak spontaneously, rather than simply memorizing language forms.

Another the best way to improve speaking fluency is role-play. Role-play has been a part of teaching for a long time. A role play activity is an educational exercise in which individuals, pairs or groups assume specific roles or characters within given scenario or context. Participants immerse themselves in these roles, often adopting different personas, to simulate real-life situations or interactions. They provide a hands-on, experiential approach to learning, allowing participants to practice and apply their knowledges and abilities in a dynamic and engaging manner. Regular practice with role plays can lead to improved speaking fluency.

Besides this, methodologies such as debates and problem-solving tasks organized between groups may sometimes lead to discussions or arguments; however, they help learners think in English and express their ideas more effectively. Most importantly, these activities encourage students to produce language output. As a result, learners have the opportunity to apply their theoretical knowledge in practice, and their speaking competence improves significantly.

In modern world, technological tools like the Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve language skills. Using such technology in teaching speaking is immensely acceptable by students. Digital storytelling is one powerful technology tool for teaching speaking. It integrates computer technologies and the art of storytelling in which graphic designs such as texts, images and audio are combined making it into a creative media of storytelling. More so, digital storytelling in the classroom has enhanced and developed students in English speaking skills for it allows students to storytell using their own words and voice.

Conclusion: In conclusion, developing and enhancing speaking skills plays a crucial role in both academic and personal life. Therefore, it is essential for each individual to identify their weaknesses in speaking, implement appropriate strategies to address them, work consistently on self-improvement, and apply various effective methodologies, as this significantly facilitates faster and more efficient language acquisition.

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O'ZBEK VA INGLIZ TILLARIDA FRAZEOLOGIZMLARNING QIYOSIY TAHLILI

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Annotatsiya. *Maqola o'zbek va ingliz tillarida qo'llaniladigan frazeologik birliklarni taqqoslaydi va tahlil qiladi. Maqola frazeologik birliklarning ma'nosi, tuzilishi va madaniy kontekstini chuqur o'rganadi. Maqola har ikki til frazeologik birliklarning o'ziga xos xususiyatlari, o'xshashliklari va farqlari aniqlaydi hamda milliy mentalitet, tarixiy rivojlanish va madaniy qadriyatlar bilan aloqasini ilmiy tarzda tushuntiradi. Maqola frazeologik birliklarni tarjima qilishda duch keladigan muammolar va ularni hal qilish strategiyalarini ko'rib chiqadi. Maqola natijalari qiyosiy tilshunoslik va tarjimashunoslik sohalarida muhim ahamiyatga ega bo'ladi.*

Kalit so'zlar: *Frazeologizm, idiom, qiyosiy tahlil, semantika, lingvokulturologiya, tarjima, strukturaviy tahlil, o'zbek tili, ingliz tili.*

Frazeologiya (yun. phrasis – ifoda, ibora va ...logiya) 1) tilshunoslikning tilning frazeologik tarkibini, uning hozirgi holatida va tarixiy taraqqiyotida tekshiruvchi bo'limi; 2) muayyan tildagi frazeologizmlar majmui.

Tilshunoslik bo'limi sifatidagi Frazeologiyaning asosiy diqqat e'tibori frazeologizmlar tabiatini va ularning kategorial belgilarini o'rganishga, shuningdek, frazeologizmlarning nutqda qo'llanish qonuniyatlarini aniqlashga qaratiladi. Frazeologiya zamonaviy tilshunoslikning muhim bo'limi hisoblanadi. Frazeologiya tilning tasviriy va hissiyotli qatlamini o'rganadi, ya'ni so'zlar qanday his-tuyg'ularni ifoda qilishini ko'rib chiqadi. Frazeologik birliklar xalqning tarixiy tajribasi, madaniy qadriyatlari va dunyoqarashini o'z ichiga oladi, shunday qilib Frazeologik birliklar haqida tushunish ham oson bo'ladi. Frazeologik birliklar solishtirib o'rganilganda, nafaqat tilshunoslik, balki madaniy va ijtimoiy jihatdan ham muhim bo'ladi. O'zbek tili va ingliz tili turli til oilalariga tegishli bo'lsa ham, O'zbek tili va ingliz tili ichida inson tajribasiga asoslangan o'xshash so'z birikmalari bor. Biroq, har bir til o'z tarixini, har bir til o'z madaniyatini alohida yo'lda rivojlantirgan. Shu sababli so'z birikmalarida sezilarli farqlar ham payda bo'ladi. Shunday qilib, tadqiqotlar ko'rsatadiki, deyish

joizki, so‘z birikmalari til va madaniyat o‘rtasidagi yaqin aloqasini ko‘rsatadigan muhim vosita hisoblanadi. Bu maqola o‘zbek tilidagi frazeologizmlarni va ingliz tilidagi frazeologizmlarni qiyosiy tahlil qiladi. Frazeologizmlarning semantik xususiyatlarini aniqlaydi, frazeologizmlarning strukturaviy xususiyatlarini aniqlaydi va frazeologizmlarning lingvokulturologik ahamiyatini ochadi.

Frazeologizmlar – bu so‘zlarning asl ma’nosidan farq qiladigan, ma’nosi o‘zgargan, doimiy birikmalardir. Frazeologizmlar, wherever, tilning so‘z va ma’nolar tizimida alohida joy egallaydi.

Frazeologizmlarning xususiyatlari: barqarorlik (tarkibiy o‘zgarmaslik); ko‘chma ma’no, yani anlamın taşınması; tayyor holatda ishlatish; benzetme.

Tadqiqotlarda frazeologik birliklar til va madaniyatning ajralmas qismi sifatida qaraladi. Frazeologik birliklar xalqning dunyoqarashini ko‘rsatadi.

Adabiyotlar tahlili. Frazeologizmlar, ularning lingvistik xususiyatlari, milliy-madaniy kompanentlari va tarjima jarayonidagi o‘rni tilshunoslikning eng muhim yo‘nalishlaridan biri sifatida ko‘plab olimlarning ilmiy izlanishlarida o‘z aksini topgan. O‘zbek tilshunosligida frazeologiyaga oid masalalar chuqur va tizimli o‘rganilgan bo‘lib, bu yo‘nalishda bir qator yetakchi olimlarimiz ilmiy maktab yaratishgan. Shavkat Rahmatullayev o‘zbek frazeologiyasining asachilaridan biri hisoblanadi. U “O‘zbek tilining frazeologik lug‘ati” muallifi hisoblanadi.Shuningdek u frazeologik birliklarning semantik va strukturaviy xususiyatlarini tizimli o‘rgangan. Uning ishlari o‘zbek frazeologiyasini mustaqil ilmiy yo‘nalish sifatida shakllantirishda muhim ahamiyatga ega. E.Begmatov o‘zbek leksikologiyasi va frazeologiyasi bo‘yicha tadqiqotlar olib brogan va frazeologizmlarning til tizimidagi o‘rnini o‘rgangan. A.Hojiyev o‘zbek tilining izohli lug‘atlari ustida ishlagan va frazeologik birliklarning lug‘aviy tavsifini ishlab chiqqan. M.Mirtojiyev frazeologik birliklarning strukturaviy turlarini tahlil qilgan va o‘zbek frazeologiyasini tasniflashga hissa qo‘shgan. Shuningdek A.G‘ulomov, A.Madaliyev, M.Qo‘shjonov, H.Ne’matov, U.Tursunov kabi olimlarni ham kiritish mumkin. Ularning tadqiqotlarida o‘zbek frazeologizmlarining kelib chiqishi, tarkibiy tuzilishi, obrazlik manbalari batafsil yoritib berilgan. Ingliz tilida frazeologiya, idiomlar, barqaror birikmalar bo‘yicha tadqiqotlar keng rivojlangan bo‘lib, bu sohada ko‘plab mashhur olimlar faoliyat yuritgan. Charles Bally, V.Vinogradov, A.Kunin, N.Amosova, Wolfgang Mieder, Adam Makkai kabi olimlarning ishlarida frazeologizmlar, idiomalar va barqaror birikmalar bo‘yicha tadqiqotlari yoritib berilgan. Ingliz tilioda idiomalar ko‘proq mataforik xarakterga ega bo‘lib, ingliz madaniyatida hayvonlar, ranglar, inson tana a’zolari va kundalik hayotga oid predmetlar asosida shakllangan frazeologizmlar keng tarqalgan. Semantik qiyosiy tahlil. To‘liq ekvivalent frazeologizmlar – bu bir tilning frazeologik birligi boshqa tilga to‘liq mos keladigan va ma’nosi, funksiyasi hamda kontekstda ishlatilishi jihatidan o‘xshash bo‘lgan frazeologik birlikdir. Boshqacha aytganda, ularning semantik va pragmatik xususiyatlari bir-biriga to‘liq muvofiq bo‘ladi.

Misol: time is money – vaqt puldir **to kill two birds with one stone** – bir o‘q bilan ikki quyonni urmoq

Bu holat universal insoniy tajriba bilan izohlanadi. **Qisman ekvivalent frazeologizmlar-** bu turli tillardagi ma’nosi va obrazli asosi (metaforasi) bir xil bo‘lgan, biroq leksik tarkibi, grammatik qurilishi yoki uslubiy bo‘yog‘i bilan bir-biridan biroz farq qiladigan iboralardir. Ular tarjima nazariyasida va qiyosiy tilshunoslikda muhim o‘rin tutadi.

Misol: as busy as a bee - juda band bo‘lmoq o‘zbek tilida: tinmay ishlamoq

Muqobilsiz frazeologizmlar- bu faqat bir tilga xos bo‘lgan, boshqa tillarda to‘g‘ridan-to‘g‘ri leksik yoki frazeologik o‘xshashi (ekvivalenti) mavjud bo‘lmagan iboralardir. Bunday iboralar xalqning o‘ziga xos tarixi, urf-odatlari, diniy e’tiqodlari va yashash tarzi bilan chambarchas bog‘liq bo‘ladi.

Misol: spill the beans – sirni ochib qo‘ymoq og‘zidan gullab qo‘ydi.

Strukturaviy qiyosiy tahlil. O‘zbek tilida: fe’lli frazeologizmlar ustun: ko‘z yumdi, yuragi orqaga tortdi.

Ingliz tilida: otli va gap shaklidagi idiomlar keng: **a piece of cake break the ice**

Tarjima muammolari va strategiyalar. Frazeologizmlarni tarjima qilishda bir necha muammo paydo bo'ladi; bu muammolar quyidagilardir: to‘g‘ridan-to‘g‘ri tarjima noto‘g‘ri ma’no beradi; madaniy kontekst yo‘qoladi; obrazlilik saqlanmay.

Xulosa. Xulosa qilib aytganda, o‘zbek va ingliz tillaridagi frazeologizmlarni solishtirganimizda, tilning shunchaki muloqot vositasi emas, balki xalqning ming yillik madaniyati va tafakkurining ko‘zgusi ekaniga yana bir bor amin bo‘lamiz. Har ikki tilda ham o‘xshash hayotiy vaziyatlar turlicha obrazlar orqali ifodalansa-da, ularning zamirida umuminsoniy qadriyatlar yotadi. Ushbu tadqiqotdan kelib chiqib, quyidagi muhim jihatlarni alohida ta’kidlash joiz: Madaniy boylik: Frazeologizmlar shunchaki so‘zlar to‘plami emas, balki millatning tarixiy tajribasi va dunyoqarashini o‘zida mujassam etgan "oltin fond"dir. Ularni o‘rganish bizga ingliz va o‘zbek xalqlarining ruhiyatini yaqinroq anglash imkonini beradi. Tarjima san’ati: Qiyosiy tahlil shuni ko‘rsatadiki, sifatli tarjima — bu shunchaki so‘zlarni almashtirish emas, balki bir madaniyatdagi ma’noni ikkinchi madaniyatga mos "libosda" taqdim etishdir. Bu esa tarjimondan nafaqat til bilishni, balki kuchli filologik sezgirlikni ham talab qiladi.

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DEVELOPING READING, LISTENING, SPEAKING, AND WRITING SKILLS THROUGH MODERN PEDAGOGICAL APPROACHES

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Annotation. *The development of the four core language skills—Reading, Listening, Speaking, and Writing is crucial for achieving communicative competence in English. Modern pedagogical approaches, including task-based learning, communicative language teaching, blended learning, and the use of digital tools, provide effective strategies for skill acquisition. This article explores methods for enhancing each skill individually while integrating them into holistic language learning experiences. Emphasis is placed on authentic materials, collaborative activities, technology integration, and learner-centered approaches to foster motivation, autonomy, and practical communication skills.*

Keywords: *Reading, Listening, Speaking, Writing, Modern Pedagogy, Task-Based Learning, Communicative Language Teaching, Blended Learning, Digital Tools, Language Skill Integration*

Introduction. Language learning has evolved from traditional grammar-focused instruction to approaches that prioritize communication, interaction, and real-world application. Proficiency in English is not only about memorizing vocabulary and rules but also about integrating Reading, Listening, Speaking, and Writing skills in meaningful contexts. Modern pedagogical methods emphasize learner-centered strategies, collaborative learning, and technology integration to enhance language acquisition.

Reading Skills Development. Reading is a cornerstone of language learning because it exposes learners to new vocabulary, sentence structures, and cultural contexts. Modern pedagogical approaches encourage extensive reading, where students read large quantities of material for general understanding, and intensive reading, focusing on detailed comprehension and analysis of texts.

Task-Based Reading: Activities like summarizing articles, extracting information to complete worksheets, or preparing presentations based on texts help learners actively engage with content. For instance, students might read a scientific article online, identify key points, and discuss them in groups.

Digital Integration: E-books, interactive apps, and online articles allow learners to adjust reading levels and receive instant definitions or explanations. Gamified reading platforms also enhance motivation and engagement, making reading an interactive experience rather than a passive task. Critical Thinking: Modern reading instruction encourages analyzing arguments, identifying biases, and comparing sources. This not only improves comprehension but also fosters independent thinking, an essential skill in higher education and professional life.

Listening Skills Development. Listening is essential for communication and comprehension, yet often neglected in traditional classrooms. Modern approaches focus on authentic listening experiences, exposing learners to native speakers through podcasts, videos, online lectures, and virtual interactions.

Interactive Listening Activities:

Note-taking exercises while listening to a short lecture or podcast.

Gap-filling tasks based on audio content to reinforce details.

Predictive listening, where learners anticipate content based on context and prior knowledge.

Technology Integration: Language learning apps, online platforms, and speech recognition tools allow learners to practice listening at their own pace, repeat difficult sections, and receive feedback instantly.

Collaborative Listening: Group discussions after listening exercises allow learners to compare interpretations, clarify misunderstandings, and practice summarizing information. This mirrors real-life communication and enhances both comprehension and speaking skills simultaneously.

Speaking Skills Development. Speaking requires fluency, accuracy, and confidence. Modern pedagogical strategies prioritize Communicative Language Teaching (CLT), where interaction is central to learning.

Task-Based Speaking: Students engage in dialogues, role-plays, debates, and presentations. For example, a task may involve planning a travel itinerary with classmates, discussing choices, and presenting the plan to the class, integrating negotiation, persuasion, and problem-solving skills.

Flipped Classroom Approach: Students prepare vocabulary, phrases, or topics at home and use class time for active speaking practice. This maximizes interaction and allows for teacher guidance on pronunciation, grammar, and intonation.

Online Exchanges: Platforms like virtual classrooms or language exchange apps connect learners with peers globally, providing authentic communicative experiences and exposure to diverse accents and speaking styles.

Pronunciation and Confidence: Modern techniques include phonetic training using apps, speech recording for self-assessment, and peer feedback. Encouraging mistakes as part of the learning process helps reduce speaking anxiety.

Writing Skills Development. Writing integrates vocabulary, grammar, and organization. Modern pedagogical approaches focus on process-oriented writing, which includes planning, drafting, revising, and editing.

Collaborative Writing: Students work in groups to produce essays, reports, or stories. This fosters discussion, idea exchange, and peer feedback, enhancing critical thinking and creativity.

Technology Use: Word processors, online grammar checkers, and collaborative platforms like Google Docs facilitate editing and instant feedback. Students can track changes, comment on peers' work, and improve their writing iteratively.

Genre-Based Writing: Assignments can include emails, formal letters, reports, blogs, and narratives, helping learners adapt their writing to different contexts and purposes. For instance, composing a blog post about a social issue encourages both research and persuasive writing skills.

Reflection: Integrating reflective writing, such as journals or learning portfolios, allows learners to evaluate their progress and set goals, reinforcing autonomy and self-regulated learning.

Integration of Skills through Modern Pedagogy. Modern teaching emphasizes integrated skill development rather than isolated practice. Project-Based Learning (PBL): A project may require reading research materials, listening to expert interviews, discussing findings in groups, and writing a comprehensive

report. This mirrors real-world scenarios, enhancing not only linguistic skills but also teamwork and problem-solving. Blended Learning: Combines face-to-face lessons with online modules, videos, and interactive exercises. For example, students might watch a video lecture at home (listening), summarize it (writing), discuss with peers online (speaking), and read related articles (reading).

Learner-Centered Approach: Modern pedagogy focuses on students' interests, needs, and learning styles. Personalization and autonomy increase motivation and engagement, resulting in more effective and sustained language acquisition.

Conclusion. Developing Reading, Listening, Speaking, and Writing skills is essential for effective communication in English. Modern pedagogical approaches such as CLT, task-based learning, project-based learning, flipped classrooms, and blended learning offer innovative strategies for skill development. Integration of technology, collaborative activities, and authentic materials ensures learners acquire practical and meaningful language competence, preparing them for academic, professional, and social communication in a global context.

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LINGUODIDACTICTIC INNOVATIONS OF THE 21stCENTURY

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Abstract. *Linguodidactic innovations of the 21st century have become essential component of the contemporary educational process. Advances in technology and teaching methodologies, along with the adoption of new pedagogical approaches in linguodidactics, have greatly transformed foreign language instruction. Modern teaching practices such as the integration of information and communication technologies (ICT), interactive techniques, and digital platformsmake language learning more efficient and accessible. This article examines the key linguodidactic innovations shaping today's language education.*

Keywords. *Linguodidactics, language teaching, ICT in education, Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), Artificial Intelligence (AI) in language learning, gamification, digital pedagogy, Communicative Language Teaching (CLT), Task-Based Learning (TBL), 21st century education, digital learning platforms.*

Introduction. The 21stcentury has brought a new era in language teaching, marked by rapid technological development and modern pedagogical approaches. Digital tools, mobile technologies, and artificial intelligence have fundamentally changed how foreign languages are learned and taught. As Richards and Rodgers (2014) note, advances in methodology are closely linked to technological progress, making language education more interactive and student-centered. This article explores the key innovations in linguodidactics that are shaping modern language teaching.

1. ICT in language teaching. Information and Communication Technologies (ICT) have become central to modern language education. Digital tools allow teachers to present material in multiple formatsvisual,

auditory, and interactivewhich greatly improves understanding. According to Dudeney and Hockly (2012), ICT encourages learner independence and provides instant access to authentic language resources. Tools like Quizlet, Google Classroom, and multimedia learning materials make personalized learning possible and allow continuous feedback.

2. Computer-assisted language learning (CALL). CALL has been one of the most impactful innovations of the 21st century. Chapelle (2003) points out that CALL helps learners improve vocabulary, grammar, and other language skills through interactive software. The Cambridge Handbook of CALL (Hubbard, 2017) emphasizes that CALL increases exposure to the target language and motivates learners. With simulations, digital texts, and online exercises, students can practice language in flexible and engaging ways.

3. Mobile-assisted language learning (MALL). The widespread use of smartphones and tablets has led to Mobile-Assisted Language Learning (MALL). Kukulska-Hulme (2020) explains that mobile tools support micro-learning, contextual practice, and continuous study outside the classroom. Godwin-Jones (2011) notes that mobile apps offer immediate access to vocabulary exercises, pronunciation tools, and authentic audio materials. Burston (2015) highlights that MALL is highly effective for both short-term and long-term learning goals.

4. Interactive and communicative methods. Modern language teaching emphasizes interaction and active learner participation. Approaches like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) focus on real-world communication and problem-solving. Thomas, Reinders, and Warschauer (2012) explain that digital tools enhance these methods by enabling collaboration, online discussions, virtual role plays, and interactive simulations. As a result, learners develop stronger communication skills.

5. Artificial intelligence (AI) in language learning. AI has become one of the most advanced tools in modern linguodidactics. Tools such as ChatGPT, Grammarly, and speech-recognition software provide personalized feedback, correct errors automatically, and help with pronunciation. Li and Lan (2021) highlight that AI adapts to learners' individual needs, improving efficiency in writing and speaking practice. AI-powered chatbots also create realistic conversational environments for learners.

6. Gamification and motivation. Gamification has become a popular way to motivate learners. Gee (2007) shows that game elements like points, badges, and rewards increase engagement and support long-term memory. Platforms such as Duolingo and Kahoot! use gamified approaches to make vocabulary learning and comprehension more enjoyable. Prensky (2001) argues that digital-native learners respond particularly well to game-based educational environments compared to traditional methods.

Conclusion. These advancements not only enhance language proficiency but also align with the cognitive, social, and technological needs of 21st-century learners. ICT, CALL, MALL, AI technologies, and gamification offer more personalized, interactive, and accessible learning experiences. These advancements not only enhance language proficiency but also meet the needs of modern learners. As technology continues to evolve, language teaching will become even more adaptive, interactive, and learner-centered.

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THE ISSUE OF PRESERVING STYLISTIC DEVICES AND ACHIEVING STYLISTIC EQUIVALENCE IN TRANSLATION (IN LINGUISTICS)

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Annotation: *This article examines the issue of preserving stylistic devices and achieving stylistic equivalence in the process of translation. It highlights the difficulties that arise when translating expressive elements, particularly those related to cultural differences between languages. The study also analyzes various methods that translators use to maintain the meaning and style of the original text as much as possible.*

Key words: *translation, literary texts, stylistic devices, stylistic equivalence, semantic equivalence, metaphor, epithet, simile, cultural differences, functional equivalence, stylistic adequacy, artistic value.*

The translation of literary texts is a complex task that goes far beyond the simple replacement of words from one language into another.one of the key difficulties lies in preserving stylistic devices such as metaphors, epithets, and smiles while at the same time achieving stylistic equivalence. In other words, the translator is expected not only to transfer the basic meaning of the original text but also to recreate its emotional tone and aesthetic effect within a different linguistic and cultural framework. Additionally, stylistic devices are fundamental in shaping the artistic character of a text, as they enrich it with imagery, depth, and expressiveness, making the author's ideas more vivid and engaging for the reader. However, these elements are often deeply rooted in the cultural and linguistic background of the source language, which makes direct translation problematic. In many cases, a literal rendering may fail to convey the intended effect or may even distort the meaning. For this reason, translators need to move beyond word-for-word translation and focus instead on functional equivalence, aiming to reproduce a similar response in the target audience. At the same time, one of the major concerns in translation is the balance between semantic and stylistic equivalence. While semantic equivalence is primarily concerned with preserving the content and meaning, stylistic equivalence focuses on maintaining the expressive, emotional, and artistic qualities of the text. Achieving both often requires creative thinking and a thorough command of both the source and target languages. Moreover, stylistic devices frequently need to be adapted or replaced with comparable expressions in the target language. For instance, a metaphor may sometimes be retained if it is clear and culturally appropriate, however, in other situations, it may need to be modified, transformed, or even explained in order to preserve clarity and effect. Such strategies help ensure that the artistic value of the original text is not lost while still making it understandable and engaging for the reader.

Furthermore, cultural differences play a crucial role in the translation process, since literacy texts are closely connected to their cultural context and often contain expressions with specific cultural meanings. As a result, translators must carefully consider these differences and adapt culturally bound elements in a way that maintains their function without confusing the audience. This can involve descriptive translators or the use of more familiar equivalents, although such adjustments must be handled carefully to avoid losing the unique flavor of the original work. Another important factor is stylistic adequacy, as an effective translation should evoke a similar emotional and aesthetic response in the reader. Therefore, the translator must pay attention not only to vocabulary but also to tone, rhythm, and narrative style, because in literary texts form and meaning are closely interconnected, and even minor structural changes can influence the overall perception of the work. When examining English and Uzbek literary traditions, it becomes evident that each language possesses its own stylistic characteristics. English texts often feature complex sentence structures, extensive use metaphor, and subtle forms of irony, which create layered meanings and encourage deeper interpretation. In contrast, Uzbek literary works are strongly influenced by oral traditions and frequently employ expressive epithets, repetition, and proverbs, giving them a distinctive rhythm and emotional richness. These differences inevitably create

challenges in translation. For example, metaphors that are common in English may not have direct equivalents in Uzbek, which can lead to misunderstandings if translated literally. Likewise, irony and sarcasm are often difficult to render accurately because they rely heavily on context and cultural norms. To address these issues, translators must carefully analyze the text and select appropriate strategies that preserve both meaning and stylistic effect.

In addition to lexical and stylistic distinctions, syntactic differences between languages also influence the translation process. English sentence can be relatively long and structurally complex, whereas Uzbek tends to favor simpler and more direct constructions. Consequently, translators may need to restructure or simplify sentences, which can affect the rhythm and flow of the text. Nevertheless, the primary goal remains the preservation of the overall aesthetic impact. Finally, it is important to recognize that translation is shaped by the translator's individual approach and interpretation. Some translators choose to remain as close as possible to the original, even if the result sounds slightly unnatural, while others prefer a more flexible approach to ensure readability and accessibility. Ultimately, the transformation of stylistic devices in translation is a multifaceted process involving linguistic, cultural, and creative considerations. Translators must strike a balance between accuracy and creativity, ensuring that the original meaning, tone, and artistic value are maintained. Successful translation, therefore, is not merely a linguistic activity but a form of artistic reconstruction that requires sensitivity to both language and culture.

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THE ROLE OF READING, LISTENING, SPEAKING, AND WRITING IN LANGUAGE DEVELOPMENT THROUGH MODERN PEDAGOGICAL APPROACHES

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ANNOTATION. *This article examines the development of the four core language skills reading, listening, speaking, and writing—through modern pedagogical approaches. It highlights how contemporary teaching methods such as communicative language teaching, task-based learning, and blended learning enhance learners' communicative competence. The paper also analyzes the cognitive, social, and practical benefits of integrating these skills in academic settings. Special attention is given to the role of digital technologies, learner autonomy, and motivation in improving language proficiency. The study concludes that balanced and integrated development of all four skills is essential for academic success, effective communication, and lifelong learning in a rapidly changing global environment.*

KEYWORDS. *Reading, Listening, Speaking, Writing, communicative competence, modern pedagogy, task-based learning, blended learning, digital literacy, language integration, learner autonomy*

INTRODUCTION. In modern language education, the development of reading, listening, speaking, and writing skills is essential for achieving communicative competence. Traditional methods of language teaching often focused on grammar rules and memorization, which limited students' ability to use language in real-life situations. However, contemporary approaches emphasize interaction, communication, and practical application of language skills.

Today's learners are expected not only to understand texts and spoken language but also to express their ideas clearly and confidently. Therefore, integrating the four skills has become a central principle of modern pedagogy. Reading provides input, listening develops comprehension, speaking enables communication, and writing strengthens expression. Together, these skills create a comprehensive system that supports effective language learning.

Moreover, globalization and technological advancement have increased the need for strong communication skills in English. Students must be able to participate in academic discussions, write research papers, understand lectures, and interact in multicultural environments. This makes the development of all four language skills more important than ever before.

READING SKILLS DEVELOPMENT. Reading plays a fundamental role in language acquisition by exposing learners to authentic language use. Through reading, students encounter new vocabulary, grammatical structures, and different writing styles. Modern pedagogical approaches encourage both extensive and intensive reading practices. Extensive reading focuses on understanding general ideas and improving reading fluency, while intensive reading involves detailed analysis of texts. Activities such as summarizing, identifying key arguments, and evaluating information help learners actively engage with reading materials. These strategies not only improve comprehension but also develop analytical and critical thinking skills.

In addition, digital technologies have transformed reading habits. E-books, online articles, and educational platforms allow learners to access a wide range of materials. Interactive features such as built-in dictionaries and annotations support independent learning. However, it is important to maintain deep reading practices to avoid superficial understanding.

LISTENING SKILLS DEVELOPMENT. Listening is a crucial component of language learning, as it provides the foundation for communication. It enables learners to understand pronunciation, intonation, and natural speech patterns. Modern teaching approaches emphasize authentic listening materials, including

podcasts, videos, interviews, and lectures. Interactive listening activities play an important role in developing this skill. For example, students may take notes while listening, complete gap-filling exercises, or answer comprehension questions. Predictive listening, where learners anticipate content based on context, also enhances understanding. Technology has significantly improved listening practice. Learners can replay audio, adjust speed, and access subtitles, making it easier to understand complex content. Additionally, exposure to different accents and speaking styles prepares students for real-world communication.

SPEAKING SKILLS DEVELOPMENT. Speaking is often considered the most challenging skill because it requires real-time processing of language. Modern pedagogical approaches focus on creating opportunities for meaningful communication. Activities such as discussions, debates, role-plays, and presentations encourage students to express their ideas actively. Communicative Language Teaching (CLT) emphasizes fluency over perfection, allowing learners to build confidence. Making mistakes is seen as a natural part of the learning process. Task-based speaking activities, such as problem-solving tasks or group projects, promote collaboration and critical thinking. Furthermore, digital platforms enable learners to practice speaking beyond the classroom. Virtual exchanges, video calls, and language learning applications connect students with speakers from different parts of the world. This not only improves speaking skills but also increases cultural awareness and global understanding.

WRITING SKILLS DEVELOPMENT. Writing is an essential skill for academic and professional success. It allows learners to organize their thoughts, present arguments, and communicate ideas clearly. Modern approaches emphasize process-based writing, which includes planning, drafting, revising, and editing.
Writing tasks vary from academic essays and reports to emails and creative texts. This helps learners adapt their writing style to different contexts and purposes. Collaborative writing activities encourage peer feedback, which improves both writing quality and critical thinking. Digital tools such as word processors, grammar checkers, and online platforms make writing more efficient and interactive. Students can easily edit their work, track changes, and receive feedback. Writing also reinforces other language skills, especially reading, as learners analyze texts and apply similar structures in their own work.

INTEGRATION OF LANGUAGE SKILLS. One of the key principles of modern pedagogy is the integration of language skills. Teaching skills separately does not reflect real-life communication, where reading, listening, speaking, and writing are used together. Project-based learning is an effective way to integrate skills. For example, students may read articles, listen to expert opinions, discuss ideas in groups, and write a final report. This approach enhances not only language proficiency but also teamwork, creativity, and problem-solving abilities. Blended learning, which combines traditional classroom instruction with online activities, also supports skill integration. Students can engage with materials in different formats and practice skills in various contexts, making learning more flexible and effective.

DIGITAL TECHNOLOGIES IN LANGUAGE LEARNING. Digital technologies play a significant role in modern education. Online platforms, mobile applications, and virtual classrooms provide access to diverse learning resources. These tools support interactive learning, immediate feedback, and personalized instruction. However, the use of technology also presents challenges, such as distraction and reduced attention span. Therefore, it is important to use digital tools strategically. Combining technology with traditional learning methods ensures a balanced and effective approach.

MOTIVATION AND LEARNER AUTONOMY. Motivation is a key factor in successful language learning. Students who are motivated are more likely to practice regularly and engage deeply with learning materials. Modern pedagogical approaches focus on learner-centered strategies that encourage autonomy and independence.
Providing meaningful tasks, real-world applications, and opportunities for self-expression increases motivation. When learners take responsibility for their own progress, they become more confident and successful in developing their language skills.

CONCLUSION. The development of reading, listening, speaking, and writing skills is essential for effective communication and academic success. Modern pedagogical approaches provide innovative strategies

that support the integrated development of these skills. By combining communicative methods, technology, and learner-centered approaches, students can achieve balanced language proficiency. The integration of all four skills not only improves academic performance but also prepares learners for real-world communication and lifelong learning.

In conclusion, a holistic approach to language learning ensures that students are equipped with the necessary skills to succeed in a globalized and knowledge-driven society.

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ZAMONAVIY TA'LIMDA SINFDAN TASHQARI FAOLIYATLAR VA INNOVATSION YONDASHUVLARNING AHAMIYATI

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Annotatsiya. *Ushbu maqolada zamonaviy ta'lim tizimida sinfdan tashqari faoliyatlarning o'rni, innovatsion yondashuvlar va ularning o'quvchilarning shaxsiy hamda intellektual rivojiga ta'siri tahlil qilinadi. Shuningdek, boshlang'ich ta'limda ingliz tilini o'qitishda innovatsion metodlarning ahamiyati va badiiy adabiyot orqali bolalar psixologiyasini o'rganish masalalari yoritiladi*

Kalit so'zlar: *ta'lim, sinfdan tashqari faoliyat, innovatsion yondashuv, metodika, o'quvchi, rivojlanish, psixologiya, ingliz tili.*

Kirish. Globallashuv va tezkor texnologik rivojlanish sharoitida ta'lim tizimi nafaqat bilim berish, balki o'quvchilarning shaxsiy rivojlanishini ham ta'minlashga qaratilgan bo'lishi lozim. Zamonaviy o'quvchi mustaqil fikrlash, ijodkorlik va muammolarni hal qilish qobiliyatiga ega bo'lishi zarur. Shu nuqtai nazardan, sinfdan tashqari faoliyatlar va innovatsion yondashuvlarning ta'limdagi roli tobora ortib bormoqda.

Azzamova (2020) ta'kidlaganidek, sinfdan tashqari faoliyatlar o'quvchilarning qiziqishlarini rivojlantirish, ijtimoiylashuv jarayonini tezlashtirish va ijodiy salohiyatini oshirishda muhim vosita hisoblanadi. Sinfdan tashqari faoliyatlarning ahamiyati. Sinfdan tashqari faoliyatlar - bu o'quvchilarning darsdan tashqari vaqtida amalga oshiriladigan faoliyatlar bo'lib, ular qiziqish va ehtiyojlarga moslashtirilgan bo'ladi. Bunga turli to'garaklar, sport va madaniy tadbirlar, loyihalar kiradi.

Asosiy foydalari: Mustaqil fikrlash va ijodiy yondashuvni rivojlantiradi; Jamoada ishlash va liderlik ko'nikmalarini shakllantiradi; O'quv motivatsiyasini oshiradi; Shaxsiy qobiliyatlarni amalda sinash imkonini beradi.

Shunday qilib, sinfdan tashqari faoliyatlar o'quvchilarning intellektual va ijtimoiy rivojlanishida muhim rol o'ynaydi. Shuningdek, fan to'garaklari (matematika, fizika, kimyo), ijodiy faoliyat (teatr, rasm, musiqa),

sport musobaqalari, ijtimoiy loyihalar (ekologik tadbirlar, xayriya aksiyalari) va raqamli loyihalar (blog yuritish, robototexnika) o‘quvchilarning qobiliyatlarini yanada rivojlantiradi.

Innovatsion yondashuvlar va ularning ta’limdagi roli. Safarova, Zubaydova va Azzamova (2024) ta’kidlashicha, innovatsion yondashuvlar ta’lim jarayonini interaktiv va samarali qiladi.

Zamonaviy innovatsion metodlar: Interaktiv metodlar (debate, brainstorming, rol o‘ynash); Axborot-kommunikatsiya texnologiyalaridan foydalanish; Loyiha asosida o‘qitish; Differensial yondashuv va individuallashtirilgan o‘qitish.

Bu metodlar o‘quvchilarning faol ishtirokini ta’minlab, bilimlarni chuqurroq o‘zlashtirishga yordam beradi. Bundan tashqari, gamifikatsiya, aralash ta’lim (blended learning), teskari dars (flipped classroom) kabi innovatsion yondashuvlar o‘quvchilarning faol ishtirokini ta’minlaydi va o‘rganishni qiziqarli qiladi.

Boshlang‘ich ta’limda ingliz tilini o‘qitishdagi innovatsiyalar. Anorboyeva va Azzamova (2022) fikricha, boshlang‘ich sinflarda ingliz tilini o‘qitishda innovatsion metodlar alohida ahamiyatga ega.

Samarali usullar: O‘yin asosida o‘qitish; Vizual va multimedia materiallardan foydalanish; Kommunikativ yondashuv; Faol interaktiv mashg‘ulotlar.

Bu metodlar bolalarning qiziqishini oshiradi va ularni faol o‘rganishga undaydi.

Terminologiya va ilmiy tushunchalar. Azzamova (2020) terminologiyaning ko‘p qirrali xususiyatini ta’kidlaydi. Ilmiy tushunchalarni to‘g‘ri o‘zlashtirish ta’lim samaradorligiga bevosita ta’sir qiladi. Bu esa o‘quvchilarning bilimni chuqur anglashiga yordam beradi va mavzularni kompleks tarzda tushunishga imkon beradi.

Badiiy adabiyot va bolalar psixologiyasi. Sitora va Rajabboyevna (2026) bolalar psixologiyasini badiiy obrazlar orqali o‘rganadi. Mark Tven va Xudoyberdi To‘xtaboyev asarlarida bolalarning ichki dunyosi, xulq-atvori va hayotiy qarashlari yoritilgan. Bolalar qahramonlar orqali muammolarni hal qilish, ixtiro va tasavvur ko‘nikmalarini rivojlantiradi. Turli madaniyat va til uslublarini o‘rganish bolalarning lingvistik va madaniy rivojlanishiga yordam beradi.

Bunday yondashuvning afzalliklari: Empatiyani rivojlantiradi; Hayotiy vaziyatlarni tushunishga yordam beradi; Tarbiyaviy ahamiyatga ega.

Shuningdek, badiiy adabiyot orqali Amerika madaniyati va tilning stilistik xususiyatlarini ham o‘rganish mumkin. Ta’lim samaradorligini baholash uchun o‘quvchi bahosi, o‘qituvchi kuzatuvi va o‘quvchi fikri orqali natijalarni o‘lchash muhimdir.

Xulosa. Zamonaviy ta’limda sinfdan tashqari faoliyatlar va innovatsion yondashuvlar o‘quvchilarning har tomonlama rivojlanishida asosiy rol o‘ynaydi. Ular nafaqat bilim berish, balki shaxsni shakllantirish, ijtimoiylashuv va ijodiy fikrlashni rivojlantirishga xizmat qiladi. Shu sababli ta’lim jarayonida quyidagilar muhim: Innovatsion metodlardan keng foydalanish; Sinfdan tashqari faoliyatlarni samarali tashkil etish; Badiiy adabiyot va psixologiyani integratsiya qilish.

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MINIMIZING TRANSLATION IN ENGLISH LANGUAGE TEACHING: A COMPREHENSIVE PEDAGOGICAL FRAMEWORK

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Abstract. *This report investigates the pedagogical necessity and methodological strategies of minimizing translation in English Language Teaching (ELT). Synthesizing empirical data and psycholinguistic frameworks, the analysis deconstructs the monolingual fallacy while evaluating the scaffold-versus-crutch paradigm. Findings provide actionable strategies to maximize target language exposure, fostering autonomous cognitive processing and communicative competence.*

Keywords: *English, teaching, translation, minimization, scaffolding, monolingual, fallacy, acquisition.*

Introduction. The role of a learner's first language (L1) and translation in English Language Teaching (ELT) remains one of the most vigorously debated paradigms in applied linguistics. For over a century, pedagogical philosophy has oscillated between heavy reliance on cross-linguistic decoding and dogmatic enforcement of target-language-only immersion. The Grammar-Translation Method (GTM), inherited from classical language instruction, prioritized morphological rule analysis and rote translation of literary texts [2, 15]. As globalization accelerated demand for communicative competence, GTM's limitations became undeniable. The Direct Method, Audio-Lingual Method, and Communicative Language Teaching (CLT) emerged as alternatives, universally advocating minimization and frequently complete eradication of translation in the classroom [2, 45].

For first-generation and international students, immersion into an English-only environment can provoke severe cognitive overload, compromising comprehension, self-confidence, and academic success. Consequently, strict English-only policies have attracted increasing scrutiny. Theoretical frameworks of the past two decades argue persuasively that judicious, regulated L1 use can serve as an indispensable pedagogical scaffold [3, 53]. "Minimizing translation" does not advocate a punitive ban on the mother tongue nor align with linguistic imperialism. Rather, it represents a strategic decision to curtail counterproductive translation – translation that functions as a permanent psychological crutch rather than a temporary cognitive scaffold. Its objective is to maximize learner exposure to comprehensible target language input, fostering direct conceptualization without continuous L1 mediation [5, p. 65], while permitting brief, targeted pedagogical translation for complex concepts to lower the affective filter [7, 113].

Materials and Methods. This analysis synthesizes a diverse array of pedagogical literature, empirical field studies, and theoretical frameworks spanning several decades of applied linguistics research. The epistemological approach employs systematic review and qualitative synthesis of quantitative and qualitative data from global ELT contexts, from K-12 classrooms to advanced higher education institutions. The foundational literature includes seminal works shaping ELT methodologies: Larsen-Freeman and Stern on the historical evolution from GTM to CLT [2, 26]; Phillipson's critical frameworks on the monolingual fallacy [4, 173]; Krashen's theories on comprehensible input and the affective filter [5, 80]; Cook's multi-competence concept [8, 208]; and contemporary arguments by Guy Cook, Penny Ur, and Jeremy Harmer on pedagogical translation [3, 15; 7, 24].

The empirical datasets integrated into this analysis span five international contexts:

European Secondary Education (Spain): An experimental study of 211 pupils at CEFR A2-B1 levels comparing Pedagogical Translation (PT) against the Communicative Approach (CA).

South Asian Secondary Education (Pakistan): Field research evaluating GTM's systemic failures versus the Direct Method for communicative competence.

East Asian Higher Education (China): A large-scale quantitative study of 2,906 students analyzing TL and L1 use across educational stages. North American K-12 Education (United States): A mixed-methods study of 88 teachers and 3 district leaders evaluating digital translation's scaffold-versus-crutch dynamic. Middle Eastern and East Asian Attitudinal Studies: Comparative studies in Saudi Arabia, Bangladesh, and Japan assessing teacher and student perceptions of L1 use [13; 14]. Historical and Theoretical Frameworks The Evolution of ELT Methodologies. The Grammar-Translation Method (GTM) dominated foreign language instruction throughout the 19th and early 20th centuries, focusing on explicit grammatical rules, deductive reasoning, and rote text translation [2, 15]. While it cultivated analytical reading and declarative grammar knowledge, it fundamentally failed to prepare students for spontaneous oral communication, as cognitive focus centered on decoding rather than meaning-making.

In response, the Direct Method emerged in the late 19th century, operating on a strict principle of target language immersion and prioritizing oral interaction above all other modalities [2, 26]. Its foundational premise held that minimizing translation to zero forces learners to establish direct conceptual connections between target language vocabulary and underlying meaning, mimicking natural first language acquisition.

Following the decline of behaviorist approaches in the 1960s and 1970s, Communicative Language Teaching (CLT) arose around the goal of communicative competence [2, 121]. CLT reinforced translation minimization by prioritizing authentic interaction, real-time negotiation of meaning, and task-based learning. Students facing linguistic breakdown were encouraged toward circumlocution and paraphrasing rather than L1 translation [2, 125].

The Monolingual Fallacy and Linguistic Imperialism Robert Phillipson's 1992 work, Linguistic Imperialism, launched an influential critique against Anglo-American ELT, identifying five "fallacies" that maintained English's geopolitical dominance while marginalizing indigenous languages [4, 72]. Central is the "monolingual fallacy" the belief that English is optimally taught without reference to the learner's native language [4, 72]. Phillipson argued this was rooted not in empirical pedagogical evidence, but in macroeconomic interests of native-speaking nations [4, 175]. Strict institutional prohibitions against L1 use can strip learners of their linguistic and cultural identity. As Vivian Cook has noted, a learner's cognitive identity is bound to their native language; forcing artificial suppression in the classroom can generate psychological resistance, alienation, and a hostile affective learning environment [8, 175; 7, 113].

Comprehensible Input and the Affective Filter. Conversely, the drive to minimize translation finds strong theoretical backing in Stephen Krashen's SLA theory [5, 80]. Krashen posited that true language acquisition occurs implicitly when learners receive "comprehensible input" (defined as input slightly above current proficiency, or i + 1) in a low-anxiety environment [5, 82]. GTM is fatally flawed because it focuses on linguistic form rather than communicative meaning, providing virtually no comprehensible input [5, 85]. Excessive translation and hypercorrection can drastically raise the learner's "affective filter" a psychological barrier of stress and anxiety that prevents input from reaching the language acquisition device [5, 88].

The Reassessment of Pedagogical Translation. In the contemporary post-method era, the rigid polarization between English-only immersion and pro-translation camps has softened into a pragmatic, evidence-based consensus. Guy Cook argues that translation should be viewed not as pedagogical failure, but as a natural and effective means of learning that develops real-world cross-cultural skills [3, 53-55]. This view explicitly differentiates archaic Grammar-Translation from modern Pedagogical Translation (PT), which functions as a dynamic cognitive tool to foster bilingual competence and metalinguistic awareness. Thus, the modern ELT objective is the strategic minimization of translation as a default mechanism, reserving it for highly specific, targeted interventions.

Results: Empirical Evidence on Translation and L1 Use Quantitative Analysis of Target Language and L1 Usage. Despite recommendations from major bodies such as ACTFL to maximize TL use explicitly recommending 90% or more empirical data reveals a persistent, systemic reliance on L1 and translation. A large-scale study of 2,906 students in southern China yielded several critical findings:

Educational Stage Attrition: TL use dropped significantly from junior to senior secondary levels, as high-stakes exam pressure (Gaokao) forced teachers to revert to grammar-translation strategies. Socio-Economic Disparities: Less well-resourced schools reported significantly lower TL use, confirming that minimizing translation requires baseline instructional resources and teacher proficiency.

Group Work Dynamics: During collaborative tasks, L1 reliance spiked; 35.16% of students spent 40-60% of group time using Chinese, and 71.1% used English for only -20% of time outside class. An observational case study of an Indonesian EFL teacher demonstrated a practical hybrid approach: 57.2% target language output versus 42.4% Bahasa Indonesia well short of the 90% ACTFL threshold, highlighting the pragmatic difficulty educators face in implementation.

Educational Context	Sample	TL Utilization	Key Observations
China (Secondary & University)	2,906 students	Drops in senior years; <20% outside class	Exam pressure forces reversion to translation; resource gaps widen divide
Indonesia (Secondary)	1 Teacher (audio study)	57.2% of spoken words	Practical hybrid; falls short of 90% ACTFL recommendation
Japan (High School)	179 students, 12 JTEs	Desired: 50–70% TL	Teachers do not consciously plan language choices; rely on spontaneous translation

Comparative Efficacy of Translation vs. Communicative Approaches. An experimental study across three secondary schools in Spain (211 pupils, CEFR A2-B1) directly compared PT against the Communicative Approach. Results revealed a surprising finding: PT was statistically as effective as CA in facilitating the acquisition of targeted grammar structures for early-stage learners. This challenges the view that translation inherently damages acquisition when structured pedagogically and limited in scope.

However, translation's severe limits emerge when examining communicative competence. Research in Pakistan found that while GTM effectively built declarative vocabulary and rule knowledge, it catastrophically failed to prepare students for real-life oral communication. Students exhibited crippling difficulties with basic conversational English, while those taught via Direct Method principles demonstrated substantially improved fluency, comprehension, and confidence in speaking. Attitudes Towards L1 Use and Translation. A comprehensive study at Albaha University in Saudi Arabia found a statistically significant divergence: students perceived translation as far more useful and necessary than their teachers did. Lower-proficiency learners relied on and valued translation significantly more than advanced learners, aligning with observations that C-level students rarely use L1, while B-level students' primary struggles stem from continued psychological reliance on mental translation. In Japan, a survey of 179 high school students and 12 Japanese Teachers of English found both groups agreed Japanese was necessary for explaining complex grammar, and that English should account for 50–70% of total class time. However, most JTEs admitted they did not consciously plan their language choices during lesson preparation leading to arbitrary, reactive rather than optimized L1 use.

Discussion: Frameworks and Strategies for Minimization. Psycholinguistic Bottlenecks: The Cognitive Burden of Mental Translation. A primary argument for minimizing translation is its devastating impact on cognitive processing speed. During live, unscripted interaction, mental translation forces the brain to operate a complex multi-step decoding and encoding process. When listening, mental translation severely slows auditory comprehension, causing the learner to fall behind natural conversation and experience cognitive overload. When speaking, formulating thoughts in L1 before converting them to L2

results in extreme hesitation and lack of discourse fluidity. Furthermore, over-reliance on translation trains the brain in the skill of translating rather than contextually using the language. Language is fundamentally contextual and cultural; lexical items frequently lack direct semantic equivalents across language families. Minimizing translation forces the brain to bypass the L1 intermediary, promoting direct conceptualization. Long-term risks include "fossilization" of interlanguage errors where L1 syntactic structures become permanently mapped onto L2 vocabulary, creating developmental stagnation [3, 55-56]. The Scaffold vs. Crutch Framework. Modern pedagogy increasingly utilizes the scaffold-versus-crutch framework to navigate translation's utility without falling victim to its cognitive traps. A mixed-methods K-12 study revealed that 81.8% of teachers regularly use translation technology, despite an 88.6% lack of any formal institutional policy governing its use. District leaders noted that unregulated translation practices such as using Google Translate to process entire academic articles created deeply counterproductive, long-term linguistic dependencies. The Ferlazzo framework distinguishes between two types of translation: Productive Translation (The Scaffold): Brief, surgical use to clarify complex abstract concepts, verify L1 literacy for at-risk learners, or facilitate essential family communication. Productive translation is intentionally transient, designed to be systematically removed as L2 proficiency grows. Counterproductive Translation (The Crutch): The "copy-and-paste" method for processing whole academic texts, where learners bypass English engagement entirely. This systemic overuse inhibits risk-taking, reduces comprehensible input exposure, and results in what administrators term "double work" where the student completes the assignment in L1 with no English acquisition occurring.

Lexical and Syntactic Strategies for Minimization. Transitioning students from translation-dependence to autonomous English thinking requires explicit instructional strategies achieved not by harshly forbidding translation, but by providing superior cognitive pathways to comprehension:

1. Monolingual English Dictionaries. Replacing bilingual dictionaries with graded English-English learner dictionaries forces students to comprehend definitions through simplified L2 vocabulary, context clues, synonyms, and antonyms. This builds semantic networks entirely within the target language, preventing the brain from mapping new words to L1 anchors.

2. Visual Representations and Universal Design for Learning (UDL). Translating new vocabulary into visual representations graphics, pictures, physical realia, and digital visual thesauruses allows learners to map words directly to visual concepts rather than L1 equivalents [1; 16]. This is particularly crucial for abstract terms or culturally specific items that lack direct translations in the learner's native tongue.

3. Teaching Language as Functional Lexical Chunks. When language is taught as holistic functions or fixed phrases (e.g., making requests, offering apologies), students learn the pragmatic utility of the phrase as a complete cognitive unit. If a student knows that a memorized phrase produces a desired outcome in role-play, they bypass the need to translate individual constituent words, promoting automaticity.

4. Rapid-Response and Speed Drills. Because mental translation is inherently slow and multi-step, artificially increasing response speed is highly effective in eliminating it. By forcing learners to read, listen, and speak at incrementally faster pace, teachers overload the working memory capacity required to sustain mental translation, cognitively compelling the learner to process directly in the target language.

5. Environmental Internalization and Monolingual Labeling. Teachers can guide students to practice "thinking in English" by assigning them to mentally label their immediate environment. Starting with concrete objects (mother, table, apple) and progressively moving to abstract concepts (weather, current events, past memories), students build a robust internal monolingual dictionary that bridges the gap between classroom input and real-world application.

Modifying Academic Texts for Minimization. A significant barrier to minimizing translation is the inherent complexity of authentic academic texts, which forces even motivated learners toward bilingual dictionaries. Highly effective strategies for textual adaptation include:

Strategic Intervention	Specific Pedagogical Action	Cognitive / SLA Benefit
English-English Dictionaries	Replace bilingual tools with graded L2 learner dictionaries.	Builds semantic networks within L2; avoids permanent L1 mapping.
Visual and Realia Scaffolding	Map target vocabulary directly to images, realia, and graphics.	Facilitates direct conceptualization; bypasses L1 neural intermediary.
Functional Lexical Chunking	Teach phrases as complete pragmatic units in social context.	Promotes automaticity; reduces word-by-word decoding.
Speed and Pacing Increases	Implement rapid-response drills and timed reading exercises.	Overloads working memory, forcing abandonment of translation habits.
Syntactic Simplification	Utilize active voice, short sentences (<25 words), explicit pronouns.	Lowers cognitive load; maintains comprehensible input without bilingual tools.

The Vital Role of Teacher Training and Institutional Policy. Systemic minimization of translation cannot be achieved through individual learner willpower alone it requires restructuring of teacher training protocols and institutional language policies. Empirical evidence reveals a massive gap in professional development: 88.6% of school districts lack explicit policies governing translation technology use, and observational studies reveal teachers making arbitrary language choices as a low-effort classroom management tool rather than through planned, strategic intervention. To address this failure, TESOL certifications must incorporate sociolinguistically informed modules on the precise mechanics of codeswitching and pedagogical translation. Educators need reliable frameworks to distinguish between a "lazy code-switch" (used as avoidance strategy) and targeted developmental pedagogical translation [3, p. 56]. Educational institutions must also invest in Professional Learning Communities (PLCs) where educators collaboratively design rubrics for L1 use, share visual scaffolding strategies, and establish consistent school-wide policies for digital translation applications. Conclusions. The pedagogical imperative to minimize translation in ELT is not born from ideological adherence to the monolingual fallacy, nor from blind continuation of outdated orthodoxy. Rather, it is a scientifically, psycholinguistic ally, and pedagogically driven strategy to optimize the cognitive processing speed and autonomous output of second language learners. While GTM proved catastrophically insufficient for real-world communicative competence, the reactionary drive to banish the mother tongue completely ignored the profound scaffolding benefits that targeted, minimal translation provides to struggling learners. This analysis clearly demonstrates that translation must be viewed through the scaffold-versus-crutch framework. Pedagogical translation remains a highly effective, transient tool for clarifying complex grammar, verifying baseline comprehension for at-risk learners, and lowering the affective filter for anxious beginners. However, when translation becomes the default cognitive mechanism through slow mental decoding, bilingual dictionary dependence, or unmonitored digital translation it severely inhibits fluency, slows oral communication, and fosters a long-term linguistic dependency that fundamentally prevents true language acquisition.

To effectively minimize translation, modern educators must actively transition learners toward direct conceptualization: maximizing comprehensible input (targeting the 90% TL threshold), utilizing English-English dictionaries, leveraging rich visual and contextual scaffolding through UDL, and teaching

English as functional communicative chunks. Implementation of rapid-response exercises and deliberate syntactic simplification of academic texts can force the cognitive shift necessary for learners to voluntarily abandon mental translation.

Ultimately, minimizing translation requires immense pedagogical intentionality. It requires highly trained teachers who plan classroom language choices meticulously and educational institutions that provide clear policies on translation technology use. By strategically limiting translation exclusively to its most effective, transient pedagogical interventions, educators can successfully cultivate an immersive, supportive learning environment where students rapidly develop the cognitive automaticity and psychological confidence required for genuine, lifelong communicative competence.

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MODERN PEDAGOGICAL METHODS IN TEACHING ENGLISH

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Annotation: *This article discusses modern pedagogical methods used in teaching English and their importance in developing students' language skills. It highlights the effectiveness of interactive and communicative approaches in education. It focuses on communicative, interactive, and technology-based approaches that improve students' language skills and motivation.*

Key words: *modern methods, communicative approach, interactive learning, English teaching, pedagogy*

In the era of globalization, the English language has become an essential tool for communication, education, and professional development. Traditional teaching methods, which mainly focus on grammar and memorization, are no longer sufficient to meet the needs of modern learners. As a result, educators are increasingly adopting modern pedagogical methods to make the learning process more effective and engaging.

Modern teaching approaches emphasize active participation, real-life communication, and the integration of technology into the classroom. These methods aim not only to teach the language but also to develop students' confidence and ability to use English in real situations.

1. Communicative Language Teaching (CLT). Communicative Language Teaching is one of the most widely used modern methods in teaching English. It focuses on developing learners' ability to communicate effectively in real-life situations. In this approach, students practice speaking and listening through conversations, role-plays, and discussions. The main goal of CLT is to improve fluency rather than accuracy. Teachers encourage students to express their ideas freely without fear of making mistakes. This helps build confidence and improves communication skills.

2. Task-Based Learning (TBL). Task-Based Learning is another effective method where students complete meaningful tasks using the target language. These tasks may include problem-solving activities, projects, or real-life situations. This method promotes practical use of language and helps students learn by doing. It also develops teamwork and critical thinking skills.

3. Interactive Learning. Interactive learning involves active participation of students in the learning process. It includes group work, pair work, games, and classroom discussions. This method creates a dynamic and engaging learning environment. Students become more motivated and interested in learning English. It also improves collaboration and communication among learners.

4. Use of Technology in Language Teaching. Technology plays a crucial role in modern English language teaching. Digital tools such as online platforms, mobile applications, videos, and interactive software make learning more flexible and accessible. For example, students can practice listening through podcasts, improve pronunciation using apps, and communicate with native speakers online. Technology enhances both independent learning and classroom activities.

5. Student-Centered Approach. Modern pedagogy focuses on student-centered learning rather than teacher-centered instruction. In this approach, students take responsibility for their own learning, while teachers act as facilitators. This method encourages creativity, independence, and active involvement in the learning process. It also allows teachers to address individual learning needs.

6. Development of Four Language Skills. Modern teaching methods aim to develop four essential language skills: listening, speaking, reading, and writing. These skills are interconnected and should be taught in

an integrated way. For instance, students may read a text, discuss it, and then write about it. This approach improves overall language competence.

In conclusion, modern pedagogical methods play a vital role in teaching English effectively. They make the learning process more interactive, engaging, and practical. By using communicative, task-based, and technology-supported approaches, teachers can significantly improve students' language skills and motivation. Therefore, it is important for educators to adopt and implement modern teaching methods in order to meet the demands of today's learners and prepare them for real-world communication.

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MODERN APPROACHES IN TEACHING ENGLISH

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Abstract: *Teaching English as a foreign or second language has evolved significantly over the decades, integrating various pedagogical strategies, theoretical foundations, and pragmatic methods. The shift from traditional grammar-translation methods toward more communicative and student-centered approaches exemplifies the dynamic nature of language instruction. In present times, modern approaches in teaching English reflect global trends in education, the influence of technological innovation, the growing diversity of learner profiles, and the understanding that language learning is both a cognitive and social process. This article explores modern approaches to teaching English in detail, scrutinizing the philosophical underpinnings, core methodologies, practical implementations, and progressive trends, and concludes by reflecting on their transformative potential in educational settings.*

Keywords: *Modern English teaching, communicative approach, learner-centered instruction, curriculum design, language acquisition, task-based learning, blended learning, project-based learning.*

Introduction. A principal characteristic of modern English teaching approaches is the shift from teacher-centered to learner-centered instruction. This transition recognizes that language acquisition is most effective when learners are active participants in their own learning journeys. The role of the teacher is gradually redefined from the sole source of knowledge to a facilitator, guide, mentor, and co-learner. In this paradigm, the learning environment is designed to foster autonomy, creativity, critical thinking, and intercultural competence. Curriculum design prioritizes learners' interests, needs, and real-life communication over rote memorization of grammar rules and vocabulary lists. Another defining aspect of modern English teaching is the communicative approach. This approach underscores the importance of meaningful communication in authentic contexts as the primary goal of language education. Emphasis is placed on developing learners' communicative competence the ability to use English effectively and appropriately in diverse situations. The communicative approach integrates all four language skills (listening, speaking, reading, and writing), contexts, and registers within the

teaching process, focusing on fluency, interactive skills, discourse competence, and pragmatic awareness. Lessons are organized around tasks, activities, and scenarios that replicate real-world language use, facilitating both accuracy and spontaneity in learner output.

Materials and methods. Content and Language Integrated Learning (CLIL) has increasingly found its place in contemporary English teaching. This approach seeks to combine subject matter learning and language mastery by teaching academic subjects through English. CLIL strengthens cognitive engagement, content understanding, and receptive and productive language skills simultaneously. Learners acquire academic vocabulary, grammatical structures, and discourse conventions while exploring scientific, historical, or cultural topics. This dual focus brings added motivation and relevance, ensuring that language instruction is not isolated from broader domains of knowledge.Task-Based Language Teaching (TBLT) is a further evolution of communicative principles. In TBLT, the instructional process is organized around carefully designed tasks that mirror the complexity of real-life communicative acts. Tasks can involve problem-solving, project work, information gaps, or collaborative decision-making, and require learners to use English as a tool for effective goal achievement. Rather than focusing on isolated linguistic forms, instruction centers on meaning-making, negotiation of meaning, and mutual comprehension among participants. The iterative nature of tasks allows for cycles of pre-task preparation, task execution, and post-task reflection, promoting deeper mastery and retention of both language and content [1].

A hallmark of modern language pedagogy is the integration of technology into the classroom. Digital platforms, applications, multimedia resources, and online communication tools have expanded the scope and reach of English language instruction. Technology creates opportunities for personalized learning, access to a wealth of authentic resources, global communication, creative expression, and flexible learning environments. Teachers curate and develop digital materials, engage students in virtual exchanges, facilitate online discussions, and provide immediate feedback through digital assessment tools. Technology also allows for differentiated instruction, catering to a broad spectrum of learning styles, interests, and proficiency levels. Blended learning models, which combine face-to-face classroom interaction with online learning components, have become increasingly prevalent in English education. This approach offers flexibility, encourages self-directed learning, and provides multiple modalities for engagement and practice. Learners can access instructional materials, interactive exercises, and supplementary resources at their own pace, while still benefiting from the social and communicative elements of in-person instruction. Blended models empower students to take greater responsibility for their progress, fostering lifelong learning skills, digital literacy, and independent study habits [2].

Results and discussion. Project-Based Learning (PBL), a modern constructivist approach, positions learners as investigators, designers, creators, and collaborators. In PBL, students undertake extended projects that require critical engagement with complex questions, problems, or challenges, and produce tangible outcomes such as presentations, reports, multimedia products, or community interventions. English becomes both the medium and the object of learning students use language to research, synthesize information, collaborate with peers, and disseminate their findings. This approach nurtures not only linguistic competence but also teamwork, problem-solving, leadership, and reflection [3].

Assessment in modern English teaching has similarly evolved. Traditional summative testing is complemented, and in some cases replaced, by formative assessment, peer and self-assessment, digital portfolios, and performance-based evaluation. These assessment methods provide ongoing feedback, monitor progress, and inform instructional adjustments. Teachers collect evidence of learning through observations, recordings, written reflections, and multimedia submissions. The focus is on learners' ability to use language in meaningful contexts rather than merely recalling isolated information. Assessment becomes an integral part of the learning process diagnostic, constructive, and empowering. Differentiated instruction is another vital thread in modern English pedagogy. Teachers acknowledge and embrace diversity in learners' backgrounds, language proficiencies, interests, cognitive styles, and learning needs. Instructional content, processes, products, and learning environments are adapted to address individual differences. Lessons may incorporate varied reading

materials, scaffolded activities, alternative assignments, and flexible groupings. Differentiation not only maximizes learning opportunities for all students but also nurtures a sense of inclusion, belonging, and respect within the educational community. Cultural awareness and intercultural competence have assumed new significance, given the globalized nature of communication in English.

Modern approaches shift the focus from teaching language in isolation to situating it within broader cultural, social, and ethical contexts. Teachers foster learners' capacity to navigate and appreciate linguistic and cultural diversity, understand diverse worldviews, and communicate respectfully across cultural boundaries. Materials and resources are selected to reflect a multiplicity of perspectives, traditions, and experiences, maintaining relevance to learners' own lives and preparing them for global citizenship. The role of critical thinking in modern English teaching cannot be overstated. Modern approaches strive to go beyond transmission of knowledge, actively engaging learners in analysis, evaluation, synthesis, and creative application of ideas. Classroom activities are structured to provoke inquiry, problem-solving, debate, interpretation, and hypothesizing. English lessons encourage questioning, argumentation, and evidence-based reasoning, empowering learners to become independent thinkers and responsible participants in society [4].

Collaborative learning forms the backbone of many contemporary strategies. Group and pair work, peer interaction, cooperative projects, and dialogic engagement are prominent features of modern English classrooms. These practices not only provide abundant opportunities for authentic language use but also simulate the interactional nature of real-world communication in English. Learners develop interpersonal skills, empathy, negotiation strategies, and conflict resolution abilities through structured collaboration. Modern approaches also recognize the role of identity, affect, and emotional intelligence in language learning. Teachers create emotionally supportive environments, acknowledge learners' backgrounds and life stories, and cultivate self-esteem and confidence. Emotional and social learning is integrated into language curricula and classroom routines, supporting holistic development and resilient learning communities. Parent and community involvement is encouraged in modern English teaching frameworks. Teachers reach out to families and stakeholders, share learning goals, and create partnerships that reinforce language development. Community-based projects, cultural celebrations, and open communication channels foster trust, engagement, and shared responsibility for learners' growth [5].

Conclusion. In conclusion, modern approaches in teaching English reflect an evolving understanding of language as a dynamic, socially-embedded, and transformative tool for communication and personal growth. These approaches emphasize communicative competence, learner autonomy, inclusion, intercultural awareness, critical thinking, and technology integration. They challenge both teachers and learners to embrace diversity, adapt to change, and engage with the wider world. The continuous evolution of English pedagogy offers exciting opportunities for innovation, empowerment, and lifelong learning ensuring that students are equipped not only with linguistic skills but also with the confidence and competence to participate fully in a globalized society. The future of English teaching lies in the continued collaboration, creativity, and commitment of all educational stakeholders toward a shared vision of excellence in language education.

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CHET TILLARINI O‘QITISHDA INNOVATSION TEXNOLOGIYALAR

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Annotatsiya: *Innovatsion hodisalar pedagogik jarayonning bilim paradigmasidan shaxsga, "kommunikatorlar"dan interaktiv o‘qitish usullariga o‘tishga olib keladi. Yuqorida aytilganlarning barchasi, shuningdek, zamonaviy jamiyatning doimiy o‘zgarib borayotgan voqeligi va uning faol rivojlanishi sharoitida maktabda ingliz tilini o‘qitishda innovatsion o‘qitish usullaridan foydalanishni faollashtirish yo‘llarini topish zarurati ishning dolzarbligini belgilaydi va uning mavzusini tanlashni belgilaydi. Bugungi kunda maktabda chet tillarini o‘qitish muammosi, albatta, nutq faoliyatini psixolingvistik, lingvistik va psixologik pozitsiyalardan tizimli tahlil qilishni talab qiladi.*

Kalit so‘zlar: *lingvistik tamoyillar, kommunikativ metod, innovatsion texnologiyalar, diskurs, psixolingvistika, interferensiya*

Bo‘lajak bitiruvchilarning tafakkurini rivojlantirishning eng samarali vositasi simulyatsiya modellashtirishdir. O‘qitishda bunday yondashuv kasbiy faoliyat elementlarini, uning odatiy va muhim xususiyatlarini taqlid qilishni ta'minlaydi. Chet tili darslarida undan foydalanish ko‘nikmalar va muloqot qobiliyatlarini shakllantirish imkonini beradi; o‘zini tuta bilish odatini rivojlantiradi, maktab o‘quvchilarini kelajakdagi faoliyatga va umuman jamiyat hayotiga haqiqiy tayyorlashga hissa qo‘shadi; chet tili darslarini yanada jonli, qiziqarli va mazmunli qilishga yordam beradi, maktab o‘quvchilariga o‘z fikrlarini tez-tez ifoda etish, his-tuyg'ularini, fikrlarini, baholarini ifoda etish, chet tilida fikrlash imkoniyatini beradi.

Chet tilini o‘rganishning professional yo‘nalishini yaxshilash usullari sifatida quyidagilardan foydalanish mumkin: muloqot chet tilida o‘qilgan professional ma'lumotlar haqida suhbat, ijtimoiy va professional vaziyatlarni tahlil qilish, maktab o‘quvchilari tomonidan profil mazmunidagi ijodiy topshiriqlarni bajarish , o‘yin vaziyatlari, rolli o‘yinlar, viktorinalar. Maktabda chet tilini o‘rganishning amaliyoti, amaliyot shuni ko‘rsatadiki, ular o‘quv tizimida qo‘llanilganda, butun bir ko‘nikmalarni o‘zlashtirishni ta'minlaganda, uni hayotda samarali profillashtirish uchun samarali asos yaratganda eng sezilarli bo‘ladi. Chet tilini o‘qitishning innovatsion usullari bugungi tez o‘zgarib borayotgan jamiyat doirasida shaxsni yanada samarali rivojlantirish va moslashishga (ham ijtimoiy, ham professional) qaratilgan.

Ko‘p tomonlama usul. Zamonaviy ko‘p tomonlama usul 1920-yilda ishlab chiqilgan "Klivlend rejasi"dan kelib chiqadi. Uning asosiy tamoyillari quyidagilardir: Chet tilini mexanik yodlash orqali o‘rganib bo‘lmaydi, chunki uni har bir kishi individual ravishda yaratadi. Shunday qilib, o‘quv mashqlarini minimallashtirish, o‘quvchilarning spontan nutqiga o‘tish kerak. Til madaniyatdir, ya'ni madaniy bilimlar tilni o‘qitish jarayonida asl til materiallari orqali uzatiladi. Har bir dars bitta yo‘nalishga asoslangan bo‘lishi kerak, bitta darsda o‘qitilganlar o‘quv mazmunining bitta alohida birligini tan olishlari kerak. Grammatika, lug'at singari, qat'iy mantiqiy ketma-ketlikda o‘lchangan qismlar bilan o‘qitiladi: har bir keyingi dars mavjud bo‘lgan materiallarni ko‘paytirishi kerak. Nutq faoliyatining barcha to‘rt turi o‘quv jarayonida bir vaqtning o‘zida mavjud bo‘lishi kerak. O‘quv materiali savol-javob shaklida keyingi mashqlar bilan birga uzoq dialoglar orqali taqdim etiladi. Qoida tariqasida, ushbu usulni o‘rganish uchun taklif qilingan matnlar o‘rganilayotgan til mamlakatining madaniyati haqida yaxshi tasavvur beradi. Biroq, o‘qituvchining roli talabalar tomonidan bir-biri bilan bevosita muloqot qilish holatlarida o‘rganilgan materialdan ijodiy foydalanish imkoniyatini cheklaydi.

To‘liq jismoniy reaksiya usuli. Bu usul ikkita asosiy taxminga asoslanadi. Birinchidan, yosh bolalarda bo‘lgani kabi, begona og'zaki nutqni idrok etish ko‘nikmalari boshqa barcha ko‘nikmalarning rivojlanishidan oldin bo‘lishi kerak. Ikkinchidan, dars tili odatda vaziyatni "hozir va shu yerda" tasvirlaydigan va o‘rganilayotgan tilda misollar bilan osongina tushuntiriladigan tushunchalar bilan cheklanadi. O‘quvchilar hech qachon o‘zlari bunga tayyor ekanliklarini his qilmaguncha gapirishga majburlanmasliklari kerak. Ushbu usul o‘qish va yozishni o‘rgatish uchun mo‘ljallanmagan, shuningdek, ushbu usulni o‘rgatishda o‘rganilgan til kundalik muloqotning tabiiy tili emas.

Tabiiy usul. Treningning maqsadi talabalar orasida chet tilini o‘rta darajada bilishga erishishdir. O‘qituvchi hech qachon nutqdagi xatolarga e'tibor bermaydi, chunki bu nutq ko‘nikmalarining rivojlanishini sekinlashtirishi mumkin deb ishoniladi. Dastlabki samarali davr talabalarning passiv lug'ati taxminan 500 lug'at birligiga yetgan paytdan boshlanadi. Pedagogika nuqtai nazaridan, o‘rganishga innovatsion yondashuvning asosiy tarkibiy qismlari faollik yondashuvidir. Ushbu yondashuv shaxsning ishlashi va rivojlanishi, shuningdek, talabalarning shaxslararo munosabatlari ijtimoiy ahamiyatga ega faoliyatning maqsadlari, mazmuni va vazifalari bilan bog'liq degan fikrga asoslanadi.

Internetdan foydalanib, chet tilini o‘rgatish. O‘quv jarayoniga axborot-kommunikatsiya texnologiyalarini joriy etish yaqinda boshlangan. Biroq, uning tarqalish sur'ati nihoyatda tez. Chet tilidagi darslarda internet texnologiyalaridan foydalanish talabalarning motivatsiyasini rivojlantirishning samarali omilidir. Darslar norasmiy sharoitda o‘tkazilganligi sababli, talabalarga harakat qilish erkinligi beriladi va ularning ba'zilari AKT sohasidagi bilimlarini "yorqinlashtirishi" mumkin. Bugungi kunda internet texnologiyalaridan foydalanish istiqbollari juda keng. Bu quyidagilar bo‘lishi mumkin: Ingliz tilida so‘zlashuvchi mamlakatlar aholisi bilan elektron pochta orqali yozishmalar; Xalqaro internet-konferensiyalar, seminarlar va boshqa shu kabi tarmoq loyihalarida ishtirok etish; Bundan tashqari, turli mamlakatlardan kelgan o‘qituvchilar o‘rtasida taqdimotlar almashish mumkin. Pedagogik tajriba shuni ko‘rsatadiki, internet-resurslarni yaratish bo‘yicha ishlar o‘zlarining yangiligi, dolzarbligi va ijodkorligi bilan talabalar uchun qiziqarlidir. O‘quvchilarning kognitiv faoliyatini kichik guruhlarda tashkil etish ularning faolligini har bir bolaga ko‘rsatish imkonini beradi. Biroq, shuni ta'kidlash kerakki, axborot texnologiyalari, internet texnologiyalari bu hech qanday tarzda talabalarning xorijiy tilni o‘rganish jarayonida kognitiv jarayonda motivatsiyasi va mustaqilligini oshirishning davosi emas. Maksimal samaraga erishish uchun o‘quv jarayonida keng ko‘lamli innovatsion, jumladan, albatta, turli xil media-ta'lim texnologiyalaridan foydalanish kerak.

Til portfeli maktabda chet tilini o‘qitishning eng istiqbolli vositalaridan biri sifatida. Zamonaviy sharoitda til portfeli o‘quvchining chet tilini o‘zlashtirishdagi o‘quv faoliyatining u yoki bu tajribasi/natijasini ifodalovchi ishchi materiallar to‘plami sifatida belgilanadi. Bunday to‘plam/materiallar to‘plami talaba va o‘qituvchiga til portfelida taqdim etilgan o‘quv faoliyati natijalari bo‘yicha o‘quv ishlarining ko‘lamini va talabaning til o‘rganish va xorijiy madaniyat sohasidagi yutuqlari doirasini tahlil qilish va baholash imkoniyatini beradi. Chet tilini o‘zlashtirish uchun o‘zini o‘zi baholash vositasini yaratish g'oyasi birinchi marta 10 yildan ko‘proq vaqt oldin Shveytsariyada paydo bo‘lgan. Hozirgi vaqtda Yevropa Kengashi akkreditatsiya qo‘mitasini tashkil etdi, u yerda til portfellari loyihalari yuboriladi, ular qo‘shimcha baholanadi va muhokama qilinadi, shuningdek akkreditatsiya qilinadi. Til portfeli bilan ishlashning maqsadlari va shakllari har xil bo‘lishi mumkin. Kontseptual mohiyati jihatidan til portfeli deyarli har qanday o‘quv vaziyatiga moslashtirilishi mumkin bo‘lgan moslashuvchan ta'lim vositasidir.

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EFFECTIVE METHODS FOR TEACHING ENGLISH PRONUNCIATION: A COMPREHENSIVE ANALYSIS OF MODERN APPROACHES

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Annotation. *This scientific article provides a systematic analysis of effective methods for teaching English pronunciation as a second or foreign language. Although pronunciation is recognized as a crucial component of communicative competence in modern linguodidactics, its teaching practice often remains neglected or limited to traditional approaches. The article highlights the theoretical foundations of pronunciation skill formation, particularly the interrelationship between segmental and suprasegmental features, as well as the priority of the "intelligibility" principle. The research presents a comparative analysis of innovative methods widely applied in global linguistics and pedagogy in recent years: shadowing technique, multimodal and computer-based CAPT (Computer-Assisted Pronunciation Training) programs, as well as somatic (abdominal breathing) and visual (Color Vowel Approach) techniques. The conclusion substantiates the necessity of integrating technological tools with traditional exercises in pronunciation teaching, while also considering learners' individual characteristics.*

Keywords: *pronunciation teaching methodology, shadowing technique, Computer-Assisted Pronunciation Training (CAPT), suprasegmental features, phonetic competence, intelligibility, multimodal approach, accent, Color Vowel Approach.*

Introduction. Interest in phonetic (pronunciation) competence as a component of communicative competence has significantly increased in global linguistics and language teaching practice in recent years. As English serves as a global communication tool widely used internationally, its pronunciation aspect has become not only an indicator of individual literacy but also a fundamental factor in communication effectiveness (Derwing & Munro, 2015). However, practice shows that many language teaching programs do not pay sufficient attention to pronunciation, and teachers face challenges regarding which methods and technologies to apply in this area.

From a historical perspective, the criteria for "good" pronunciation have evolved over time. While the primary goal in the previous century was achieving native-like pronunciation, modern methodology focuses mainly on criteria such as intelligibility and comprehensibility (Levis, 2018). This, in turn, imposes new requirements for teaching methods: integrating pronunciation into situational-communicative approaches, strengthening individual approaches, and effectively utilizing technological opportunities.

The purpose of this article is to systematize modern, scientifically grounded methods of teaching English pronunciation that have proven effective in practice and to reveal their methodological advantages. Within the framework of this research, scientific literature published in the last five years, systematic analyses, and results of experimental studies have been examined.

Views on second language (L2) pronunciation learning and teaching have undergone fundamental changes in recent years. While primary attention was previously focused on correct pronunciation of individual sounds (segments), great importance is now also attached to suprasegmental features of speech such as intonation, stress, and rhythm (Celce-Murcia et al., 2010). Research indicates that errors in suprasegmental features may cause more misunderstandings than segmental errors. In modern pronunciation pedagogy, the principles of Communicative Language Teaching (CLT) occupy a central place. This approach requires teaching pronunciation not in isolation from meaning and communication, but within real communicative situations. Additionally, the influence of learners' native language (L1 interference) and individual differences (age, motivation, auditory abilities) are taken into account.

The shadowing technique, which originated in interpreter training, has been successfully adapted for pronunciation teaching in recent years. This method involves learners listening to authentic audio material and simultaneously repeating it with minimal delay, like a "shadow" (Hamada, 2016). Research shows that

shadowing effectively develops: Prosodic skills (rhythm, intonation, stress); Auditory perception and phonological memory; Articulatory motor skills.

Hamada's (2019) experimental studies demonstrate that systematic application of shadowing significantly reduces foreign accent and increases speech fluency. Modern technologies offer extensive opportunities for individualized pronunciation learning. CAPT programs utilize various tools: Speech recognition technologies providing immediate feedback; Visualization of acoustic characteristics (spectrograms, pitch curves); 3D animations of articulatory organs (lips, tongue, palate).

According to research by Golonka et al. (2014), CAPT technologies are particularly effective when combined with traditional instruction, providing learners with autonomous practice opportunities. Programs such as *Praat*, *Speech Analyzer*, and mobile applications (*ELSA Speak*, *Sounds: The Pronunciation App*) enable learners to visualize and compare their pronunciation with standard models. The multimodal approach involves engaging multiple sensory channels (auditory, visual, kinesthetic) in the learning process. This is particularly important for pronunciation teaching, as different learners may have different perceptual preferences (Kress, 2010). Effective multimodal techniques include:

Kinesthetic techniques: Using body movements to indicate stress and rhythm (e.g., tapping, hand gestures); Visual techniques: Color representation of sounds (Color Vowel Approach); Tactile techniques: Feeling vocal cord vibrations or air flow; The Color Vowel Approach, developed by Thompson and Taylor (2017), assigns specific colors to vowel sounds, helping learners visually differentiate and remember them. This method has proven particularly effective for learners whose native languages have limited vowel systems. Somatic and physiological approaches. Pronunciation teaching increasingly incorporates knowledge from anatomy and physiology. Special attention is paid to abdominal breathing technique, developing correct breath support for speech, muscle relaxation exercises, reducing articulatory tension, awareness of articulatory organs, conscious control of tongue, lip, and jaw positions. Acton (2018) emphasizes that physiological awareness significantly accelerates the automation of correct articulatory patterns. Practical recommendations and methodological synthesis analysis of research allows formulating the following methodological recommendations:

Integration, not isolation: Pronunciation should be taught not as a separate subject, but integrated into all aspects of language learning (grammar, vocabulary, speaking).

Priority of suprasegmental features: Special attention should be paid to intonation, stress, and rhythm from early stages of learning.

Individualization: Considering learners' native language, age, and learning styles in selecting methods.

Use of technology: Combining CAPT programs with traditional instruction for maximum effectiveness.

Feedback culture: Formative, non-threatening feedback focused on intelligibility rather than "perfect" pronunciation.

CONCLUSION. This analysis demonstrates that effective teaching of English pronunciation requires a multidimensional approach synthesizing traditional methods with modern technologies and innovative techniques. The shadowing technique, CAPT programs, multimodal approaches, and somatic methods, when applied appropriately considering learners' needs and contexts, significantly enhance the effectiveness of pronunciation instruction. The shift from the native-like pronunciation paradigm to the intelligibility principle opens broader opportunities for learners and teachers, reducing psychological barriers and focusing on successful communication. Future research should focus on developing integrated curricula that systematically incorporate these methods and evaluating their long-term effectiveness in various learning contexts.

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BO‘G‘CHA VA MAKTABGACHA BO‘LGAN YOSHDAGI BOLALARGA INGLIZ TILI GAMEFIKATSIYA ORQALI O‘RGATISH

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Anotatsiya: *Ushbu maqolada maktabgacha ta’lim tashkilotlarida ingliz tili o‘qitish samaradorligini oshirishda gamifikatsiya (o‘yinlashtirish) metodikasining o‘rni va ahamiyati tahlil qilinadi. Kichik yoshdagi bolalarning psixologik rivojlanish bosqichlari inobatga olingan holda, dars jarayoniga o‘yin elementlarini tatbiq etishning afzalliklari yoritib berilgan. Shuningdek, maqolada an’anaviy ta’lim usullarini zamonaviy o‘yin texnologiyalari bilan integratsiya qilish yo‘llari hamda bolalarning til o‘rganishga bo‘lgan motivatsiyasini barqaror saqlash usullari bo‘yicha amaliy tavsiyalar keltirilgan.*

Key words: *gamifikatsiya, maktabgacha ta’lim, ingliz tili, o‘yin elementlari, motivatsiya, interfaol metodlar, kognitiv rivojlanish, narrative ssenary, visual rag’bat, harakatlii o’yinlar, mexanika, dinamika va estetika*

Bugungi globallashuv davrida xorijiy tillarni egallash nafaqat professional ehtiyoj, balki intellektual rivojlanishning ajralmas qismiga aylandi. Ayniqsa, maktabgacha ta’lim yoshidagi bolalarda til o‘rganishga bo‘lgan tabiiy moyillik yuqoriligi sababli, bu davrda to‘g‘ri metodikani tanlash o‘ta muhim hisoblanadi. Zamonaviy pedagogika va psixolingvistika sohasidagi tadqiqotlar shuni ko‘rsatadiki, inson umri davomida til o‘rganish uchun eng qulay va samarali davr aynan maktabgacha ta’lim yoshiga to‘g‘ri keladi. Xususan, Erik Lenneberg tomonidan ilgari surilgan Kritik davr gipotezasi (Critical Period Hypothesis) ga ko‘ra, bolalik davrida miyaning neyrolingvistik moslashuvchanligi juda yuqori bo‘lib, bu vaqtda ikkinchi tilni xuddi ona tili kabi tabiiy o‘zlashtirish imkoniyati mavjud bo‘ladi. Biroq, bu yoshdagi bolalarning psixologik rivojlanish xususiyatlari o‘ziga xos yondashuvni talab etadi. Mashhur psixolog Jan Piaje (Jean Piaget) ta’kidlaganidek, 2 yoshdan 7 yoshgacha bo‘lgan bolalar operatsiyagacha bo‘lgan bosqichda bo‘lib, ular dunyoni mantiqiy formulalar orqali emas, balki ramziy va ko‘rgazmali obrazlar orqali anglaydilar. Shu sababli, maktabgacha ta’lim muassasalarida an’anaviy akademik dars metodlari (yodlatish, statik mashqlar) kutilgan natijani bermasligi, aksincha, bolada fanga nisbatan salbiy munosabat uyg‘otishi mumkin. Shuningdek Xalqaro miqyosda, xususan, Janubiy Koreya va Yaponiya kabi davlatlarning maktabgacha ta’lim tizimida "Gamified Immersive Environment" (o‘yinlashgan immersiv muhit) keng qo‘llaniladi. Tadqiqotlar shuni ko‘rsatadiki,

o‘yin elementlari qo‘shilganda miyada dofamin gormoni ajralib chiqadi, bu esa diqqatni jamlash va uzoq muddatli xotirani faollashtiradi.

An’anaviy darsda bola 10-15 daqiqa davomida diqqatini ushlab tura olsa, gamifikatsiyalangan darsda bu ko‘rsatkich 30-40 daqiqagacha cho‘zilishi mumkin. Chunki o‘yin jarayonidagi "noto‘g‘ri javob" bola uchun fojia emas, balki "yana bir urinish imkoniyati" (trial and error) sifatida qabul qilinadi. Bu esa chet tilini o‘rganishdagi eng katta to‘siq - "psixologik baryer" va "xato qilishdan qo‘rqish" hissiyotini yo‘qotadi.

O‘zbekiston sharoitida, maktabgacha ta’lim tashkilotlarida ingliz tili darslarini tashkil etishda zamonaviy AKT (axborot-kommunikatsiya texnologiyalari) bilan birga, milliy o‘yin metodlarini gamifikatsiya qilish ham kutilgan natijani beradi. Masalan, "Oq terakmi, ko‘k terak" o‘yinini ingliz tilidagi savol-javoblar bilan boyitish bolaning ham jismoniy, ham intellektual faolligini ta’minlaydi. Ushbu maqolaning maqsadi - bog‘cha yoshidagi bolalarga ingliz tilini o‘rgatishda gamifikatsiya texnologiyasidan foydalanishning ilmiy-pedagogik asoslarini yoritish va bu jarayonda bolalarning ichki motivatsiyasini qanday qilib barqaror ushlab turish mumkinligini amaliy misollar orqali ko‘rsatib berishdan iborat.

Gamifikatsiya (inglizcha gamification) - bu "game" (o‘yin) so‘zidan olingan bo‘lib, o‘yinga aloqador bo‘lmagan jarayonlarda (ta’lim, biznes, sog‘liqni saqlash) o‘yin elementlari va mexanizmlaridan foydalanishni anglatadi. Atama ilk bor 2002-yilda britaniyalik kompyuter o‘yinlari dasturchisi Nik Pelling (Nick Pelling) tomonidan taklif etilgan. Biroq, u 2010-yildan keyin keng ommalashdi. Bu shunchaki darsda o‘yin o‘ynash emas. Bu - darsning butun strukturasini o‘yin qoidalariga bo‘ysundirishdir. Ya’ni, bolada "men dars qilyapman" degan his emas, balki "men sarguzashtda ishtirok etyapman" degan tasavvurni uyg‘otishdir. Bog‘cha yoshidagi bolalar uchun ingliz tili darsini quyidagi elementlar orqali qiziqarli qilish mumkin:

1.Narrativ (Ssenariy yoki Hikoya) Bolalar quruq ma’lumotni yomon ko‘radilar, lekin hikoyalarni yaxshi ko‘radilar. Narrativ — bu darsning umumiy "syujeti".Misol uchun: Darsni shunchaki "Bugun ranglarni o‘rganamiz" deb emas, balki "Yovuz sehrgar dunyodagi hamma ranglarni o‘g‘irlab ketdi, biz ularni inglizcha nomlarini aytish orqali qutqarishimiz kerak" deb boshlash. Bolalar ranglarni yodlashadi, o‘yinda takrorlash orqali uni mustahkamlashadi. Natijada: Bola o‘zini oddiy o‘quvchi emas, balki qutqaruvchi qahramon (superhero) sifatida his qiladi. Shuningdek o‘yin davomida so‘zlarni takrorlash orqali bolaning xotirasi yanada kuchayadi.

2. Vizual rag‘bat (Ko‘rgazmali mukofotlar). Kichik yoshdagi bolalar uchun natija "ko‘rinadigan" bo‘lishi shart. Ular 5 bahoni tushunmasliklari mumkin, lekin yaltiroq stikerni juda qadrlashadi. Misol uchun: Sinf xonasida "Muvaffaqiyat daraxti" (Success Tree) bo‘lishi mumkin. Har bir to‘g‘ri aytilgan so‘z uchun bola daraxtga o‘zining rangli bargini (stikerini) yopishtiradi. Natijada: Bola o‘z bilimining "o‘sayotganini" ko‘radi va bu unga vizual zavq beradi.

3. Harakatli o‘yinlar (Kinestetik metodlar). Bog‘cha bolalari tabiatan juda harakatchan. Ularni 20 daqiqa partada o‘tirishga majburlash samaradorlikni tushiradi. 1-misol: "Simon Says" (Saymon aytadi). O‘qituvchi "Simon says: Touch your nose" desa, bolalar bajaradi. Bu orqali tana a’zolari va fe’llar o‘ganiladi.

2-misol: "Freeze Dance". Inglizcha qo‘shiq qo‘yiladi, bolalar raqsga tushadi. Musiqa to‘xtaganda, o‘qituvchi bitta rasm ko‘rsatadi (masalan, "Apple!"). Bolalar rasm nomini aytmaguncha qotib turishlari kerak. Natijada: Jismoniy harakat bilan bog‘langan bilim xotirada uzoqroq saqlanib qoladi.

Maktabgacha yoshdagi bolalarga chet tilini o‘rgatishda gamifikatsiya shunchaki vaqtinchalik o‘yin emas, balki chuqur metodologik asoslarga ega bo‘lgan tizimli yondashuvdir. Ushbu metodologiyaning negizida bolaning kognitiv va emotsional rivojlanish qonuniyatlari yotadi. Metodologik jihatdan gamifikatsiya uchta yirik komponentning o‘zaro sintezi sifatida namoyon bo‘ladi: mexanika, dinamika va estetika.

1. O‘yin mexanikasi va ta’limiy maqsadlar uyg‘unligi. Mexanika – bu darsning qoidalari va tarkibiy qismlari. Ingliz tili darslarida mexanika sifatida ballar (points), nishonlar (badges) va peshqadamlar jadvali (leaderboards) qo‘llaniladi. Biroq, 3–6 yoshli bolalar uchun raqamli ko‘rsatkichlardan ko‘ra, vizual va jismoniy mexanika samaraliroqdir. Masalan, "so‘zlar xazinasi" mexanikasida bola har bir yangi o‘rgangan so‘zi uchun o‘zining virtual sandig‘iga bittadan "oltin tanga" (sariq rangli qog‘oz doiracha) solib boradi. Bu jarayon bolada to‘plash va saqlash instinkti orqali lug‘at boyligini oshirishga xizmat qiladi. Metodologik jihatdan bu usul B.F.

Skinnerning "Operant conditioning" (rag‘batlantirish orqali o‘qitish) nazariyasiga tayanadi: ijobiy natija darhol rag‘batlantirilsa, o‘rganish jarayoni mustahkamlanadi.

2. Dinamika va ijtimoiy interaksiya. Dinamika - bu bolaning dars jarayonidagi harakati. Gamifikatsiya darsni statik holatdan dinamik holatga o‘tkazadi. Lev Vigotskiyning ijtimoiy konstruktivizm nazariyasiga ko‘ra, bola tilni muloqot va hamkorlik orqali tezroq o‘rganadi. Gamifikatsiya dinamikasida "jamoaviy missiya" tushunchasi kiritiladi. Masalan, "Keling, hammamiz birgalikda 'Ingliz tili poezdi'ni harakatga keltiramiz" metodida har bir bolaning to‘g‘ri javobi poezdning g‘ildiragi bo‘lib xizmat qiladi. Agar kimdir xato qilsa, jamoa unga yordam berishi (peer-teaching) rag‘batlantiriladi. Bu esa bolalarda nafaqat til ko‘nikmalarini, balki jamoaviy ishlash (soft skills) mahoratini ham shakllantiradi.

3. Estetika va emotsional jalb qilish. Estetika bu yerda o‘yinning vizual ko‘rinishi emas, balki u uyg‘otadigan hissiyotlardir. Maktabgacha yoshdagi bola uchun dars emotsional boy bo‘lishi shart. "Narrativ dizayn" yoki hikoyaviylik gamifikatsiyaning estetik asosidir. Darsni "Bugun mevalarni o‘rganamiz" deb emas, balki "Biz bugun mevalar shahriga sayohat qilamiz, u yerda och qolgan hayvonlarga yordam berishimiz kerak" deb boshlash bolaning tasavvurini faollashtiradi. Bu holatda til o‘rganish asosiy maqsad emas, balki qahramonlik qilish uchun zarur bo‘lgan "sehrli vosita"ga aylanadi.

Xulosa qilib aytganda: Olib borilgan tadqiqotlar va metodologik tahlillar shuni ko‘rsatadiki, maktabgacha ta’lim yoshidagi bolalarga ingliz tilini o‘rgatishda gamifikatsiya texnologiyasi shunchaki yordamchi vosita emas, balki ta’lim samaradorligini kafolatlovchi fundamental strategiyadir. Kichik yoshdagi bolalarning psixologik rivojlanish qonuniyatlari, xususan, dunyoni ramziy obrazlar va o‘yinlar orqali anglash xususiyati ushbu yondashuvning ilmiy jihatdan naqadar to‘g‘ri ekanligini isbotlaydi. Gamifikatsiya dars jarayonidagi an’anaviy "zerikish" va "muvaffaqiyatsizlik qo‘rquvi" kabi salbiy omillarni bartaraf etib, ularning o‘rniga kuchli ichki motivatsiya, qiziquvchanlik va "muvaffaqiyat hissi"ni shakllantiradi.

Maqolada ko‘rib chiqilgan narrativ dizayn, vizual rag‘batlantirish va kinestetik metodlar bolaning nafaqat til boyligini oshiradi, balki unda ijtimoiy hamkorlik va jamoada ishlash ko‘nikmalarini ham rivojlantiradi. Tadqiqot natijalariga tayangan holda quyidagi amaliy takliflarni ilgari surish mumkin: birinchidan, maktabgacha ta’lim muassasalari uchun ingliz tili dasturlarini qayta ko‘rib chiqish va ularga o‘yin mexanikalarini tizimli ravishda integratsiya qilish zarur; ikkinchidan, pedagog-kadrlarning gamifikatsiya va zamonaviy AKT texnologiyalari bo‘yicha metodik mahoratini muntazam oshirib borish lozim; uchinchidan, milliy o‘yin metodlarini xalqaro tajriba bilan uyg‘unlashtirgan holda yangi avlod o‘quv qo‘llanmalarini yaratish maqsadga muvofiqdir.

Xulosa o‘rnida ta’kidlash joizki, til o‘rganish jarayonini qiziqarli sarguzashtga aylantirish orqali biz nafaqat bolalarning bugungi bilim darajasini oshiramiz, balki ularda butun umri davomida bilim olishga bo‘lgan ijobiy intilish va intellektual salohiyatga mustahkam poydevor qo‘yamiz. Gamifikatsiya — bu kelajak ta’limining kalitidir.

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INTEGRATING LANGUAGE SKILLS IN THE EFL CONTEXT OF UZBEKISTAN: CHALLENGES AND PEDAGOGICAL IMPLICATIONS

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Abstract. *This article explores the theoretical foundation and practical application of the integrated skills approach within the English as a Foreign Language (EFL) setting in Uzbekistan. While traditional methodologies often segment language instruction into discrete skills (reading, writing, listening, speaking), the integrated approach advocates for simultaneous development, mirroring real-world language use. This paper analyzes the unique linguistic and educational landscape of Uzbekistan, characterized by established examination structures and a growing demand for communicative competence. It identifies key challenges to full integration, including resource constraints, teacher training deficiencies, and the legacy of skill-segmented curricula. Finally, it proposes practical pedagogical implications and strategies for effective skill integration to enhance Uzbek learners' overall communicative proficiency and prepare them for global engagement.*

Keywords: *Integrated skills, EFL, Uzbekistan, communicative competence, pedagogical implications, language education, curriculum reform.*

Introduction. The methodology of teaching English as a Foreign Language (EFL) has undergone significant evolution, shifting from grammar-translation and audiolingual methods towards more communicative and holistic approaches. Central to this contemporary paradigm is the **Integrated Skills Approach**, which posits that the four core language skills listening, speaking, reading, and writing are fundamentally interdependent and should be taught concurrently, not in isolation. In authentic communication, these skills are rarely used discretely; rather, a speaker listens to a question, processes information (reading/comprehending), and then formulates a verbal response (speaking). Uzbekistan, in its efforts to modernize its education system and boost global engagement, places a high priority on English language proficiency. Government initiatives have aimed at improving English education from primary school through higher education. However, the legacy of skill-segmented curricula and the prevalent focus on high-stakes, decontextualized examinations often create a gap between policy aspiration and classroom reality. This article examines the necessity, challenges, and specific pedagogical strategies for effectively integrating language skills within the unique socio-cultural and educational context of Uzbekistan.

Theoretical Framework: The Integrated Skills Approach. The integrated skills approach is rooted in the belief that language learning should reflect the natural, interactive way language is used. Unlike the discrete-

skills approach, which might dedicate a class period solely to grammar or reading comprehension, integration seeks to unify these elements within meaningful tasks.

Types of Integration. Hyland (2008) distinguishes between two main forms of integration: **Content-Driven Integration:** The focus is on a central topic or theme, and skills are used naturally to explore that content. For example, a lesson on "Uzbek Silk Road History" might involve reading a text (reading), discussing it in groups (speaking), watching a documentary clip (listening), and writing a summary (writing).

Task-Based Integration: Learners complete a complex task that intrinsically requires the use of multiple skills. Examples include conducting a market research survey, preparing and delivering a presentation, or producing a class newspaper. The shift toward integration acknowledges that mastery in one skill often reinforces development in others. For instance, reading widely (input) improves vocabulary and syntactic knowledge, which directly enhances writing (output). Similarly, focused listening practice can lead to better pronunciation and speaking fluency.

The Uzbek EFL Context: Challenges to Integration While the benefits of skill integration are clear, its successful implementation in Uzbekistan faces several context-specific hurdles:

Examination-Driven Curriculum. A major obstacle is the dominance of high-stakes, standardized entry examinations, such as those for university admission. These exams often prioritize discrete grammatical knowledge, extensive reading comprehension, and vocabulary recall, which can be tested efficiently through multiple-choice formats. This pressure incentivizes teachers and students to focus on rote memorization and test-taking strategies over genuine communicative practice and skill integration.

Resource and Infrastructure Limitations. In many regional schools, access to essential resources for integrated learning such as modern language labs, reliable internet, authentic English-language audio/visual materials, and a variety of supplementary readers remains limited. Integrated learning often requires a flexible classroom layout and diverse materials, which are not always available, particularly outside major urban centers.

Teacher Training and Pedagogical Inertia. Many current EFL instructors were educated under the discrete-skills model and lack adequate training or experience in implementing communicative, task-based, or integrated teaching methodologies. The transition requires a fundamental shift in pedagogical approach from teacher-centered instruction to student-centered facilitation which necessitates continuous professional development and support.

Linguistic and Cultural Factors. The linguistic environment of Uzbekistan (predominantly Uzbek and Russian as first languages) offers limited authentic exposure to English outside the classroom. While immersion is the ideal context for integration, EFL teachers must consciously create opportunities for communicative skill use within the classroom walls, which requires creative and contextually relevant lesson design.

Pedagogical Implications and Strategies for Integration. To bridge the gap between theory and practice, the following strategies are essential for effective skill integration in Uzbek EFL classrooms:

Integration Strategy	Description and Example	Skills Integrated
Project-Based Learning (PBL)	Students work over several sessions to produce a final product (e.g., a short documentary, a travel guide). This requires researching (reading), scriptwriting (writing), interviewing (speaking/listening), and presenting (speaking).	All four skills
Dictogloss	The teacher reads a short, factual text at a normal speed. Students take notes (listening/writing) and then work in groups to reconstruct the original text (writing/speaking negotiation).	Listening, Writing, Speaking
Academic Reading & Response	Students read a scholarly article (reading) and then write a critical summary or response essay (writing). The follow-up is a class debate on the article's topic (speaking/listening).	Reading, Writing, Speaking, Listening
Jigsaw Tasks	Students read different parts of a long text (reading), become "experts" on	Reading,

Integration Strategy	Description and Example	Skills Integrated
	their section, and then teach it to their group members (speaking/listening).	Speaking, Listening

Implementing these strategies requires a focus on authentic materials and tasks. Teachers should move away from isolated textbook exercises and towards activities that simulate real-world communication such as role-playing a tourist information desk, designing a public awareness campaign, or analyzing and responding to a contemporary news report.

Conclusion. The pursuit of enhanced communicative competence in Uzbekistan's EFL context demands a decisive move toward the integrated skills approach. While the nation's educational infrastructure, examination system, and teacher development still pose significant challenges, the benefits of skill integration producing more fluent, accurate, and communicatively competent language users are paramount. By prioritizing communicative, task-based instruction, investing in teacher training focused on modern methodologies, and advocating for a curriculum that rewards holistic language proficiency over discrete knowledge, Uzbekistan can successfully integrate language skills and fully realize its potential as a globally connected society. Future research should focus on the longitudinal impact of integrated instruction on learner proficiency metrics in different regions of the country.

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MICROLEARNING AS AN INNOVATIVE APPROACH IN MODERN EDUCATION

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Abstract: *This article examines microlearning as an innovative and emerging approach in modern education. It focuses on the use of short, focused learning units designed to improve knowledge retention and learner engagement. The study explores how microlearning supports personalized education, enhances motivation, and fits the needs of digital-age learners. The paper also analyzes the effectiveness of microlearning in comparison with traditional teaching methods and highlights its potential challenges. The findings suggest that microlearning can significantly improve learning outcomes when properly integrated into the educational process.*

Keywords: *microlearning, digital education, learner engagement, innovative teaching, personalized learning, short-term learning.*

INTRODUCTION. In recent years, the rapid development of digital technologies has transformed the landscape of education, creating new opportunities and challenges for both teachers and learners. One of the most notable trends emerging from this transformation is microlearning, an approach that delivers content in small, focused units. This method is gaining popularity due to its flexibility and effectiveness in addressing the needs of modern learners, who often prefer quick and accessible information. Traditional educational models, which rely on long lectures and extensive materials, are increasingly seen as less effective in maintaining students' attention and engagement. In contrast, microlearning provides concise and targeted content that can be easily consumed and retained. This approach aligns with cognitive theories suggesting that learners process and remember information better when it is presented in smaller segments.

Furthermore, microlearning supports personalized learning by allowing students to access content at their own pace and according to their individual needs. It is particularly useful in online and blended learning environments, where flexibility is essential. As a result, educators are beginning to integrate microlearning strategies into their teaching practices to enhance learning outcomes. The aim of this article is to explore the concept of microlearning, analyze its effectiveness, and identify its role in modern education.

LITERATURE REVIEW: Recent studies indicate a growing interest in microlearning as an alternative to traditional teaching methods. Researchers emphasize its role in improving knowledge retention and learner engagement. It has been found that short learning modules reduce cognitive overload and help learners focus on key concepts more effectively.

Scholars also highlight that microlearning is particularly beneficial in digital environments, where learners interact with content through mobile devices and online platforms. This approach allows for continuous learning outside the classroom and supports self-directed education.

However, some researchers argue that microlearning may not be suitable for all types of content, especially complex subjects that require deep understanding. Therefore, it is often recommended to use microlearning in combination with other teaching methods.

METHODS: This study adopts a qualitative and partially comparative research design to explore the effectiveness of microlearning in modern educational environments. The research integrates theoretical analysis with practical observations in order to provide a comprehensive understanding of the topic.

Firstly, the micro-content delivery method is applied as a core analytical framework. Educational materials are structured into short, focused learning units, typically lasting between 3 to 10 minutes. These units include videos, quizzes, infographics, and interactive tasks. The study examines how such segmentation influences learners' cognitive processing and retention.

Secondly, a blended learning approach is utilized, combining microlearning strategies with elements of traditional classroom instruction. This method allows for the comparison of learning outcomes between students exposed to microlearning and those taught through conventional lecture-based formats. Particular attention is given to how microlearning complements face-to-face teaching.

Thirdly, the research incorporates the use of digital learning tools, such as mobile applications, online platforms, and multimedia resources. These tools are analyzed in terms of accessibility, usability, and their role in facilitating continuous learning beyond the classroom. The study evaluates how technology enhances the delivery and effectiveness of microlearning content.

Another key method is the student-centered learning approach, which emphasizes learner autonomy and personalization. Students are allowed to choose the pace, sequence, and timing of their learning activities. This method helps to assess how individual differences, such as learning styles and motivation levels, influence the effectiveness of microlearning.

In addition, a comparative analysis is conducted to evaluate microlearning against traditional teaching methods. Key performance indicators include knowledge retention, engagement levels, task completion rates, and learner satisfaction. Data is collected through observation, feedback, and performance-based assessment.

DISCUSSION. The results of this study confirm that microlearning is a highly relevant and effective approach in the context of modern education. Its success can be attributed to its alignment with the cognitive

and behavioral characteristics of contemporary learners, particularly those who are accustomed to digital environments. One of the key points of discussion is the role of cognitive load theory in explaining the effectiveness of microlearning. By breaking information into smaller units, microlearning reduces cognitive overload and allows learners to process information more efficiently. This leads to improved comprehension and retention.

Another important aspect is the impact of microlearning on learner autonomy. The flexibility of this approach empowers students to take control of their learning, which is consistent with modern educational paradigms that emphasize self-directed learning. However, this also requires learners to possess a certain level of discipline and responsibility, which may not be equally developed in all students.

The integration of technology plays a crucial role in the success of microlearning. Digital platforms enable the delivery of diverse and interactive content, making learning more engaging and accessible. Nevertheless, the effectiveness of this approach depends on the availability of technological infrastructure and the digital competence of both teachers and students.

Despite its advantages, microlearning also presents several challenges. One of the main concerns is the potential fragmentation of knowledge. Since information is presented in small units, there is a risk that learners may fail to see the broader context or develop a deep understanding of complex subjects. Therefore, it is essential to design microlearning content in a way that maintains coherence and logical progression.

Additionally, the role of the teacher remains critical. While microlearning promotes independent learning, teachers must guide students, provide feedback, and ensure that learning objectives are achieved. This highlights the importance of combining microlearning with other instructional strategies.

RESULT. The findings of the study indicate that microlearning has a substantial positive impact on various aspects of the learning process. One of the most significant outcomes is the improvement in knowledge retention. Learners exposed to short, focused content demonstrated a higher ability to recall information compared to those who engaged with longer instructional formats. This supports cognitive theories suggesting that smaller learning units reduce overload and enhance memory consolidation.

Another key result is the increase in learner engagement and attention. Students participating in microlearning activities showed greater concentration and were less likely to experience fatigue. The interactive nature of micro-content, including quizzes and multimedia elements, contributed to sustained interest throughout the learning process. The study also revealed improvements in learning efficiency. Students required less time to understand and apply new concepts when learning through micro-units. This efficiency is particularly beneficial in fast-paced educational environments where time is limited.

In terms of motivation, microlearning proved to be highly effective. Learners reported feeling more motivated due to the flexibility and accessibility of the content. The ability to learn anytime and anywhere increased their willingness to engage with the material regularly. Furthermore, the integration of digital tools enhanced independent learning skills. Students became more responsible for their own progress and demonstrated increased autonomy in managing their learning activities. This shift towards self-directed learning is an important outcome in modern education.

However, the results also indicate certain limitations. Microlearning was found to be less effective for complex topics that require deep analysis and extended explanation. In such cases, it needs to be supplemented with more comprehensive teaching methods.

CONCLUSION. This study demonstrates that microlearning is an effective and innovative approach that addresses many of the challenges faced by modern education systems. Its ability to deliver concise, engaging, and flexible learning content makes it particularly suitable for today's digital learners. The findings confirm that microlearning enhances knowledge retention, increases learner engagement, and promotes motivation. It also supports the development of independent learning skills, which are essential in lifelong education. These advantages make microlearning a valuable addition to contemporary teaching practices.

However, the study also emphasizes that microlearning should not be viewed as a standalone solution. Its effectiveness is maximized when it is integrated with traditional teaching methods and supported by well-

designed instructional strategies. Educators must carefully consider the nature of the subject matter and the needs of learners when implementing microlearning. Furthermore, successful implementation requires investment in technology, teacher training, and content development. Without these elements, the potential benefits of microlearning may not be fully realized.

Microlearning represents a significant step forward in the evolution of educational methodologies. It offers a flexible and efficient way to enhance learning outcomes while adapting to the demands of the digital age. Future research should focus on optimizing its design and exploring its long-term impact on different types of learners.

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CHET TILINI O‘RGANISHDA GRAMMATIKANING ROLI: QOIDALAR ASOSIDA YOKI TABIIY YO‘L BILAN

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Annotatsiya. *Mazkur maqolada chet tilini o‘rganishda grammatikaning roli, qoidalar asosida va tabiiy yo‘l bilan o‘zlashtirishning nazariy va amaliy jihatlari tahlil qilinadi. Tarixiy va zamonaviy tilshunoslik yondashuvlari, mintaqaviy va milliy olimlarning ishlari, shuningdek, empirik tadqiqotlar asosida grammatikaning chet tilini o‘rganishda tutgan o‘rni, samaradorligi va dolzarb muammolari chuqur yoritiladi. Maqolada qoidaviy (formal) va tabiiy (kommunikativ) yondashuvlarning afzalliklari hamda kamchiliklari ilmiy asosda tahlil qilinib, til o‘rgatishda optimal strategiyalar tavsiya etiladi.*

Kalit so'zlar: *grammatika, chet tili, tabiiy yondashuv, til o‘rganish*

Kirish. Zamonaviy tilshunoslikda chet tilini o‘rganish jarayonida grammatikaning o‘rni va ahamiyati eng dolzarb masalalardan biri bo‘lib qolmoqda. Grammatika – til tuzilmasining asosiy tamoyillarini, so‘z va gap tuzilishini, ularning o‘zaro bog‘lanishini belgilovchi qoidalar majmuasidir. Chet tilini o‘zlashtirish jarayonida til o‘rganuvchilar ko‘pincha grammatik qoidalarni o‘rganish va ularni amaliyotda qo‘llashda turli muammolarga duch keladilar. Shu nuqtai nazardan, til o‘rgatishda qoidaviy (formal) yondashuv bilan tabiiy (kommunikativ) yondashuvning o‘zaro farqlari, samaradorligi va o‘ziga xos jihatlarini ilmiy asosda tahlil qilish muhimdir. Mazkur maqolada chet tilini o‘rganishda grammatikani o‘zlashtirishning ikki asosiy usuli – qoidalar asosida va tabiiy yo‘l bilan o‘rganish – nazariy va amaliy jihatdan keng yoritiladi. Tarixiy va zamonaviy tilshunoslik yondashuvlari, mintaqaviy va milliy olimlarning ilmiy ishlari, shuningdek, empirik tadqiqotlar natijalari asosida har ikki yondashuvning afzalliklari, kamchiliklari va o‘zaro bog‘liqligi tahlil qilinadi. Maqolada, shuningdek, zamonaviy til o‘rgatish strategiyalari va ularning samaradorligi bo‘yicha ilmiy tavsiyalar beriladi.

Adabiyotlar tahlili. Chet tilini o‘rganishda grammatikaning o‘rni va uni o‘zlashtirish usullari haqida fikrlar tarixan turlicha bo‘lgan. Tilshunoslikda grammatika o‘qitishning nazariy asoslari XIX asrning oxiri va XX asr boshlarida shakllangan bo‘lib, dastlabki yondashuvlar grammatik qoidalarni o‘rganish va ularni tarjima qilishga asoslangan edi. Ushbu yondashuv faqat til tuzilmasini o‘rganishga urg‘u bergan bo‘lsa-da, keyinchalik til o‘rganishda kommunikativ ehtiyojlar va tabiiy jarayonlarni hisobga oluvchi metodologiyalar shakllandi. Til o‘rgatishda grammatikani asosiy o‘ringa qo‘ygan klassik nazariyalardan biri – grammatik-tarjima usuli bo‘lib, bu usulda o‘quvchilar asosan grammatik qoidalarni o‘rganish, so‘ng ularni amalda qo‘llash orqali tilni o‘zlashtiradilar. Bu yondashuvda natijaviylik ko‘proq nazariya va yozma tarjima faoliyati orqali baholanadi. Tarixiy manbalarda bu metodning kamchiliklari sifatida, og‘zaki nutq va real kommunikativ vaziyatlardagi noqulayliklar, tilni faqat nazariya doirasida o‘rganish natijasida yuzaga keluvchi sun’iylik va passivlik ko‘rsatilgan[1]. Shu bilan birga, XX asrda tilni tabiiy yo‘l bilan, ya’ni kommunikativ yondashuv asosida o‘rganish g‘oyalari keng tarqaldi. Bunda til o‘rganish jarayoni bolaning ona tilini o‘zlashtirishiga o‘xshash tarzda, real hayotiy vaziyatlar va kontekstda amalga oshirilishi lozimligi ta’kidlanadi. Krashen tomonidan ishlab chiqilgan Input Hypothesis (kiritish gipotezasi) shuni ko‘rsatadiki, til o‘rganuvchilar ko‘proq tabiiy va mazmunli til materiallari bilan to‘qnash kelganda, grammatik qoidalarni bevosita o‘rganmasdan ham ularni ongli va ong osti darajasida o‘zlashtira oladilar. Bu yondashuvda asosiy e’tibor tilni faol qo‘llashga, kommunikativ kompetensiyani rivojlantirishga qaratilgan bo‘ladi [2].

Teoretik-konseptual asoslar nuqtai nazaridan, til o‘rgatishda grammatik qoidalar va tabiiy yondashuv o‘rtasidagi tafovutlar ko‘plab tadqiqotlar markazida bo‘lib kelmoqda. Chomskyning universal grammatika nazariyasi til o‘rganish inson miyasi uchun tug‘ma qobiliyat ekanligini va grammatik tuzilmalarni o‘zlashtirish tabiiy jarayon sifatida kechishini ta’kidlaydi. Bu nazariyaga ko‘ra, har bir inson, xususan bola, ona tilini o‘rganishda grammatik qoidalarni ongli tarzda emas, balki tabiiy ravishda, til muhitida o‘zlashtiradi. Ushbu yondashuv chet tilini o‘rganishda ham tabiiy muhit va kommunikativ vaziyatlarning muhimligini ko‘rsatadi. Shu bilan birga, ba’zi tadqiqotchilar, xususan, Ellis va Rutherford, chet tilini o‘rganishda grammatik qoidalarni

tushuntirish va ularni ongli ravishda o‘zlashtirish samarali natijalar berishini ta’kidlashgan. Ularning fikricha, grammatik qoidalarni ongli ravishda o‘rganish til tizimini tushunishga va uni mustahkamlashga yordam beradi, ayniqsa kattalar uchun [3].

Til o‘rgatishda grammatik qoidalar va tabiiy yondashuvlarning tarixiy taraqqiyotiga nazar tashlasak, Yevropa va AQShda XX asr boshlarida audiolingval va kommunikativ yondashuvlar parallel ravishda rivojlanganini ko‘ramiz. Audiolingval metod, asosan, takrorlash va mashq qilish orqali grammatik tuzilmalarni avtomatlashtirishga asoslangan bo‘lib, bunda qoidalar asosiy o‘rinda turadi. Biroq kommunikativ yondashuv, til o‘rganish jarayonini real hayotiy muloqot va kontekstga bog‘lab, grammatikani to‘g‘ridan-to‘g‘ri emas, balki kommunikativ ehtiyojlar orqali o‘zlashtirishni maqsad qiladi. Bu yondashuv til o‘rganishda motivatsiyani oshiradi, shuningdek, til o‘rganuvchilar uchun nutqiy faoliyatni rivojlantirishga yordam beradi. Zamonaviy til o‘rgatish metodikasida ko‘plab olimlar, jumladan, Harmer, Brown, Richards, til o‘rganishda grammatikani faqat qoidalar asosida emas, balki kommunikativ jarayon bilan uyg‘un holda o‘rgatish zarurligini ta’kidlaydilar. Ularning tadqiqotlarida grammatikani real kommunikativ vaziyatlarda qo‘llash, til o‘rganuvchining faol ishtirokini ta’minlash, motivatsiyani oshirish va til kompetensiyasini rivojlantirish muhim omil sifatida ko‘rsatiladi [4].

Mintaqaviy va milliy olimlarning tadqiqotlariga e’tibor qaratilsa, O‘zbekistonda ham chet tillarini o‘rganish va o‘rgatishda grammatikani o‘zlashtirish masalasi dolzarb bo‘lib qolmoqda. O‘zbekistonlik tilshunos olimlar, jumladan, Yoqubov, Tursunov, Karimov, chet tilini o‘rganishda grammatik qoidalarni to‘g‘ri va tizimli o‘rgatish zarurligini, ayniqsa, boshlang‘ich bosqichda grammatikani ongli o‘zlashtirish tilning asosiy tuzilmasini shakllantirishda muhim ahamiyatga ega ekanligini ta’kidlaydilar. Ularning tadqiqotlarida, shuningdek, grammatikani kommunikativ faoliyat bilan bog‘liq holda o‘rgatish, ya’ni qoidalarni amaliy mashg‘ulotlar, muloqotli topshiriqlar va interaktiv metodlar orqali mustahkamlash tavsiya etiladi. Bu yondashuv o‘quvchilarda grammatik bilimlarni real hayotda qo‘llash ko‘nikmalarini rivojlantirishga xizmat qiladi. Mintaqaviy tadqiqotlarda, shuningdek, grammatikani o‘rganishda milliy mentalitet, tilga bo‘lgan munosabat, o‘quvchilarning tilga oid tajriba va motivatsiyasi muhim omillar sifatida ko‘riladi. Masalan, O‘zbekiston tajribasida grammatikani o‘zlashtirishda ona tilining ta’siri, grammatik tafakkurning shakllanishi, qoidalarni o‘zlashtirishda vizual va eshitish materiallaridan foydalanish samaradorligi alohida ahamiyat kasb etadi [5].

Empirik tadqiqotlar va amaliyot natijalari ham grammatikani o‘rganishda qoidaviy va tabiiy yondashuvlarning samaradorligini har xil baholaydi. Ba’zi tadqiqotlar natijalariga ko‘ra, grammatikani faqat qoidalar asosida o‘rganish, ayniqsa, boshlang‘ich bosqichda til o‘rganuvchi uchun qiyinchiliklar tug‘dirishi, motivatsiyani pasaytirishi mumkin. Chunki tilni real hayotiy vaziyatlarda qo‘llashda o‘quvchi grammatik qoidalarni tezda eslay olmasligi, nutq jarayonida to‘xtab qolishi kuzatiladi. Biroq, boshqa tadqiqotlar grammatik qoidalarni ongli va tizimli o‘rgatish, ularni mashqlar va muloqotli topshiriqlar orqali mustahkamlash til o‘rganishda muhim rol o‘ynashini ko‘rsatadi. Xususan, Ellis va Nunan tadqiqotlarida grammatikani amaliy mashg‘ulotlar bilan uyg‘unlashtirish, interaktiv va kommunikativ metodlardan foydalanish o‘quvchilarning til kompetensiyasini oshirishini ko‘rsatadi. Empirik tadqiqotlar natijalari shuni ko‘rsatadiki, grammatikani o‘rganishda qisqa muddatli natijalarga erishishda qoidaviy yondashuv, uzoq muddatli va barqaror natijalar uchun esa tabiiy va kommunikativ yondashuv samaraliroq bo‘lishi mumkin. Bundan tashqari, yoshga, til o‘rganish maqsadiga, individual xususiyatlarga qarab, har ikki yondashuvning kombinatsiyasi eng optimal natija berishi mumkinligi ta’kidlanadi [6].

Kritik tahlil va ilmiy munozaralar grammatikani o‘rganishda ikki asosiy yondashuv – qoidaviy va tabiiy usullarning afzalliklari va kamchiliklarini chuqur o‘rganishga qaratilgan. Qoidaviy yondashuv tarafdorlari grammatikani aniq va tizimli ravishda o‘rganish til tuzilmasini chuqur tushunishga, yozma va og‘zaki nutqda grammatik xatolarning oldini olishga yordam berishini ta’kidlaydilar. Bunday yondashuv, ayniqsa, akademik til o‘rganish, ilmiy matnlarni o‘zlashtirish va rasmiy yozishmalarda muhim ahamiyatga ega. Biroq, bu usulning kamchiliklari sifatida, til o‘rganishda sun’iylik, kommunikativ vaziyatlarda nutqning sekinlashuvi va motivatsiyaning pasayishi ko‘rsatiladi. Tabiiy yondashuv tarafdorlari esa tilni real kommunikativ vaziyatlarda, kontekstda o‘rganish, grammatikani bevosita emas, balki amaliyot orqali o‘zlashtirish nutqiy faoliyatni

rivojlantirishda muhim rol o‘ynashini ta’kidlaydilar. Bu usul, ayniqsa, bolalar va yoshlar uchun samarali bo‘lib, ularning tilga bo‘lgan qiziqishini oshiradi, nutqiy faoliyatni rivojlantiradi. Biroq, tabiiy yondashuvda grammatik xatolarni tahlil qilish va tuzatish, grammatik tuzilmalarning chuqur o‘zlashtirilishi ba’zan yetarli darajada amalga oshmaydi. Shu sababli, zamonaviy til o‘rgatish metodikasida har ikki yondashuvning integratsiyasi, ya’ni grammatikani ham qoidalar asosida, ham tabiiy yo‘l bilan, kommunikativ faoliyat bilan uyg‘un holda o‘rgatish eng optimal natija berishi ko‘plab ilmiy tadqiqotlarda isbotlangan.

Yevropa Ittifoqi mamlakatlari, AQSh, Yaponiya va boshqa rivojlangan davlatlarda chet tilini o‘rganishda grammatikani o‘rgatish strategiyalari doimiy takomillashib bormoqda. Xususan, kommunikativ til o‘rgatish metodikasi (Communicative Language Teaching – CLT) asosida grammatikani real hayotiy vaziyatlarda, muloqotli topshiriqlar, rolli o‘yinlar, interaktiv mashg‘ulotlar orqali o‘rgatish keng qo‘llanilmoqda. Bu yondashuvda grammatik qoidalar kontekstda, kommunikativ ehtiyojlar asosida o‘zlashtiriladi. Shu bilan birga, ba’zi davlatlarda, masalan, Germaniya, Rossiya, Xitoyda grammatikani an’anaviy qoidaviy yondashuv asosida o‘rgatish ham saqlanib qolgan. Bu usul, ayniqsa, akademik va ilmiy til o‘rganishda, grammatik tuzilmalarning chuqur o‘zlashtirilishi zarur bo‘lgan sohalarda samarali bo‘lib kelmoqda. O‘zbekiston tajribasida ham so‘nggi yillarda kommunikativ yondashuv asosida chet tilini o‘rgatish keng joriy etilmoqda, lekin grammatikani tizimli va ongli o‘rganish an’anasi saqlanib qolmoqda. Bu esa, mamlakatda chet tilini o‘rganishda har ikki yondashuvning kombinatsiyasi samarali natija berishini ko‘rsatadi.

So‘nggi yillarda zamonaviy axborot texnologiyalarining til o‘rgatish jarayoniga keng joriy etilishi grammatikani o‘zlashtirishda yangi imkoniyatlarni ochib berdi. Elektron darsliklar, interaktiv platformalar, onlayn mashg‘ulotlar, mobil ilovalar orqali grammatikani amaliy va vizual usullar orqali o‘rgatish, kommunikativ topshiriqlar bilan uyg‘unlashtirish o‘quvchilar uchun samarali vosita bo‘lib xizmat qilmoqda. Empirik tadqiqotlar natijalari shuni ko‘rsatadiki, axborot texnologiyalari asosida tashkil etilgan mashg‘ulotlar o‘quvchilarning grammatik ko‘nikmalarini mustahkamlashda, motivatsiyasini oshirishda va mustaqil o‘rganish malakalarini rivojlantirishda muhim rol o‘ynaydi. Shu bilan birga, texnologik vositalardan foydalanishda grammatikani bevosita va bilvosita usullar orqali o‘rgatishning samaradorligi, o‘quvchilarning yoshi, tilga bo‘lgan qiziqishi, individual ehtiyojlari va tayyorgarlik darajasiga qarab farqlanishi mumkin.

Xulosa qilib aytganda, chet tilini o‘rganishda grammatikani o‘zlashtirishning qoidaviy va tabiiy yondashuvlari har xil afzallik va kamchiliklarga ega. Ilmiy adabiyotlarda, empirik tadqiqotlarda va amaliyotda har ikki yondashuvning integratsiyasi, ya’ni grammatikani ham qoidalar asosida, ham tabiiy yo‘l bilan, kommunikativ faoliyat bilan uyg‘un holda o‘rgatish til o‘rganishda eng samarali natija berishi isbotlangan. Mintaqaviy va milliy tajriba, zamonaviy texnologik vositalar, til o‘rganuvchilarning individual xususiyatlari va ehtiyojlarini hisobga olgan holda, grammatikani o‘rgatish strategiyalarini tanlash va takomillashtirish bugungi kunda dolzarb ilmiy va amaliy vazifa bo‘lib qolmoqda.

Xulosa. Yuqoridagi tahlil natijalari shuni ko‘rsatadiki, chet tilini o‘rganishda grammatikaning o‘rni va uni o‘zlashtirish usullari ko‘p qirrali va murakkab jarayondir. Qoidaviy yondashuv grammatik tuzilmalarning aniq va tizimli o‘zlashtirilishiga xizmat qilsa, tabiiy yondashuv real kommunikativ vaziyatlarda tilni faol va erkin qo‘llash imkonini beradi. Har ikki yondashuvning o‘ziga xos afzallik va kamchiliklari mavjud bo‘lib, zamonaviy til o‘rgatish metodikasida ularni integratsiyalash eng optimal natija beradi. Tadqiqotlar va amaliy tajriba shuni ko‘rsatadiki, har bir til o‘rganuvchi uchun individual yondashuv, til o‘rganish maqsadi, yosh, motivatsiya va tayyorgarlik darajasini hisobga olgan holda, grammatikani o‘rgatish strategiyasini tanlash muhimdir. O‘zbekiston va boshqa mintaqalarda chet tilini o‘rgatishda grammatikani o‘zlashtirishda milliy tajriba, zamonaviy texnologiyalar va xalqaro ilmiy yondashuvlarning uyg‘unligi, shuningdek, o‘quvchilarning ehtiyojlarini hisobga olish samarali natijalarga olib keladi. Kelgusida chet tilini o‘rgatish metodikasini yanada takomillashtirish, grammatikani o‘rganishda innovatsion va individual yondashuvlarni joriy etish, empirik tadqiqotlarni kengaytirish til o‘rgatish sohasida muhim ilmiy va amaliy vazifa bo‘lib qoladi. Mazkur maqolada bayon etilgan ilmiy tahlillar va tavsiyalar kelgusida chet tilini o‘rganishda grammatikaning o‘rni va o‘rgatish strategiyalarini tanlashda muhim nazariy va amaliy asos bo‘lib xizmat qiladi.

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ONLAYN VA AN'ANAVIY USULDA INGLIZ TILINI O'RGANISH

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Annotatsiya: *Hozirgi kunda ingliz tili dunyoda eng ommabop tilga aylanib, ilm-fan, texnologiya, biznes va kundalik hayotda alohida ahamiyat kasb etmoqda. O'zbekiston va boshqa bir qator mamlakatlarda ham ingliz tilini o'rganish bosqichma-bosqich kengaymoqda. Taraqqiy etayotgan axborot texnologiyalari, onlayn platformalar, mobil ilovalar va veb-saytlar yordamida til o'rganish imkoniyati butunlay yangi bosqichga ko'tarildi. Shu bilan birga, an'anaviy usulda darslik, soz'lashuv mashg'ulotlari, tinglab tushunish, o'qituvchilar bilan yuzma-yuz muloqot qilish ham o'z ahamiyatini yo'qotgani yo'q. Mazkur ishda onlayn va an'anaviy usulda ingliz tilini o'rganish uslublari, har ikkala yo'nalishning afzallik va kamchiliklari, ularning samaradorligi, shuningdek, zamonaviy sharoitda samarali til o'rganish bo'yicha tavsiyalar ko'rib chiqiladi.*

Kalit so'zlar: *ingliz tilini o'rganish, onlayn ta'lim, an'anaviy ta'lim, onlayn platforma, virtual dars, interaktiv metod, til ko'nikmalari, motivatsiya, mustaqil o'rganish, texnologiya.*

Ingliz tilini onlayn ravishda o'rganish so'nggi yillarda juda keng ommalashdi. Bunga sabab – internet va undan foydalanish texnik imkoniyatlarining kengayishi, zamonaviy yoshlarning mobil va raqamli texnologiyalarga moyilligi, axborot olishdagi tezkorlik va qulaylik bilan izohlanadi. Onlayn o'qitish tizimlari, virtual auditoriyalar, videodarslar, mustaqil o'quv platformalari va interaktiv mashqlar yordamida istalgan joy va istalgan vaqtda ingliz tilini o'rganish uchun imkoniyatlar paydo bo'ldi. Bu borada dastlabki ommabop o'quv dasturlari sifatida Duolingo, Coursera, BBC Learning English, Cambridge English, British Council Learn English kabi onlayn manbalar va mobil ilovalarni misol keltirish mumkin. Onlayn o'rganish zamonaviy inson uchun qulay va tezkor. Talaba yoki o'rganuvchi istalgan soatda, hatto jamoat transportida yoki o'z uyi sharoitida ham ingliz tili bo'yicha bilim va ko'nikmalarni mustaqil o'zlashtirishi mumkin. Onlayn kurslar, video darslar va tinglab o'rganish amaliyotlarining asosiy afzalligi – ularni qayta-qayta ko'rib chiqish va amaliy mashqlarni takrorlash imkoniyatidir. Zamonaviy onlayn platformalar uzluksiz yangilanib, o'rganish jarayonini interaktiv shaklda davom ettirish imkonini beradi. Shu orqali so'z boyligini kengaytirish, to'g'ri talaffuzni egallash, grammatika bo'yicha mashqlar bajarish va o'z til bilimlarini mustahkamlash osonlashadi[27].

Onlayn o'qitish jarayonining yana bir jihati – zamonaviy texnologiyadan maksimal foydalanish bo'lib, sun'iy intellekt, avtomatik test natijalari, matn tahlili, so'z va gap tuzilishini avtomatik tahrirlash imkoniyatlari ham yanada boshqacha ijobiy muhit yaratadi. Ayrim o'quv platformalarning chat bo'limlari, suhbat (speaking) klublari va jonli muloqot imkoniyatlari ham mavjud. Bu esa, til o'rganishni nafaqat yozma va eshitish, balki og'zaki nutqda ham rivojlantirish imkonini oshiradi. Biroq, onlayn o'rganishda doim mustaqil va o'zini

[27] Karimov N., Zamonaviy til o'rganish metodikasi. Toshkent, 2019. 124-bet

tarmoqdan chalg‘itmasdan o‘qishga undovchi intizom yuqori bo‘lishi kerak. Shuningdek, o‘zining til o‘rganishdagi muammolarini mustaqil tushunib, to‘g‘ri yo‘nalishda harakat qilolmaydigan o‘quvchilar uchun ayrim hollarda murabbiy yoki o‘qituvchi rahbarligi zarur bo‘ladi. Bundan tashqari, asosan o‘rganayotgan til muhitida yetarlicha adabiy va madaniy kontekst, haqiqiy muloqot etishmaydi. Har doim ham onlayn mashg‘ulotlar sifatli yoki motivatsion bo‘lavermaydi.

An’anaviy usulda ingliz tilini o‘rganish esa o‘zining yuz yillar davomida mustahkamlanib kelgan ta’lim metodikasi va mazmundorligi bilan ajralib turadi. Sinf (auditoriya) sharoitida o‘rgatiladigan darslar, nazariy va amaliy mashg‘ulotlar, ona tilidan ingliz tiliga va aksincha tarjima qilish, og‘zaki nutq va suhbatlar, dialog va dramalar yordamida o‘quvchilar ingliz tilini to‘liq o‘zlashtira oladi. Dars jarayonida xorijlik o‘qituvchilar, tajribali ustozlar, yuqori bosqich talabalar ishtirokida mahorat darslari, til laboratoriyasida amaliy mashg‘ulotlarning o‘rni salmoqli.An’anaviy usulda muhit va o‘qituvchining nazorati o‘quvchini majburlik asosida tilga e’tiborli bo‘lishga, o‘z vaqtida topshiriqlarni topshirishga va doimiy muloqotda bo‘lishga yordam beradi. O‘qituvchi tomonidan har bir o‘quvchining kamchiliklari alohida tahlil qilinib, mos ravishda ko‘rsatmalar va tavsiyalar beriladi. Bu esa tilni sistematik va muntazam o‘rganishga asos yaratadi. An’anaviy o‘rganish shakli do‘stona muhit, jamoaviy ish, o‘zaro yordam, bir-biridan o‘rganish, bahs va munozaralarda faol ishtirok etish, nutq madaniyatini rivojlantirish imkonini beradi. Aynan sinfda, yuzma-yuz o‘rganish jarayoni o‘quvchi uchun ko‘proq motivatsion bo‘lib, tez-tez suhbatlarning bo‘lib turishi, har bir darsda yangi mavzularni kengaytirib borish, o‘qituvchilar tomonidan interaktiv metodlardan foydalanish samaradorligiga ijobiy ta’sir ko‘rsatadi. Undan tashqari, an’anaviy modelda guruhlarda ishlash, dramatik chiqishlar, guruhli loyihalar, auditoriyada muloqot qilish, o‘z fikrini himoya qilish va adabiy matnlar ustida keng muhokama va tahlil qilish imkoniyatlari keng bo‘ladi. Shu bilan birga, an’anaviy o‘qitish ko‘p vaqt va mablag‘ talab etadi, chekkaroq hududlarda esa tajribali ingliz tili o‘qituvchilarining yetishmasligi, zamonaviy interaktiv vositalarning kamligi sababli, o‘quvchilar uchun har doim ham yuqori samara bera olmaydi. Qolaversa, ayrim hollarda o‘quvchilar vaqtincha darsda qatnashmaslik yoki kasallik, turli sabablar bilan derazadan tashqarida qolish hollari bo‘lishi mumkin, bu esa dars o‘tish izchilligiga salbiy ta’sir ko‘rsatadi[28].

Ingliz tilini samarali o‘rganishda eng muhim jihat – har bir o‘quvchi yoki mustaqil o’rganayotgan shaxs o‘ziga mos, qulay, samarali bo‘lgan yo‘lni tanlashi kerak. Onlayn va an’anaviy o‘qitishdan har birining ijobiy va salbiy tomonlarini to‘g‘ri keladigan tarzda birlashtirish, zamonaviy texnologiya yutuqlaridan oqilona foydalanish va klassik ta’lim usullarini uyg‘unlashtirish til o‘rganishda yuqori natijaga olib keladi. Hozirda ko‘plab yoshlar onlayn platformalardan foydalanib, mustaqil dars rejalari, mobil ilovalar, til o‘rganishga doir bloglar, video kanallar, ijtimoiy tarmoqlardagi til o‘rganish guruhlari orqali ingliz tilini tezroq va sifatli o‘zlashtirmoqda. Boshqa tomon, asosiy bilim va amaliy ko'nikmalarni mustaxkamlashda esa maktab, litsey va oliy ta’lim muassasalarida o‘qitiladigan dars va mashg‘ulotlarning ahamiyati juda muhim. Har ikkala uslubdan unumli foydalanish orqali ingliz tilini chuqur o‘rganish, zamonaviy hayotda yangiliklardan doimiy xabardor bo‘lib yashash imkoniyati ortadi[29].

Bundan tashqari, o‘quvchilar uchun qaysi usul mos kelishini aniqlash zarur. Kimda-kim mustaqil va erkin o‘rganishni afzal ko‘rsa, u onlayn kurs va platformalardan, mobil ilovalardan, virtual suhbat klublaridan foydalanishi mumkin. Kimdir esa olib borilayotgan mavzu doirasida jamoaviy va guruhli ishlar, bir-biridan o‘rganish, bahs va munozarali muhit, yuzma-yuz natijalardan mamnun bo‘lsa, an’anaviy tarzda, guruhta dars o‘rganishni afzal ko‘radi. Bu borada o‘qituvchilar o‘z metodikalarini doimiy yangilash, dars mazmuniga zamonaviy texnologiyalarni qo‘shish, o‘quvchilar uchun interaktiv, qiziqarli va motivatsion topshiriqlardan foydalanish, amaliy va hayotiy mashqlar tayyorlash orqali o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshirishi kerak. Shuningdek, onlayn resurslardan to‘g‘ri, samarali foydalanish va uni an’anaviy darslar bilan uyg‘unlashtirish orqali yanada yuqori natijalarga erishish mumkin.Jahon tajribasidan ham ko‘rinib turibdiki, ingliz tilini samarali o‘rganish uchun har ikki metodni birgalikda, mos va muvofiq tarzda qo‘llash eng yaxshi

[28] Ergashev D., An’anaviy va innovatsion ta’lim texnologiyalari. Samarqand, 2018. 77-89-b
[29] Sattorova G., Ingliz tili o‘qitish metodlari. Toshkent, 2020. 54-65-b

natija beradi. Masalan, Germaniya va Yaponiya tajribasida ham maktab va universitetlarda ingliz tili darslarini an’anaviy shaklda olib borilishiga qaramay, barcha fanlardan qo‘shimcha onlayn kurslar, mobil platformalar, tungi darslar, og‘zaki va yozma so‘rovlar, mentorlik va tilni umumxalq miqyosida o‘rganishga e’tibor qaratilgan. Hozirgi zamonda ingliz tilida so‘zlasha olish, milliy va xalqaro loyihalarda faollik bilan ishtirok etish, o‘z lavozimidan kelib chiqib, malaka oshirish va yirik kompaniyalarda faol ishlash uchun ham ingliz tili eng kerakli ko‘nikmalardan biri bo‘lib qolmoqda[30]. Har bir inson ingliz tilini o‘z maqsadlariga mos ravishda, ijtimoiy tarmoqlar, bloglar, interaktiv darsliklar, guruhli darslar, audiokitoblar, filmlar va seriallar, jonli muloqot orqali o‘rganishi mumkin. Bunda erkinlik, motivatsiya, kuchli intizom va qat’iyat asosiy rol o‘ynaydi. Til o‘rganishda eng muhim jihat – amaliyot. Kundalik hayotda so‘zlarni ishlatish, qisqa suhbatlar, audio va videomateriallarni tinglash, o‘qish, og‘zaki nutq so‘zlash, yozma mashqlar bajarish orqali til mukammal egallanadi. Vaziyatdan kelib chiqib, o‘quvchi o‘z kuchi va imkoniyatiga qarab, onlayn va an’anaviy o‘qitish usullarini birgalikda yoki alohida, lekin rejali va muntazam tarzda qo‘llash zarur. Bu esa ingliz tilini mukammal, amaliy va samarali egallashga yo‘l ochadi[31].

Xulosa. Zamonaviy dunyoda ingliz tilini o‘rganish kishining shaxsiy va kasbiy hayotida muhim ahamiyat kasb etadi. Onlayn va an’anaviy usullarning har biri o‘z o‘rniga ega bo‘lib, har ikkala metodning ustun jihatlari bir-birini to‘ldiradi. Onlayn o‘qitishning erkinligi va qulayligi, an’anaviy darslarning tartib-intizomi va interaktivligi til sohasida kamchiliklarni bartaraf etishga xizmat qiladi. Eng muhimi, o‘quvchi yoki til o‘rganuvchi o‘ziga mos usulni tanlash va uni maqsadli, tizimli, intizomli tarzda o‘rganishi lozim. Har ikki metoddan oqilona foydalanish orqali ingliz tilini mukammal o‘zlashtirish va hayotda muvaffaqiyat qozonish mumkin. Bu borada mustaqil o‘rganish, doimiy mashq va amaliyot, faol muloqot va zamonaviy texnologiyalardan unumli foydalangan holda, har kim til sohasida sezilarli yutuqlarga erishishi mumkin.

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INGLIZ TILINI O‘RGATISHDA O‘YINGA ASOSLANGAN USULLARNING METODIK JIHATLARI

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ANNOTATSIYA: *Ingliz tilini o‘rgatishda o‘yinga asoslangan usullar zamonaviy pedagogikaning muhim yo‘nalishlaridan biri hisoblanadi. Ushbu maqolada o‘yin texnologiyalarining metodik jihatlari, ularni qo‘llash usullari, vositalari va tashkil etish tartiblari keng yoritiladi. Tadqiqotning asosiy maqsadi ingliz tilini o‘rgatish jarayonida o‘yin metodlarining samaradorligini tahlil qilish va ularning ta’lim sifatiga ta’sirini aniqlashdan iborat. Maqolada turli metodlar, jumladan interaktiv o‘yinlar, rolli mashg‘ulotlar va didaktik vositalarning ahamiyati batafsil ko‘rib chiqiladi. Tadqiqot natijalari shuni ko‘rsatadiki, o‘yinga asoslangan yondashuv o‘quvchilarning qiziqishini oshiradi, ularning faol ishtirokini ta’minlaydi va til o‘zlashtirish jarayonini samaraliroq qiladi.*

Kalit so‘zlar: *o‘yin metodlari, metodika, interaktiv ta’lim, didaktik o‘yinlar, kommunikativ yondashuv, ta’lim samaradorligi*

KIRISH: Ingliz tilini o‘rgatish jarayoni zamonaviy ta’lim tizimida muhim ahamiyat kasb etadi. Bugungi kunda an’anaviy o‘qitish usullari bilan bir qatorda innovatsion metodlardan foydalanish talab etilmoqda. Ayniqsa, o‘yinga asoslangan yondashuv o‘quvchilarning bilim olish jarayonini qiziqarli va samarali tashkil etishda muhim rol o‘ynaydi. O‘yin faoliyati o‘quvchilarning tabiiy ehtiyoji bo‘lib, ular aynan shu faoliyat orqali yangi bilimlarni oson qabul qiladi. Ingliz tilini o‘rgatishda o‘yinlardan foydalanish o‘quvchilarning nutqiy ko‘nikmalarini rivojlantirish, lug‘at boyligini oshirish va kommunikativ kompetensiyasini shakllantirishda muhim vosita hisoblanadi. Shuningdek, o‘yinga asoslangan metodlar o‘quvchilarning psixologik holatini hisobga olgan holda ta’lim jarayonini tashkil etishga yordam beradi. Bu esa o‘z navbatida o‘rganish samaradorligini oshiradi.

ADABIYOTLAR TAHLILI: Ta’lim metodikasi sohasida olib borilgan tadqiqotlar o‘yinga asoslangan yondashuvning samaradorligini ko‘rsatib bermoqda. Ko‘plab olimlar ta’kidlashicha, o‘yin orqali o‘rganish o‘quvchilarning motivatsiyasini oshiradi va ularni faol o‘quv jarayoniga jalb qiladi [1, 45-47]. Pedagogik tadqiqotlarda qayd etilishicha, o‘yinlar yordamida o‘qitish jarayoni yanada jonli va samarali bo‘ladi. Ayniqsa, kommunikativ yondashuv asosida tashkil etilgan o‘yinlar o‘quvchilarning erkin fikrlash va muloqot qilish ko‘nikmalarini rivojlantiradi [7, 52-55]. Til o‘rgatish metodikasi bo‘yicha mutaxassislar o‘yinlarning turli shakllari mavjudligini ta’kidlaydilar. Jumladan, didaktik o‘yinlar, rolli o‘yinlar, harakatli o‘yinlar va intellektual o‘yinlar o‘quvchilarning turli ko‘nikmalarini rivojlantirishga xizmat qiladi [4, 77-79]. Shu bilan birga, ilmiy manbalarda o‘yin metodlarini qo‘llashda maqsadga muvofiqlik va tizimlilik muhimligi alohida ta’kidlanadi.

METODOLOGIYA: Mazkur tadqiqot ingliz tilini o‘rgatishda o‘yinga asoslangan usullarning metodik jihatlarini o‘rganishga qaratilgan bo‘lib, unda kompleks yondashuv qo‘llanildi. Birinchidan, tadqiqotda turli metodlar qo‘llanildi: kuzatuv, tajriba va suhbat [8, 9-12]. Ushbu usullar yordamida o‘yinlarning ta’lim jarayoniga ta’siri o‘rganildi. Ikkinchidan, metodik vositalar sifatida turli o‘yin elementlari qo‘llanildi. Bular qatoriga kartochkalar, vizual materiallar, audio va video vositalar, shuningdek interaktiv o‘yinlar kiradi [6, 41-44]. Didaktik o‘yinlar yangi so‘zlarni o‘rgatishda qo‘llanildi, rolli o‘yinlar esa o‘quvchilarning nutqiy faoliyatini rivojlantirishga xizmat qildi. Uchinchidan, o‘yinlarni tashkil etish tartibi bosqichma-bosqich amalga oshirildi. Dastlab o‘quvchilarga yangi material o‘yin orqali tanishtirildi, keyin mustahkamlash bosqichi olib borildi va yakunda amaliy qo‘llash bosqichi tashkil etildi [3, 60-62]. Shuningdek, metodik jarayonda o‘quvchilarning yosh va individual xususiyatlari hisobga olindi.

TAHLIL VA NATIJALAR: Tadqiqot natijalari shuni ko‘rsatdiki, o‘yinga asoslangan metodlar ingliz tilini o‘rgatishda yuqori samaradorlikka ega. Kuzatuvlar davomida o‘quvchilarning dars jarayoniga bo‘lgan qiziqishi sezilarli darajada oshgani aniqlandi. Natijalar shuni ham ko‘rsatdiki, didaktik o‘yinlar o‘quvchilarning lug‘at boyligini oshirishga yordam beradi [2, 36-38]. Rolli o‘yinlar esa ularning muloqot qilish ko‘nikmalarini

rivojlantiradi [5, 26-28]. Bundan tashqari, interaktiv o‘yinlar o‘quvchilarning diqqatini uzoq vaqt davomida saqlashga imkon yaratdi. Taqqoslash natijalari shuni ko‘rsatdiki, an’anaviy usullarga nisbatan o‘yin asosidagi mashg‘ulotlar samaraliroq hisoblanadi.

MUHOKAMA: Olingan natijalar o‘yinga asoslangan usullarni ingliz tilini o‘rgatishda keng qo‘llash zarurligini ko‘rsatadi. Birinchidan, o‘yinlar o‘quvchilarning tabiiy ehtiyojlariga mos keladi. Ikkinchidan, ular ta’lim jarayonini qiziqarli va samarali qiladi. Uchinchidan, o‘yinlar orqali o‘quvchilar mustaqil fikrlash va ijodkorlik ko‘nikmalarini rivojlantiradi. Shu bilan birga, o‘qituvchi o‘yinlarni tanlashda ehtiyotkor bo‘lishi kerak, har bir o‘yin ma’lum metodik maqsadga xizmat qilishi lozim.

XULOSA: Xulosa qilib aytganda, ingliz tilini o‘rgatishda o‘yinga asoslangan usullar zamonaviy pedagogikaning eng samarali va dolzarb yo‘nalishlaridan biri hisoblanadi. Tadqiqot natijalari shuni ko‘rsatadiki, o‘yin texnologiyalaridan foydalanish o‘quvchilarning dars jarayoniga bo‘lgan qiziqishini sezilarli darajada oshiradi va ularning faol ishtirokini ta’minlaydi. Ayniqsa, maktabgacha va boshlang‘ich ta’lim bosqichlarida o‘yin orqali o‘rganish bolalarning psixologik xususiyatlariga to‘liq mos keladi. O‘yinga asoslangan metodlar o‘quvchilarning til ko‘nikmalarini kompleks rivojlantirishga xizmat qiladi. Jumladan, didaktik o‘yinlar orqali lug‘at boyligi oshadi, rolli o‘yinlar yordamida muloqot qilish qobiliyati shakllanadi, interaktiv mashg‘ulotlar esa tinglab tushunish va tez fikrlash ko‘nikmalarini rivojlantiradi. Bu esa ingliz tilini o‘zlashtirish jarayonini yanada samarali va tabiiy holga keltiradi. Shuningdek, o‘yin metodlarini to‘g‘ri tashkil etish va maqsadga muvofiq qo‘llash ta’lim sifatini oshirishda muhim ahamiyatga ega. Kelgusida ushbu yo‘nalishda yanada chuqur tadqiqotlar olib borish va yangi metodlarni ishlab chiqish zarur hisoblanadi.

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THE ROLE OF SOCIAL-EMOTIONAL LEARNING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: *Social-emotional learning is crucial in developing well-rounded individuals who are not only academically literate but also possess important skills such as self-awareness and effective communication. This article explains the importance of social-emotional learning in teaching English as a foreign language. The expected outcome of the study is that the use of SEL strategies in the classroom will increase students' motivation and communication skills.*

Keywords: *social emotional learning, English language teaching, motivation, communication skills, emotional intelligence.*

Introduction. In recent years, much attention has been paid to SEL in the education system. Social-emotional learning (SEL) is the process by which each student develops their capacity to integrate thought, emotion, and behavior to achieve and accomplish important social tasks. In this sense, students develop skills that enable them to recognize, express, and manage emotions, build healthy relationships, establish positive goals, and respond to personal and social needs [CASEL, 2003; Lemerise & Arsenio, 2000]. Thus, this type of social education helps develop thinking and relationship skills and promotes the attainment of social goals.

What is SEL? SEL is an educational process that teaches individuals to enhance self-awareness, communication skills, and decision-making skills.

Social-emotional learning includes five competencies:

self-awareness - being able to understand one's own feelings, strengths, and values;

self-regulation - managing one's emotions and maintaining discipline in achieving goals;

social awareness - understanding and empathizing with the feelings of others;

negotiation and communication skills - building healthy relationships based on cooperation and respect;

responsible decision-making - making ethical and beneficial choices. [CASEL, 2003, 5; 9]

By incorporating these competencies into the classroom, teachers create a safe, confident, and positive environment for students. SEL is especially important in overcoming feelings such as fear of making mistakes, insecurity, and low self-esteem when learning a foreign language.

The Importance of SEL in Teaching English.

Language learning involves not only grammar, but also emotional and social aspects. The following benefits can be achieved:

Increases motivation: Based on SEL, the teacher recognizes students' successes, encourages them, and helps them develop self-awareness.

Develops communication skills: Students learn to express their thoughts clearly, understand others, and show empathy.

Reduces fear and stress: SEL mindfulness techniques reduce anxiety in the classroom, making it easier to concentrate.

Strengthens teamwork: Collaborative activities create a friendly atmosphere between students.

Strategies for Using SEL in English Lessons

"Letter to myself" – through which students become aware of themselves, feel how much self-confidence they have, and set goals.

"Mindfulness moments" – this method helps students reduce stress, improve focus, and increase emotional stability.

"Mirror me" activity – an effective way to understand each other's emotional state and recognize emotions through body language.

"Peer feedback circles" – in this activity, participants develop speaking, listening, and reflection skills.

Expected Outcomes. The following outcomes are expected to be achieved as a result of implementing SEL strategies in English lessons: students' self-motivation increases, mutual respect and understanding of peers; good decision-making skills.

Conclusion. In conclusion, social-emotional learning plays a crucial role in the teaching of English as a foreign language. By incorporating SEL principles into lessons, students not only learn language but also develop the ability to understand themselves, communicate effectively with others, and learn in a positive emotional state. Therefore, SEL should be recognized as an important pedagogical approach in modern education.

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THE ROLE OF PERSONAL DEVELOPMENT IN ACADEMIC, PROFESSIONAL AND SOCIAL LIFE

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Abstract: *In the contemporary world, personal development has become an essential condition for individual success and effective social functioning. Rapid changes in education, technology, and professional environments require individuals not only to acquire knowledge but also to develop self-awareness, emotional intelligence, communication competence, resilience, and adaptability. This article examines the role of personal development as a multidimensional process that shapes human behavior, motivation, self-regulation, and interpersonal effectiveness. The study is based on a qualitative theoretical methodology and employs descriptive, analytical, and comparative approaches to investigate the significance of personal development in academic, professional, and social contexts.*

Keywords: *personal development, self-improvement, self-awareness, emotional intelligence, lifelong learning, communication skills, motivation, self-regulation*

INTRODUCTION. Personal development occupies a central place in contemporary discussions of education, psychology, and human achievement. In a world characterized by rapid technological advancement, growing academic demands, professional competition, and social transformation, individuals are increasingly expected to demonstrate not only subject knowledge or technical expertise but also a wide range of personal qualities. These qualities include emotional stability, communication competence, adaptability, self-discipline, critical thinking, and the capacity for lifelong learning. As a result, personal development has emerged as a vital dimension of modern human life and a key factor in both individual and collective progress. Personal development may be defined as the continuous and purposeful process through which an individual improves intellectual, emotional, social, moral, and professional capacities. It is a multidimensional form of growth that goes beyond the acquisition of formal knowledge. While education often emphasizes academic content and professional training focuses on specific skills, personal development concerns the formation of the whole person. It involves self-awareness, self-reflection, emotional intelligence, value orientation, motivation, resilience, communication, time management, and the ability to adapt to changing conditions. In this sense, personal development is not simply an additional or optional activity; it is a lifelong process of becoming more capable, conscious, and effective in one's actions and relationships. The study of personal development is especially important because it connects individual growth with broader educational and social objectives. Personal development contributes to academic achievement, professional effectiveness, and healthy interpersonal relations. It strengthens a person's ability to regulate emotions, set goals, solve problems, and engage responsibly with others. Consequently, it plays an important role not only in personal success but also in the development of responsible citizens and productive members of society.

LITERATURE REVIEW. The concept of personal development has been explored extensively in psychology, education, management, and self-development literature. Although scholars employ different terminology and theoretical frameworks, there is broad agreement that personal development refers to the intentional enhancement of human potential and the cultivation of capacities necessary for meaningful, effective, and responsible living. It is generally understood as a lifelong process that includes cognitive, emotional, social, and behavioral dimensions. One of the most influential theoretical foundations for personal development is found in the field of humanistic psychology, particularly in the work of Abraham H. Maslow. In Motivation and Personality, Maslow proposed his well-known hierarchy of needs, according to which human beings move from the satisfaction of basic physiological and safety needs toward higher psychological and existential needs. At the highest level of this hierarchy is self-actualization, which Maslow defined as the realization of one's fullest

capacities and authentic potential. This concept remains central to the theory of personal development because it emphasizes that human beings are not merely motivated by survival or external rewards; they are also driven by an internal need for growth, creativity, purpose, and fulfillment. In this sense, personal development is closely aligned with the pursuit of self-actualization.

From my perspective of modern pedagogy, personal development is increasingly linked to the concept of lifelong learning. Contemporary educational theory emphasizes that the purpose of education extends beyond the transmission of knowledge. Education is now expected to foster autonomy, creativity, critical thinking, emotional competence, and social responsibility. Within this framework, personal development is not a separate activity from learning but an essential dimension of education itself. A student who possesses knowledge but lacks discipline, motivation, or emotional regulation may struggle to achieve meaningful success. Therefore, many educational researchers argue that personal development should be integrated into teaching and learning processes as a necessary complement to academic instruction. Overall, the literature demonstrates that personal development is an interdisciplinary and dynamic concept. It encompasses self-awareness, emotional maturity, behavioral regulation, motivation, ethical orientation, and social competence. The reviewed scholarship confirms that personal development is not only a theoretical construct but also a practical and socially significant process that affects multiple areas of human life. This theoretical foundation provides the basis for analyzing the broader role of personal development in academic, professional, and social contexts.

METHODOLOGY. The present study is based on a qualitative theoretical research design aimed at examining the role of personal development in shaping individual success and social effectiveness. Since the topic concerns a broad conceptual and interdisciplinary phenomenon, a literature-based and interpretative methodology was selected as the most appropriate approach for achieving the objectives of the study. The research relies primarily on descriptive, analytical, and comparative methods, each of which contributes to the systematic investigation of the concept and functions of personal development.

The descriptive method is used to define personal development, identify its main dimensions, and present its structural components in a clear and organized way. This method allows the study to describe personal development as a multidimensional process involving intellectual, emotional, behavioral, and social growth. Through description, the article outlines such key components as self-awareness, emotional intelligence, motivation, self-discipline, communication competence, adaptability, and lifelong learning.

The comparative method is applied to distinguish between individuals who actively engage in personal development and those who do not. This comparison is theoretical rather than statistical, but it is useful for highlighting differences in self-confidence, emotional maturity, motivation, flexibility, and problem-solving ability. Through comparison, the article illustrates that personal development often results in more effective self-regulation and greater readiness to respond to challenges.

RESULTS AND DISCUSSION. The theoretical analysis conducted in this study demonstrates that personal development plays a fundamental role in the formation of a successful, balanced, and socially responsible individual. The findings indicate that personal development is not a narrow or isolated phenomenon; rather, it is a comprehensive and dynamic process that affects cognitive functioning, emotional maturity, behavior, motivation, and social interaction. Its influence can be observed across academic, professional, and interpersonal domains.

1. Personal development as the foundation of self-awareness and personal identity. One of the most significant findings of the study is that personal development strengthens self-awareness, which may be regarded as the core of all meaningful growth. Self-awareness enables individuals to understand their abilities, limitations, values, emotional tendencies, and long-term aspirations. Without such understanding, personal change remains superficial or inconsistent. The development of self-awareness allows individuals to evaluate themselves more objectively and to make more deliberate choices. In academic life, this means that students become better able to identify their learning styles, recognize areas of difficulty, and choose strategies that correspond to their needs. In professional life, self-awareness supports realistic career planning, effective self-presentation, and improved decision-making. In social life, it helps individuals recognize the impact of their

words and actions on others. Moreover, self-awareness contributes to the formation of a stable and coherent personal identity. In an age marked by uncertainty, external pressure, and constant comparison, the ability to understand one's own goals and principles becomes especially important.

2. Enhancement of emotional intelligence and psychological resilience. Another major result of the study is that personal development significantly improves emotional intelligence, which includes self-regulation, empathy, emotional awareness, and the ability to manage interpersonal dynamics effectively. Individuals who consciously work on themselves tend to become more capable of understanding their own emotional states, controlling impulsive reactions, and responding to stressful situations with greater maturity. This emotional competence has a direct impact on psychological resilience. In contemporary society, individuals are exposed to academic pressure, professional competition, social instability, and emotional strain. Under such conditions, resilience becomes a necessary quality for maintaining mental well-being and continuing productive activity. Personal development promotes resilience by encouraging reflective thinking, emotional control, patience, and the capacity to learn from setbacks. Rather than perceiving difficulties as purely negative experiences, individuals engaged in personal development are more likely to interpret challenges as opportunities for learning and transformation.

3. Strengthening of motivation, self-discipline, and goal orientation. The study also confirms a strong relationship between personal development and internal motivation. Personal growth often begins when individuals recognize that change is possible and that effort can produce meaningful results. This realization strengthens self-belief and encourages a more active and purposeful attitude toward life. Motivation alone, however, is insufficient without self-discipline. One of the most practical outcomes of personal development is the formation of habits that support consistent progress: planning, time management, prioritization, reflection, and persistence. These habits transform abstract ambitions into achievable goals and enable individuals to sustain effort even in the absence of immediate rewards. In academic settings, self-discipline is directly associated with regular study habits, timely completion of tasks, concentration, and resistance to procrastination. In professional environments, it manifests as reliability, responsibility, and productive work behavior. The findings therefore suggest that personal development does not merely inspire individuals; it equips them with the behavioral structures necessary for real achievement.

4. Personal development as a lifelong educational and social necessity. A final and especially important result of the study is that personal development should be understood as a lifelong process and a social necessity, not merely as a private interest. Human life is characterized by constant change: educational transitions, career shifts, family responsibilities, social challenges, and evolving personal goals. Each stage requires new forms of learning, emotional adjustment, and behavioral refinement. For this reason, personal development cannot be limited to a particular age or institutional setting. From an educational perspective, this finding reinforces the importance of integrating personal development into teaching and learning processes. Education should not focus exclusively on academic content but should also foster independence, emotional literacy, ethical awareness, and reflective capacity. Such an approach is particularly relevant in higher education, where students are preparing not only for examinations but also for adult life and professional responsibility. From a social perspective, personal development contributes to the formation of more responsible, empathetic, and constructive individuals. People who are emotionally balanced, self-aware, and disciplined are more likely to participate positively in family life, workplace culture, and community relations. They tend to demonstrate greater respect for others, stronger civic responsibility, and a more mature approach to conflict and cooperation. Thus, personal development has a broader public value. It improves not only the life of the individual but also the quality of social interaction and institutional functioning.

CONCLUSION. In conclusion, the present study confirms that personal development is a central and indispensable factor in human growth, achievement, and social effectiveness. It is a continuous and multidimensional process through which individuals strengthen self-awareness, emotional intelligence, motivation, discipline, communication skills, and adaptability. These qualities are essential not only for personal success but also for constructive participation in academic, professional, and social life. The theoretical analysis

demonstrates that personal development is supported by major psychological and pedagogical concepts, including Maslow's self-actualization, Rogers's theory of the fully functioning person, Goleman's emotional intelligence, Dweck's growth mindset, and Covey's principles of effective self-management. Together, these perspectives show that personal development is not an abstract or secondary issue. It is a core mechanism through which individuals realize their potential and respond meaningfully to the demands of contemporary life. The study further shows that personal development has direct practical significance. In education, it supports independent learning, self-discipline, and reflective thinking. In professional contexts, it enhances productivity, adaptability, leadership potential, and communication competence. In social life, it promotes empathy, emotional balance, and healthier interpersonal relationships. These findings indicate that personal development functions as a bridge between inner growth and external achievement.

Another important conclusion is that personal development should be treated as a lifelong orientation rather than a temporary activity. Human beings continue to face new responsibilities, challenges, and transformations throughout life, and each stage requires further growth. Therefore, personal development must be understood as an ongoing commitment to self-improvement, self-regulation, and responsible action. Ultimately, the role of personal development extends beyond the individual. A self-aware, emotionally mature, disciplined, and socially competent person contributes positively to educational institutions, workplaces, families, and communities. For this reason, personal development should be recognized not only as a personal aspiration but also as an educational priority and a social necessity. It remains one of the most important pathways through which individuals can achieve fulfillment, effectiveness, and meaningful contribution in the modern world.

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USING TASK-BASED LEARNING IN ESP CLASSROOMS

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Abstract: *In modern language education, there is a clear shift from traditional teacher-centered instruction toward more interactive and practical approaches. This change is particularly important in English for Specific Purposes (ESP), where learners are expected to use English effectively in clearly defined academic or professional contexts. This article explores the role of Task-Based Learning (TBL) as an effective approach in ESP classrooms. Unlike traditional methods that focus heavily on grammar and memorization, TBL emphasizes meaningful communication through purposeful tasks that reflect real-life situations.*

The paper first explains the concept and key characteristics of ESP, highlighting its focus on learners' needs, context-based instruction, and skill integration. It then examines why TBL is especially suitable for ESP settings, emphasizing its authenticity, flexibility, and learner-centered nature. Through practical examples and explanations, the article demonstrates how task-based instruction can enhance learners' motivation, promote active participation, and develop the communicative competence required in professional environments. Overall, the study suggests that integrating TBL into ESP teaching can significantly improve both language learning outcomes and real-world readiness.

Keywords: *Task-Based Learning, English for Specific Purposes, ESP methodology, communicative competence, authentic learning, learner-centered approach, professional communication, language skills integration.*

English for Specific Purposes (ESP) represents a specialized approach within the broader field of English language teaching. Its primary aim is not simply to teach the language itself, but to prepare learners to use English effectively in particular domains such as business, medicine, engineering, law, or tourism. This makes ESP fundamentally different from General English, which usually focuses on broad language competence without a clearly defined context.

One of the most distinctive features of ESP is its strong emphasis on learners' needs. In most ESP programs, teaching begins with a careful analysis of what learners actually require English for. This process, often referred to as needs analysis, helps instructors identify specific skills, vocabulary, and communicative situations that are relevant to the learners. For example, students studying information technology may need to read technical manuals, write reports, and communicate with international colleagues, while hospitality students may need to interact with guests, handle complaints, and provide information politely and clearly.

Another important characteristic of ESP is its focus on context and authenticity. In ESP classrooms, language is rarely taught in isolation. Instead, it is introduced through realistic situations that mirror real-life use. This means that lessons often include simulations, case studies, role-plays, and problem-solving activities. For instance, instead of simply learning how to form questions, students might practice interviewing a client or conducting a survey. Such activities help learners understand not only how the language works, but also how it is used appropriately in specific situations.

ESP also promotes the integration of language skills. In real-world communication, skills such as speaking, listening, reading, and writing are rarely used separately. A business professional, for example, may need to read an email, discuss its content with colleagues, and then write a response. ESP teaching reflects this reality by designing tasks that combine multiple skills in a natural way. This integrated approach helps learners become more flexible and effective communicators.

Furthermore, ESP often requires a shift in the teacher's role. Instead of being the sole source of knowledge, the teacher becomes a facilitator who guides learners through relevant tasks and activities. In some cases, teachers may also need to familiarize themselves with basic concepts of the learners' field or collaborate with subject specialists. This interdisciplinary aspect makes ESP teaching both challenging and highly rewarding.

Another noteworthy point is that ESP tends to focus more on practical outcomes than theoretical knowledge. Learners are usually more motivated when they can clearly see how what they are learning will be useful in their future careers. For example, practicing how to give a presentation or write a professional email is immediately relevant and valuable for many learners. This relevance increases engagement and encourages more active participation in the learning process.

In addition, ESP supports learner autonomy. Because the content is closely related to learners' goals, students are often more willing to take responsibility for their own learning. They may seek additional materials, practice outside the classroom, and actively engage in tasks. This independence is an important factor in long-term language development.

ESP can be described as a highly practical, needs-based, and context-driven approach to language teaching. It aims to bridge the gap between classroom learning and real-world communication, ensuring that learners are not only linguistically competent but also professionally prepared.

Task-Based Learning (TBL) is widely regarded as one of the most effective approaches for modern language teaching, and its principles align particularly well with the goals of ESP. At its core, TBL focuses on using language as a tool to complete meaningful tasks rather than as a subject to be studied in isolation. This makes it especially suitable for ESP, where the ultimate aim is practical language use.

One of the strongest connections between TBL and ESP is the emphasis on authenticity. In TBL, tasks are designed to reflect real-life activities that learners are likely to encounter outside the classroom. For example, business students might work on a task that involves negotiating a deal, preparing a marketing plan, or writing a formal proposal. Similarly, students in a medical ESP course might role-play doctor-patient interactions, discuss case studies, or interpret medical data. These tasks provide learners with valuable opportunities to practice relevant language in realistic contexts.

Another key advantage of TBL in ESP classrooms is increased learner engagement. Traditional methods often rely on passive learning, where students listen to explanations and complete controlled exercises. In contrast, TBL requires active participation. Learners must think, discuss, collaborate, and make decisions in order to complete tasks. This active involvement not only makes lessons more interesting but also leads to deeper learning.

TBL also plays a crucial role in developing communicative competence. In many learning environments, students become overly focused on grammatical accuracy and hesitate to speak due to fear of making mistakes. TBL helps overcome this issue by shifting the focus from form to meaning. Learners are encouraged to express their ideas freely, even if their language is not perfect. Over time, this leads to greater fluency and confidence, which are essential in real-life communication.

Another important aspect is the integration of skills. Tasks in TBL are rarely limited to a single skill. For example, a task might require students to read background information, discuss possible solutions, write a report, and present their findings. This reflects the complexity of real-world communication and helps learners develop a more balanced set of language skills.

Flexibility is another reason why TBL is highly suitable for ESP. Tasks can be easily adapted to different fields, proficiency levels, and learning objectives. For beginners, tasks may involve simple role-plays or guided activities, while advanced learners can engage in complex projects, case studies, or problem-solving scenarios. This adaptability makes TBL a versatile approach that can be used in a wide range of ESP contexts.

In addition, TBL encourages the development of critical thinking and problem-solving skills. Many tasks are designed in such a way that there is no single correct answer. Learners must analyze information, evaluate options, and justify their decisions. For instance, in an engineering ESP class, students might be asked to choose

the best design solution for a given problem and explain their reasoning. Such activities not only improve language skills but also prepare learners for real professional challenges.

Another benefit of TBL is that it promotes collaboration. In many tasks, learners work in pairs or groups, which helps them develop teamwork and communication skills. This is particularly important in professional environments, where collaboration is often essential. Through group work, students learn how to express their opinions, listen to others, and negotiate meaning.

TBL creates a more natural learning environment. Instead of focusing on isolated language items, learners use English in a way that closely resembles real communication. This reduces the gap between classroom learning and real-world use, making the learning process more meaningful and effective.

In summary, Task-Based Learning complements ESP by providing a practical, flexible, and engaging framework for language teaching. Its focus on real-life tasks, active participation, and communicative use of language makes it an ideal approach for helping learners achieve their specific goals.

In modern language education, the need for practical and context-based teaching has made ESP increasingly important. As discussed in this article, ESP focuses on learners' professional needs, requiring methods that go beyond traditional grammar-based instruction. In this regard, Task-Based Learning proves to be a highly effective approach.

By engaging learners in meaningful, real-life tasks, TBL helps develop communicative competence and encourages active participation. It also supports the integration of language skills and promotes important abilities such as critical thinking and collaboration. Through authentic materials and realistic scenarios, learners are better prepared for real-world professional communication.

Moreover, the flexibility of TBL allows it to be adapted to different fields and proficiency levels, while the teacher's role as a facilitator creates a more interactive and learner-centered environment. Overall, integrating Task-Based Learning into ESP classrooms enhances both language development and professional readiness, making it a valuable approach in contemporary education.

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INTERNET SLANG AND ITS ROLE IN CONTEMPORARY COMMUNICATION

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Annotation: *This article examines the development and influence of Internet slang on modern communication. It explores how digital platforms have contributed to the creation of new linguistic forms such as abbreviations, acronyms, and symbolic expressions. The study also highlights how Internet slang has moved beyond online environments into everyday offline communication, shaping the way people speak and interact. Additionally, it discusses the role of online communities in forming shared language norms and the importance of Internet slang in expressing identity and group belonging. Overall, the article provides insight into how digital communication is transforming language from linguistic, sociolinguistic, and cultural perspectives.*

Key words: *Internet slang, digital communication, online language, abbreviations, acronyms, memes, computer-mediated communication, youth language, sociolinguistics, language change, online communities, digital literacy.*

INTRODUCTION: Communication on the Internet has become an essential part of everyday life, particularly among younger generations. Beyond serving as a practical means of exchanging information, it has also had a significant impact on the way language is used and developed. One of the most visible outcomes of this change is the rise of internet slang, a dynamic and constantly evolving form of expression that emerges through digital interaction. As online platforms continue to expand, they create spaces where new words, abbreviations, and styles of communication can spread quickly and widely.

Internet slang is not only used to make communication faster, but it also reflects social identity and group belonging. It has influenced the way individuals express emotions, ideas, and relationships across both online and offline contexts. Many expressions that began in digital environments are now commonly used in everyday speech, demonstrating the strong connection between virtual communication and real-world language use.

This paper aims to examine the impact of internet slang on modern communication. It explores how internet slang has developed over time, the factors that contribute to its widespread use, and its role in shaping contemporary language practices. Special attention is given to its influence on youth communication, the formation of online communities, and the way digital expressions are integrated into everyday language. The study also considers how both technological and social factors contribute to the ongoing evolution of language in the digital age.

LITERATURE REVIEW: Previous studies on Internet slang emphasize its role as a rapidly evolving form of language shaped by digital communication. Researchers note that Internet slang developed from early online environments where users created shortened forms to improve efficiency and adapt to technical limitations[1]. Over time, these forms expanded into more complex systems such as memes and symbolic expressions influenced by online culture[32].

Scholars in sociolinguistics highlight that Internet slang is not only functional but also social in nature. It serves as a marker of identity and group belonging, with online communities developing their own linguistic norms[33]. In addition, studies suggest that digital communication technologies strongly influence language structure and usage patterns[34].

Recent research has also examined how Internet slang extends beyond digital platforms into everyday communication. Many expressions are now used in spoken language and informal writing, reflecting the

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integration of online and offline practices[35]. Furthermore, media discussions point out that even grammar is evolving due to Internet usage, while emojis are changing how meaning and emotion are expressed.

METHODOLOGY: This study adopts a qualitative approach based on the analysis of secondary sources and real-life examples of internet slang in use. The data was gathered from various digital environments, including social media platforms, messaging applications, and online communities where internet slang is commonly used in everyday interaction. In addition, academic books, journal articles, and online publications were reviewed to identify patterns in the use of abbreviations, acronyms, and symbolic expressions. This approach makes it possible to gain a deeper understanding of both the linguistic features and the social functions of internet slang without relying on numerical or statistical data.

ANALYSIS AND RESULTS: The analysis shows that Internet slang serves several functions. Firstly, it increases efficiency by reducing typing effort in fast digital communication[36]. Secondly, it contributes to identity formation, as users adopt expressions that reflect membership in specific online communities[3]. Another important observation is the spread of internet slang from online communication into everyday offline language. Many expressions that originated in digital spaces are now commonly used in spoken conversations and written communication. At the same time, internet slang is becoming increasingly recognized in dictionaries and academic discussions, suggesting a gradual move toward standardization.

However, not all newly created terms achieve widespread acceptance. The popularity of internet slang largely depends on how frequently it is used and whether it is adopted by specific online communities. Terms that gain traction within active user groups are more likely to spread, while others remain limited to smaller contexts or fade over time.

DISCUSSION: The findings show that internet slang has a noticeable impact on modern communication. It reflects the close relationship between language and technology, illustrating how digital environments encourage people to create and adopt new ways of expressing themselves. While internet slang can make communication faster and more efficient, it can also create challenges for individuals who are not familiar with certain terms or online expressions. The movement of internet slang from online spaces into everyday, offline communication further demonstrates the growing influence of digital culture. This shift challenges more traditional views of language use and shows how communication continues to evolve over time. At the same time, the inclusion of internet slang in dictionaries and other formal references suggests that it is becoming more widely accepted as part of the language.

From a sociolinguistic perspective, internet slang also plays an important role in identity formation and community building. People often use specific slang terms to align themselves with particular groups, signal shared interests, and strengthen social connections within both online and offline contexts. The use of emojis and other visual elements also shows that communication is becoming more multimodal[37]. Overall, Internet slang represents a natural development of language in response to new communication technologies.

CONCLUSION: In conclusion, internet slang has become an important and influential part of modern communication, reflecting how language continues to evolve in the digital age. Rather than being just a collection of informal expressions, it represents a dynamic system shaped by technological advancement as well as social and cultural interaction. Its emergence is largely driven by the need for quick and efficient communication in online environments, but over time it has developed into a meaningful form of expression that carries social and cultural significance.

One clear observation from this study is that internet slang helps facilitate faster communication in online spaces. Abbreviations, acronyms, and symbols allow users to express ideas briefly while still conveying tone and emotion. At the same time, these forms of expression go beyond practicality, as they also help individuals present their identities and connect with specific online communities. In this way, language becomes

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a tool not only for communication but also for social belonging. Another notable development is the movement of internet slang from digital platforms into everyday spoken and written language. Expressions that once existed only online are now commonly used in face-to-face conversations, showing how deeply digital communication has influenced real-world language use. This overlap suggests that the distinction between online and offline communication is becoming less clear over time.

In addition, the increasing appearance of internet slang in dictionaries, research, and educational contexts reflects its growing acceptance within the broader linguistic system. While some critics express concern that informal language may negatively affect language standards, this study suggests that internet slang should instead be viewed as a natural outcome of language change, similar to other forms of slang that have developed throughout history.

However, the use of internet slang is not without challenges. Because it evolves rapidly and often depends on specific contexts or communities, it can sometimes lead to misunderstandings, especially for those unfamiliar with certain terms. Its informal and variable nature also makes it difficult to regulate in formal settings. Despite these limitations, its widespread use highlights its relevance in contemporary communication.

Overall, internet slang demonstrates how language adapts in response to changes in technology and society. It continues to shape not only how people communicate, but also how they express identity and interact in a global digital environment. For this reason, it remains an important area of study in understanding modern language use and its ongoing development.

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THE ROLE OF INNOVATIVE METHODS IN MODERN EDUCATION

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Annotatsiya. *This thesis explores the significance of innovative methods in modern education, highlighting their impact on teaching and learning processes. The integration of technology, experiential learning, and collaborative approaches are examined as vital components that enhance student engagement and knowledge retention. The study aims to identify effective innovative strategies and their implications for educators and institutions, fostering a more dynamic and interactive learning environment. By analyzing various educational models and methodologies, this research contributes to the ongoing discourse on how innovative practices can address the challenges of contemporary education and prepare students for a rapidly evolving world.*

Kalit so'zlar: *innovation, education, technology, learning.*

Kirish. The landscape of education is undergoing a transformative phase characterized by the rapid evolution of technology and pedagogical approaches. The relevance of this topic arises from the urgent need to adapt traditional educational models to meet the demands of the 21st century. As society becomes increasingly interconnected and reliant on digital tools, educational institutions must innovate to remain relevant and effective. This thesis aims to explore the role of innovative methods in modern education, focusing on how these strategies can enhance learning outcomes and prepare students for future challenges. The objectives of this research include identifying key innovative methods currently employed in educational settings, assessing their effectiveness, and analyzing the implications for educators and students alike. The tasks involve a comprehensive review of the literature on innovative educational practices, case studies demonstrating successful implementations, and recommendations for integrating these methods into standard curricula. This exploration is crucial for understanding how to create a more engaging and effective educational experience that aligns with the needs of today's learners.

Asosiy qism. The Impact of Technology on Education. Technology has revolutionized the educational landscape, providing new opportunities for teaching and learning that were previously unimaginable. The advent of digital tools, online resources, and interactive platforms has transformed the way knowledge is disseminated and acquired. One of the most significant impacts of technology in education is the facilitation of personalized learning experiences. Through adaptive learning technologies, educators can tailor instruction to meet the individual needs of students, enabling them to learn at their own pace and style. Additionally, technology has expanded access to education, allowing learners from diverse backgrounds to engage with high-quality resources and expertise that may not be available locally. Online courses and educational apps democratize learning, making it accessible to anyone with an internet connection. Furthermore, the use of multimedia and interactive content enhances student engagement, promoting active learning and critical thinking skills. Virtual reality and augmented reality technologies provide immersive learning experiences, allowing students to explore complex concepts in a tangible and relatable manner. Despite the numerous advantages, the integration of technology in education also presents challenges, such as the digital divide and the need for adequate training for educators. Thus, while technology serves as a catalyst for innovation in education, careful consideration must be given to its implementation to ensure that all students benefit from these advancements.

Experiential Learning and Collaborative Approaches. Experiential learning is another innovative method that has gained traction in modern education. This approach emphasizes learning through experience, allowing students to engage directly with the material in a practical context. Experiential learning promotes deeper understanding and retention of information by placing students in real-world situations where they can

apply theoretical concepts. This method can take various forms, including internships, project-based learning, and service learning. Such experiences foster critical skills such as problem-solving, teamwork, and communication, which are essential in the contemporary workforce. Moreover, collaborative learning approaches, where students work together to solve problems or complete projects, further enhance the educational experience. These methods encourage peer-to-peer learning, promote diverse perspectives, and cultivate a sense of community within the classroom. Research has shown that collaborative learning can lead to improved academic performance and higher student satisfaction. The combination of experiential and collaborative learning not only enhances knowledge acquisition but also prepares students for the complexities of real-life challenges. Educators play a pivotal role in facilitating these innovative methods by creating an environment that encourages exploration, creativity, and collaboration. By fostering a culture of innovation, educational institutions can better equip students with the skills necessary to thrive in an ever-changing global landscape.

Xulosa. In conclusion, the role of innovative methods in modern education is paramount for fostering an engaging and effective learning environment. The integration of technology, experiential learning, and collaborative approaches not only enhances educational outcomes but also prepares students for the demands of the future. As educational institutions continue to navigate the complexities of contemporary society, embracing innovative practices will be essential for meeting the diverse needs of learners. This thesis underscores the necessity for educators to adapt their teaching strategies and for institutions to invest in resources that support innovative methodologies. Ultimately, the successful implementation of these strategies can lead to a more dynamic, inclusive, and effective educational landscape, ensuring that students are equipped with the skills and knowledge necessary to succeed in a rapidly evolving world.

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THE ROLE OF INTERACTIVE TEACHING METHODS IN ENHANCING STUDENT ENGAGEMENT

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Abstract: *In modern education, student engagement has become one of the key factors influencing learning outcomes. Interactive teaching methods are widely recognized as effective tools to increase students' motivation, participation, and overall academic performance. This article explores the role of interactive teaching techniques in enhancing student engagement and provides practical strategies for their implementation in the classroom.*

Keywords: i*nteractive teaching, student engagement, active learning, motivation, classroom interaction, teaching methods.*

In today's rapidly changing educational environment, traditional teacher-centered approaches are gradually being replaced by student-centered methods. Interactive teaching methods play a crucial role in this transformation by actively involving students in the learning process. Student engagement refers to the level of attention, curiosity, and interest that students show during learning. Research shows that when students are actively involved, they understand concepts better and retain information longer. Interactive methods encourage participation, collaboration, and critical thinking.

Interactive teaching includes various techniques such as group discussions, role-playing, problem-solving tasks, brainstorming, and the use of digital tools. These methods create a dynamic classroom atmosphere where students feel comfortable expressing their ideas. One of the major advantages of interactive teaching is that it reduces passivity among learners. Instead of simply listening to lectures, students become active participants. This leads to improved communication skills, especially in language learning contexts.

However, students may face certain challenges during interactive activities. Some learners may feel shy or lack confidence, while others may struggle to express their ideas clearly. In such cases, the role of the teacher is essential in creating a supportive and inclusive environment. The following interactive strategies can significantly enhance student engagement:

Group Work and Collaboration. Group work is an effective way to make students more active in the classroom. When students work in small groups, they can exchange ideas, discuss different opinions, and solve problems together. This process helps them understand the topic more deeply. It also improves important life skills such as teamwork, communication, and leadership. In addition, students learn to respect others' viewpoints and become more confident in expressing their own ideas.

Use of Technology. Technology plays an important role in modern education. Tools such as interactive applications, online quizzes, videos, and presentations make lessons more interesting and dynamic. They help teachers explain complex topics more clearly and visually. Technology also allows students to learn at their own speed and focus on their individual needs. As a result, students become more independent and motivated learners.

Question and Answer Sessions. Question and answer activities encourage students to think actively during the lesson. Instead of only listening, students participate by asking questions and sharing their ideas. This improves their critical thinking and understanding of the subject. Teachers can use open-ended questions to make students analyze, compare, and explain their answers. Such interaction keeps students focused and involved.

Role-playing and Simulations. Role-playing and simulations give students a chance to experience real-life situations in the classroom. For example, they can act as different characters or solve real-world problems.

This helps them apply their theoretical knowledge in practice. These activities also develop creativity, problem-solving skills, and confidence. Learning becomes more meaningful and memorable through experience.

Gamification. Gamification means using game elements in education, such as points, levels, rewards, and competitions. This method makes learning more enjoyable and exciting. Students feel more motivated to participate and complete tasks. It also creates a positive learning environment where students are less afraid of making mistakes. As a result, they become more engaged and active.

Successful Implementation. To use interactive methods successfully, teachers need to plan their lessons carefully. They should consider students' age, level, and interests. Clear instructions are very important so that students understand what to do. Time management and organization also play a key role. In addition, giving regular feedback helps students see their progress and improve their performance.

Conclusion. In conclusion, interactive teaching methods play a significant role in enhancing student engagement and improving learning outcomes. They create a more dynamic, inclusive, and motivating learning environment. By incorporating interactive strategies such as group work, technology, and active participation, teachers can help students become more confident, independent, and motivated learners. Although challenges may arise, they can be overcome through proper guidance and support. Ultimately, the use of interactive teaching methods contributes to the development of essential skills and prepares students for real-life communication and problem-solving situations.

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ZAMONAVIY TA'LIM AFZALLIKLARI

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Annotatsiya: *Mazkur maqolada zamonaviy ta'lim tizimining mohiyati, uning asosiy afzalliklari hamda an'anaviy ta'limdan farqli jihatlari tahlil qilinadi. Shuningdek, maqolada shaxsga yo'naltirilgan yondashuv, interaktiv metodlar, axborot-kommunikatsiya texnologiyalarining o'rni va mustaqil fikrlashni rivojlantirish kabi masalalar keng yoritilgan. Zamonaviy ta'limning jamiyat taraqqiyotidagi ahamiyati ham ilmiy asosda ochib berilgan.*

Kalit so'zlar: *zamonaviy ta'lim, interaktiv metodlar, innovatsiya, axborot texnologiyalari, shaxsga yo'naltirilgan yondashuv, ta'lim sifati, mustaqil fikrlash, masofaviy ta'lim.*

Bugungi globallashuv jarayonida ta'lim tizimi jamiyat taraqqiyotining eng muhim omillaridan biri hisoblanadi. Axborot texnologiyalarining tez sur'atlar bilan rivojlanishi, bilimga bo'lgan ehtiyojning ortib borishi ta'lim tizimining ham yangicha shakl va uslublarda tashkil etilishini talab etmoqda. Zamonaviy ta'lim tushunchasi aynan ana shu ehtiyojlardan kelib chiqqan bo'lib, u innovatsion yondashuvlar, interaktiv metodlar va raqamli texnologiyalar asosida tashkil etilgan ta'lim jarayonini anglatadi.

Mazkur maqolada zamonaviy ta'limning asosiy afzalliklari, uning an'anaviy ta'limdan farqli jihatlari hamda o'quv jarayonidagi o'rni keng yoritib beriladi. Zamonaviy ta'lim tushunchasi. Zamonaviy ta'lim – bu o'quvchining shaxsiy rivojlanishiga yo'naltirilgan, interfaol metodlar asosida tashkil etilgan hamda zamonaviy axborot-kommunikatsiya texnologiyalaridan keng foydalaniladigan ta'lim tizimidir. Bunday ta'limda o'qituvchi faqat bilim beruvchi emas, balki yo'naltiruvchi va fasilitator rolini bajaradi. Zamonaviy ta'lim quyidagi xususiyatlarga ega: shaxsga yo'naltirilganlik; interfaollik; mustaqil fikrlashni rivojlantirish; raqamli texnologiyalardan foydalanish; uzluksizlik va moslashuvchanlik.

Zamonaviy ta'limning asosiy afzalliklari. Zamonaviy ta'lim bugungi kunda jamiyat rivojining ajralmas qismi bo'lib, uning afzalliklari nafaqat ta'lim jarayonining samaradorligini oshirishda, balki shaxsni har tomonlama rivojlantirishda ham muhim ahamiyat kasb etadi. Avvalo, zamonaviy ta'lim shaxsga yo'naltirilgan yondashuvga asoslanadi. Bu degani, har bir o'quvchining individual qobiliyati, qiziqishi va ehtiyojlari hisobga olinadi. An'anaviy ta'limda barcha o'quvchilarga bir xil yondashuv qo'llanilgan bo'lsa, zamonaviy ta'limda differensial yondashuv asosida har bir o'quvchining o'ziga xos xususiyatlari e'tiborga olinadi. Natijada o'quvchi o'z imkoniyatlarini to'liq namoyon eta oladi, o'ziga bo'lgan ishonchi ortadi va bilim olishga bo'lgan ichki motivatsiyasi kuchayadi.

Shuningdek, zamonaviy ta'lim interaktiv metodlarga boyligi bilan ajralib turadi. Dars jarayonida o'quvchilar faqat tinglovchi emas, balki faol ishtirokchiga aylanadi. Munozaralar, guruhli ishlar, loyihalar, rolli o'yinlar orqali o'quvchilar o'z fikrlarini erkin ifoda etadi, boshqalarning fikrini tinglashni o'rganadi hamda jamoada ishlash ko'nikmalarini egallaydi. Bu esa ularning ijtimoiylashuviga, muloqot madaniyatining shakllanishiga va liderlik qobiliyatining rivojlanishiga ijobiy ta'sir ko'rsatadi. Bundan tashqari, interaktiv metodlar orqali olingan bilimlar uzoq vaqt esda qoladi, chunki o'quvchi bilimni bevosita faoliyat jarayonida o'zlashtiradi.

Yana bir muhim afzallik – bu axborot-kommunikatsiya texnologiyalarining keng qo'llanilishidir. Zamonaviy ta'lim jarayonida kompyuterlar, planshetlar, interaktiv doskalar, internet resurslari va turli onlayn platformalardan foydalanish o'quv jarayonini yanada qiziqarli va samarali qiladi. Masofaviy ta'lim imkoniyatlari esa o'quvchilarga geografik joylashuvdan qat'i nazar sifatli bilim olish imkonini beradi. Ayniqsa, pandemiya davrida masofaviy ta'limning ahamiyati yanada yaqqol namoyon bo'ldi. Elektron darsliklar, video materiallar va test tizimlari orqali o'quvchilar mustaqil ravishda bilimlarini mustahkamlash imkoniyatiga ega bo'ladi. Zamonaviy ta'limning yana bir ustun jihati – bu mustaqil va tanqidiy fikrlashni rivojlantirishidir. Bugungi kunda tayyor bilimlarni yodlab olish emas, balki ularni tahlil qilish, taqqoslash va amaliyotda qo'llay olish muhim hisoblanadi. Shu sababli zamonaviy ta'lim o'quvchilarga muammoli vaziyatlar yaratish orqali

ularni mustaqil fikrlashga undaydi. O‘quvchilar o‘zlari izlanadi, savollar beradi, muammolarga yechim topishga harakat qiladi. Bu esa ularning ijodiy va intellektual salohiyatini oshiradi.

Bundan tashqari, zamonaviy ta’lim ta’lim sifati va samaradorligini oshirishga xizmat qiladi. Darslarning qiziqarli tashkil etilishi, vizual va audio materiallardan foydalanish, individual yondashuvning mavjudligi o‘quvchilarning bilimni chuqurroq o‘zlashtirishiga yordam beradi. Shu bilan birga, baholash tizimi ham takomillashgan bo‘lib, o‘quvchining faqat yakuniy natijasi emas, balki uning o‘quv jarayonidagi faolligi, harakati va rivojlanishi ham inobatga olinadi.

Zamonaviy ta’limning muhim jihatlaridan biri uning moslashuvchanligi va qulayligidir. Bugungi kunda insonlar turli sharoitlarda yashaydi va ishlaydi, shu sababli ta’lim ham ularga moslashishi kerak. Onlayn kurslar, masofaviy ta’lim va aralash (blended learning) tizimlari orqali o‘quvchilar o‘zlariga qulay vaqtda va joyda bilim olishlari mumkin. Bu esa ayniqsa ishlovchi yoshlar, uy bekalari yoki chekka hududlarda yashovchi insonlar uchun katta imkoniyat yaratadi.

Zamonaviy ta’lim nafaqat nazariy bilim berish, balki o‘quvchilarni real hayotga tayyorlashga ham xizmat qiladi. Unda amaliy mashg‘ulotlar, loyihalar, tadqiqot ishlari muhim o‘rin tutadi. O‘quvchilar muammolarni hal qilish, qaror qabul qilish, vaqtni boshqarish kabi hayotiy ko‘nikmalarni egallaydi. Bu esa ularning kelajakdagi kasbiy faoliyatida muvaffaqiyat qozonishiga zamin yaratadi.

Zamonaviy va an’anaviy ta’lim taqqoslanishi. An’anaviy ta’lim ko‘proq o‘qituvchiga yo‘naltirilgan bo‘lsa, zamonaviy ta’lim o‘quvchiga yo‘naltirilgan. An’anaviy tizimda o‘quvchi passiv bo‘lsa, zamonaviy tizimda faol ishtirokchi hisoblanadi. Shuningdek, zamonaviy ta’lim texnologiyalar asosida tashkil etilgani bilan ham ajralib turadi.

Xulosa qilib aytganda, zamonaviy ta’lim tizimi bugungi kun talablariga to‘liq javob beradi. U o‘quvchilarning nafaqat bilim darajasini oshiradi, balki ularning shaxsiy rivojlanishiga ham katta hissa qo‘shadi. Zamonaviy ta’limning afzalliklari – shaxsga yo‘naltirilganlik, interaktivlik, texnologiyalardan foydalanish va mustaqil fikrlashni rivojlantirish – uni bugungi kunning eng samarali ta’lim tizimiga aylantiradi. Kelajakda ta’lim tizimini yanada rivojlantirish uchun zamonaviy yondashuvlarni keng joriy etish muhim ahamiyatga ega.

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THE ROLE OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD IN DEVELOPING STUDENTS' SPEAKING SKILLS

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Annotation: *This article discusses the importance of the Communicative Language Teaching method in modern education, particularly in developing students' speaking skills. The paper highlights the main principles of CLT, its advantages over traditional methods, and its impact on learners' communicative competence. In addition, some challenges related to the implementation of this method are analyzed. The study shows that CLT plays a significant role in improving learners' ability to use language effectively in real-life situations.*

Keywords: *Communicative Language Teaching, speaking skills, interactive methods, student-centered learning, communication, language teaching, classroom practice.*

Introduction. In recent years, teaching methods have significantly changed due to the growing need for practical language use. Traditional methods, which mainly focus on grammar and translation, are no longer sufficient for developing real communication skills (Richards and Rodgers, 2001, p. 153). As a result, the Communicative Language Teaching method has become one of the most widely used approaches in language education. The main aim of this article is to analyze the role of CLT in improving students' speaking abilities and to examine its effectiveness in classroom practice.

Main Body. Principles of communicative Language Teaching. Communicative Language Teaching is based on the idea that language is primarily a tool for communication. Therefore, students should learn how to use language in real-life situations rather than only studying rules (Littlewood, 6). According to this method, fluency is often considered more important than accuracy, especially at the early stages of learning (Harmer, 69). Another important principle of CLT is student-centered learning. In this approach, students actively participate in the learning. In this approach, students actively participate in the learning process through discussions, pair work, and group activities. The teacher acts as a facillator rather than a lecturer.

Advantages of CLT in developing speaking skills. One of the main advantages of CLT is that it creates a natural learning environment. Students are encouraged to express their ideas, share opinions, and interact with others. This helps them build confidence and reduces fear of making mistakes. In addition, CLT promotes the use of authentic materials such as real-life dialogues, videos, and role-play activities. These tools make the learning process more engaging and meaningful (Harmer, 84). Another benefit is that students develop not only linguistic competence but also sociolinguistic competence. They learn how to use language appropriately in different social contexts.

Challenges in applying CLT. Despite its advantages, CLT also has some challenges. For example, it requires a high level of teacher preparation and creativity. Teachers need to design interactive activities and manage classroom communication effectively. Moreover, in large classes, it may be difficult to involve all students equally. Some learners may feel shy or less confident, which can affect their participation. In addition to, lack of resources is another important issue. Effective implementation of CLT often requires authentic materials such as audio recordings, videos, and real-life texts. However, not all schools have access to such resources. In some cases, teachers have to rely only on textbooks, which may not fully support communicative activities. This limits the variety and quality of classroom interaction.

Conclusion. To sum up, the communicative Language Teaching method plays a crucial role in developing students' speaking skills. It encourages active participation, builds confidence and prepares learners for real-life communication. Although there are certain challenges in applying this method, its advantages make

it highly valuable in modern language teaching. Therefore, it is recommended to use CLT more widely in educational practice.

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THE EFFECTIVENESS OF GROUP WORK IN LANGUAGE TEACHING

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Abstract. *Group work in language teaching significantly enhances students' linguistic competence and collaborative skills. It encourages interaction, communication, and problem-solving among learners, providing them with opportunities to practice language in authentic contexts. When students engage in group discussions, projects, and role-plays, they develop not only language proficiency but also critical thinking, empathy, and teamwork abilities. This collaborative approach fosters a more inclusive and engaging learning environment, allowing learners to support each other and bridge gaps in understanding. By incorporating group work into language instruction, educators can promote both cognitive and social development, preparing students for effective communication in diverse contexts.*

Key words: *Group Work, Collaborative Learning, Language Acquisition, Communication Skills, Critical Thinking, Peer Learning.*

In modern language education, fostering effective communication skills goes beyond traditional individual-focused teaching methods. Group work has emerged as a crucial pedagogical strategy, offering learners opportunities to interact, negotiate meaning, and practice language collaboratively. Research shows that students engaged in group activities demonstrate higher motivation, better problem-solving abilities, and improved language retention compared to those in individual learning settings. Collaborative tasks such as discussions, role-plays, and project-based assignments allow learners to apply language in meaningful contexts, facilitating both linguistic and social development. As classrooms become increasingly diverse, group work not only strengthens language proficiency but also cultivates teamwork, empathy, and adaptability, essential skills for navigating real-world communication and multicultural environments.

Cognitive Benefits: Group work in language teaching provides significant cognitive advantages. According to Johnson and Johnson (2018), students participating in collaborative learning demonstrate enhanced problem-solving skills, critical thinking, and cognitive flexibility compared to those engaged in individual learning. Gillies (2016) found that group activities, such as discussions and collaborative projects, improve memory retention and the ability to process multiple streams of information simultaneously. Furthermore, collaborative tasks stimulate active learning, encouraging students to analyze, evaluate, and apply language knowledge in authentic contexts.

Social Benefits: Collaborative learning also fosters important social skills. Smith (2017) highlighted that group work promotes empathy, communication, and adaptability, as students must negotiate meaning, share ideas, and respond to diverse perspectives. Learners engaged in group activities develop stronger interpersonal relationships and a higher level of cross-cultural understanding. This social interaction supports a positive classroom climate and encourages students to take risks with language, boosting their confidence and willingness to communicate.

Professional Advantages: The benefits of collaborative language learning extend to professional contexts. According to Dörnyei and Ushioda (2019), students who develop teamwork and communication skills through group work are better prepared for collaborative tasks in professional environments. Employers increasingly value individuals who can work effectively in multicultural teams, communicate clearly, and solve problems collectively. Group-based language tasks cultivate these competencies, enhancing students' employability and readiness for globalized workplaces.

Cultural Adaptability: Group work in language classrooms enhances cultural adaptability by exposing learners to different viewpoints and ways of thinking. As reported by Littlewood (2017), students engaged in collaborative tasks develop a greater appreciation of diverse cultures and are more likely to engage inclusively with peers from different backgrounds. Such experiences cultivate open-mindedness and intercultural competence, essential skills for functioning in multilingual and multicultural contexts.

Cognitive Flexibility and Mental Agility: Engaging in collaborative tasks, such as discussions, problem-solving activities, and role-plays, requires students to switch between ideas, perspectives, and language forms, stimulating brain plasticity. Johnson and Johnson (2018) emphasize that learners participating in group work exhibit improved executive functions, including planning, attention, and self-regulation. This mental agility supports effective language acquisition and contributes to overall cognitive development, critical thinking, and adaptability.

To investigate the effectiveness of group work in language teaching, a comprehensive literature review was conducted. The methodology involved collecting peer-reviewed articles, books, and empirical studies from the fields of applied linguistics, education, and psychology. Academic databases such as Google Scholar, JSTOR, and ERIC were used to source relevant materials. Studies from the last twenty years were prioritized to ensure current and reliable data. Both qualitative case studies and quantitative experimental research were analyzed to gain a thorough understanding of how group work impacts language proficiency, social interaction, and cognitive skills. The findings consistently indicate that students engaged in group work show higher levels of motivation, enhanced communication skills, and improved problem-solving abilities compared to those in traditional individual-focused settings. Implementing group work in language teaching offers substantial cognitive, social, and professional benefits for learners. Research indicates that collaborative learning not only enhances language proficiency but also develops critical thinking, problem-solving skills, and cognitive flexibility (Johnson & Johnson, 2018; Gillies, 2016). Engaging in group discussions, role-plays, and project-based tasks fosters multitasking abilities and mental agility, as students must switch between ideas, perspectives, and language forms.

Socially, group work strengthens communication skills, empathy, and tolerance, as learners navigate diverse viewpoints and collaborate with peers from different backgrounds (Smith, 2017). Collaborative activities also enhance cultural adaptability and cross-cultural understanding, preparing students for real-world interactions in increasingly multicultural contexts. From a professional perspective, students who develop teamwork and collaborative communication skills are better equipped for future workplaces, where effective collaboration and problem-solving are highly valued (Dörnyei & Ushioda, 2019). Group work, therefore, not only improves academic outcomes but also enhances employability, intercultural competence, and readiness for globalized environments. Given these advantages, language educators and policymakers should prioritize the integration of structured group activities into curricula. By doing so, they provide learners with the essential skills to thrive academically, socially, and professionally in a highly interconnected and multilingual world.

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DARSLARDA KREATIV MASHQLAR: O'QUVCHILAR DIQQATINI QANDAY JALB QILISH MUMKIN?

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Annotatsiya: *Ushbu maqola maktab amaliyoti davomida qo'llangan kreativ mashqlar va interaktiv metodlarning o'quvchilar diqqatiga ta'sirini tahlil qiladi. Unda so'z o'yinlari, rangli kartochkalar, mini-roll o'yinlar va tezkor savol-javob mashqlari orqali o'quvchilarning faolligi va o'zlashtirish darajasi oshgani amaliy misollar bilan ko'rsatiladi. Shuningdek, darslarni yanada samarali tashkil etish bo'yicha kuzatuvlar va tavsiyalar beriladi.*

Kalit so'zlar: *kreativ mashqlar, interaktiv metodlar, o'quvchilar faolligi, diqqatni boshqarish.*

Kirish. Maktab amaliyotida o'quvchilarning diqqatini jalb qilish va faolligini oshirish dolzarb vazifa ekanligi yuzaga chiqadi. An'anaviy ma'ruza usuli ko'plab o'quvchilarni passiv qiladi va mavzuga qiziqishini pasaytiradi. Shu sababli, darslarda kreativ mashqlar va interaktiv metodlarni qo'llash samaradorligini aniqlash muhimdir. Ushbu maqola zamonaviy ta'lim jarayonida o'quvchilar diqqatini boshqarish va ta'lim sifatini oshirish maqsadida kreativ va interaktiv metodlarni qo'llashning ahamiyatini ochib beradi.

Talabalarning o'quv jarayonlariga ajratadigan diqqat, qiziqish, sa'y-harakat va ishtiroki ***"talaba faoliyati"*** (student engagement) deb ataladi.[38] Ta'lim jarayonida talabalarning faol ishtiroki ularning o'rganishga bo'lgan qiziqishini oshiradi, bilimni tezroq va samaraliroq o'zlashtirishiga yordam beradi, shuningdek, darsdagi diqqatni uzluksiz saqlash imkonini beradi. Faol talaba o'z bilimini amaliy mashqlar orqali mustahkamlash, muammolarni hal qilish va ijodiy fikrlash ko'nikmalarini rivojlantirishga ham ko'proq intiladi. Shu bois, "…*Akademik muvaffaqiyat va o'quvchilarning o'rganish natijalari asosan ularning darsga bo'lgan faolligi va diqqatiga bog'liq hisoblanadi*[39]".

Maktab amaliyoti davomida olib borilgan kuzatuvlar shuni ko'rsatdiki, darslarda kreativ va interaktiv mashqlardan foydalanish o'quvchilarning diqqatini boshqarishda eng samarali vositalardan biridir. Xususan, rangli kartochkalar yordamida yangi so'zlarni mustahkamlash, ***"Hot Seat", "Chain Questions", "Mystery Word"*** kabi o'yinlar orqali darsni jonlantirish o'quvchilarning faol ishtirokini ta'minladi. Tadqiqotlar ham shuni

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tasdiqlaydiki, o'quv jarayoniga o'yin elementlari kiritilishi diqqatni 67% gacha oshiradi, chunki o'yinlar o'quvchilarning emotsional faolligini kuchaytiradi va e'tiborning uzilishlarini kamaytiradi[40].

Interaktiv o'qitish diqqatning kognitiv darajasini qo'llab-quvvatlaydi. **Clark va Mayer** (2021) ta'kidlaganidek, o'quvchilar faol ishtirok etgan darslarda ma'lumotning qisqa muddatli xotiradan uzoq muddatli xotiraga o'tish tezligi yuqori bo'ladi. Shuningdek, mini-roll o'yinlar o'quvchilarning muloqot ko'nikmasi, nutq ravonligi va fikrni erkin ifodalashini rivojlantiradi. Amaliyot jarayonida 5-7 daqiqalik roll o'yinlari o'quvchilar e'tiborini qayta tiklashga xizmat qilgani kuzatildi.

Kreativ mashqlarning yana bir afzalligi shundaki, ular o'quvchilarda hamkorlik, jamoada ishlash, fikr almashish ko'nikmalarini kuchaytiradi. **Johnson, Becker va Cummins** (2020) ta'kidlashicha, guruh o'yinlari va kreativ topshiriqlar o'quvchilarning ijtimoiy interaksiyasini 40% ga oshiradi va bu o'z navbatida diqqatning pasayishini oldini oladi[41]. Amaliyot davomida ***"Group Poster", "Story Puzzle"*** kabi topshiriqlarni qo'llash natijasida hatto passiv o'quvchilar ham darsga faol qo'shilgani kuzatildi.

Tezkor savol-javob mashqlari (Rapid Fire Questions) esa diqqatni boshqarishda eng tezkor vositalardan biri bo'lib chiqdi. Tadqiqotlarga ko'ra, 2-3 daqiqalik qisqa savol-javoblar o'quvchilar ongida "faollik signali"ni uyg'otadi va miyaning ishlash faoliyatini faollashtiradi[42]. Shu bois darsning har bir qismida kamida bir marta dinamik savol-javob qo'llash tavsiya etiladi.

Zamonaviy ta'lim texnologiyalari kreativ mashqlar samaradorligini oshiradi. Kahoot, Quizizz va Wordwall kabi raqamli platformalar vizuallik, raqobat va tezkor baholash orqali o'quvchilarning diqqatini faol ushlab turadi. 2024-yilda o'tkazilgan ERIC bazasidagi tadqiqotga ko'ra, raqamli o'yinlar darsdagi diqqatni 72 % gacha oshiradi va bilim retention darajasi sezilarli yaxshilanadi[43]. Maktab amaliyotida bu platformalar o'quvchilarning motivatsiyasini oshirgani va dars davomida diqqatini saqlab qolishga yordam bergani aniq kuzatildi. Bu esa kreativ mashqlar va interaktiv metodlarning diqqatni boshqarishda samarali ekanini tasdiqlaydi.

Xulosa qilib aytganda, kreativ mashqlar va interaktiv metodlar o'quvchilarning diqqatini jalb qilishda samarali ekani aniqlandi. So'z o'yinlari, rangli kartochkalar, roll o'yinlar va tezkor savol-javoblar o'quvchilar faolligini oshirdi, raqamli o'yinlar esa motivatsiyani kuchaytirdi. Amaliyot davomida bu mashqlar darsni jonlantirib, mavzuni yaxshiroq o'zlashtirishga yordam berdi.

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THE MAIN STAGES OF SCIENTIFIC RESEARCH AND THEIR SIGNIFICANCE

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Annotation. *This article examines the role of methodology in scientific research writing. It highlights the importance of selecting appropriate research methods, structuring the research process, and ensuring validity and reliability of results. The paper also explores the main stages of scientific research and explains their significance in producing high-quality academic work. Methodology is considered as the foundation that connects theory with practice and allows researchers to achieve accurate and objective conclusions.*

Keywords: *methodology, scientific research, research methods, research process, validity, reliability, academic writing, research stages, data analysis, theory and practice, objective conclusions*

Introduction. Scientific research is an essential part of academic and professional development. It allows researchers to explore new ideas, test hypotheses, and contribute to the existing body of knowledge. However, the success of any research largely depends on the methodology used. Methodology is not just a set of methods; it is a systematic framework that guides the entire research process.

In modern science, methodology plays a critical role in ensuring that research is conducted in a logical, consistent, and objective manner. Without proper methodology, even the most interesting research topic may fail to produce reliable results. Therefore, understanding the role of methodology is crucial for every student and researcher.

The Concept of Methodology. Methodology refers to the theoretical analysis of the methods applied in a particular field of study. It includes research design, data collection techniques, tools of analysis, and interpretation of results. In simple terms, methodology answers the question: "How will the research be conducted?" There are different types of research methodologies, including qualitative, quantitative, and mixed methods. Each type has its own advantages and is chosen depending on the research objectives. A well-defined methodology helps in avoiding confusion and ensures that the research process remains structured and systematic.

Main Stages of Scientific Research. Scientific research consists of several important stages that must be followed carefully:

Identification of the Research Problem. Every research begins with identifying a clear and specific problem. This stage defines the direction of the entire study.

Literature Review. At this stage, the researcher studies existing works related to the topic. It helps to understand previous findings and identify research gaps.

Formulation of Hypothesis. A hypothesis is a proposed explanation that the research aims to test. It provides a focus for the study.

Selection of Methodology. Choosing the right methods is one of the most important stages. It determines how data will be collected and analyzed.

Data Collection. Data is gathered using various techniques such as surveys, interviews, experiments, or observations.

Data Analysis. Collected data is analyzed using statistical or analytical tools to find meaningful results.

Conclusion and Recommendations. At the final stage, the researcher summarizes the findings and provides recommendations based on the results.

The Role of Methodology in Scientific Writing. Methodology plays a central role in scientific writing. It ensures that the research process is transparent, logical, and reproducible. A strong methodology increases the credibility of the research and makes it acceptable in the academic community. Moreover, methodology helps researchers to avoid errors, biases, and inconsistencies. It provides a clear structure and allows others to evaluate and replicate the study. Without methodology, research would lack scientific value and reliability. Advantages of Proper Methodology; Ensures accuracy and reliability of results; Provides clear structure to the research; Helps avoid bias and errors; Improves the quality of academic writing. Makes research understandable and reproducible.

Conclusion. In conclusion, methodology is the backbone of scientific research. It connects theory with practice and ensures that the research process is systematic and objective. A well-chosen methodology leads to reliable results and meaningful conclusions. Understanding and applying proper methodology is essential for every researcher who aims to produce high-quality scientific work. Therefore, special attention must be given to methodological aspects when writing any scientific article.

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O‘ZBEKISTON TA’LIM TIZIMIDAGI ZAMONAVIY ISLOHOTLAR: YUTUQLAR, YANGILIKLAR VA ISTIQBOLLAR

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Annotatsiya: *Ushbu maqolada O‘zbekiston Respublikasida ta’lim sohasida olib borilayotgan zamonaviy islohotlar, ularning asosiy yo‘nalishlari, erishilgan yutuqlar, yangiliklar va istiqbollar haqida tahliliy fikr yuritilgan. Jumladan, maktabgacha ta’lim, umumiy o‘rta ta’lim, kasb-hunar va oliy ta’limda amalga oshirilayotgan o‘zgarishlar, raqamli texnologiyalarning joriy etilishi, o‘qituvchilarning maqomi va xalqaro reytinglarda qayd etilayotgan muvaffaqiyatlar muhim o‘rin egallagan.*

Kalit so‘zlar : *Ta’lim tizimi, islohotlar, maktabgacha ta’lim, raqamli ta’lim, oliy ta’lim, o‘qituvchilar, xalqaro reytinglar, O‘zbekiston, innovatsiya, yoshlar.*

Kirish. O‘zbekiston Respublikasi mustaqillikka erishgan ilk kunlardan boshlab, ta’lim tizimini rivojlantirishni ustuvor yo‘nalish sifatida tanlab oldi. Ayniqsa, so‘nggi yillarda Prezidentimiz Shavkat Mirziyoyev rahbarligida olib borilayotgan keng ko‘lamli islohotlar ta’lim sohasida tub o‘zgarishlarga sabab bo‘ldi. Ushbu maqolada hozirgi kunda mamlakatimizda amalga oshirilayotgan ta’lim islohotlari, ularning ijtimoiy-iqtisodiy ahamiyati, yangiliklar va yutuqlar haqida so‘z yuritiladi. 2023-2024 yillar davomida O‘zbekiston ta’lim tizimida tub o‘zgarishlar amalga oshirildi. Bu o‘zgarishlar quyidagi asosiy yo‘nalishlarda ko‘zga tashlandi:

Maktabgacha ta’limni rivojlantirish: So‘nggi yillarda maktabgacha ta’limga bo‘lgan e’tibor kuchaytirildi. 6 yoshli bolalarni majburiy bir yillik tayyorlov sinfiga qamrab olish boshlangan. Davlat va xususiy bog‘chalar soni ortib bormoqda, bu esa ta’limning ilk bosqichidan boshlab sifatli bilim olish imkonini yaratmoqda.

Umumiy o‘rta ta’limda sifatni oshirish: Maktablarda o‘quv dasturlari qayta ko‘rib chiqilmoqda, zamonaviy darsliklar joriy etilmoqda. Elektron jurnal va kundalik tizimlari maktablarda keng joriy qilinib, o‘quvchilar va ota-onalarning axborotdan xabardorligi ortmoqda. Ayniqsa STEM fanlariga alohida e’tibor berilmoqda. Kasb-hunar ta’limining qayta tashkil etilishi: Kasb-hunar maktablari, texnikumlar va kollejlar tizimi yangicha asosda shakllantirilmoqda. Yangi tizimda o‘quvchilar zamonaviy kasb va mutaxassisliklarga ega bo‘lishi uchun zarur shart-sharoitlar yaratilmoqda. Ishlab chiqarish bilan integratsiyalashgan ta’lim uslublari yo‘lga qo‘yildi. Oliy ta’limda ochiqlik va xalqaro hamkorlik: So‘nggi yillarda yangi oliy ta’lim muassasalari ochildi, xususan, ko‘plab xorijiy universitetlarning filiallari (Singapur, Italiyaning Turin, Koreya va boshqa davlatlar) O‘zbekistonda faoliyat yuritmoqda. Bu xalqaro standartlarga mos kadrlar tayyorlash imkonini bermoqda.

Texnologik taraqqiyot ta’lim tizimiga ham o‘z ta’sirini ko‘rsatmoqda. “Elektron ta’lim” platformalari, masofaviy o‘qitish tizimlari, raqamli kutubxonalar va virtual laboratoriyalar keng joriy etilmoqda. Pandemiya davrida masofaviy ta’lim tajribasi asosida yangi platformalar ishlab chiqildi: “edu.uz”, “ziyoNET”, “my.edu.uz” va boshqalar.

Shuningdek, IT sohasidagi bilimlarni maktabdan boshlab o‘qitish, kodlash (programming) asoslarini o‘rgatish uchun yangi darsliklar va maxsus maktablar tashkil etilmoqda. “IT maktablar” loyihasi yosh avlodda zamonaviy texnologiyalarni o‘zlashtirish imkonini yaratmoqda.

Ta’lim sifati ko‘p jihatdan o‘qituvchilarning kasbiy tayyorgarligiga bog‘liq. Shu sababli o‘qituvchilarning bilim va malakasini oshirish bo‘yicha maxsus dasturlar ishlab chiqildi. Ular doimiy ravishda attestatsiyadan o‘tmoqda, ilg‘or xorijiy tajribalarga asoslangan malaka oshirish kurslariga yuborilmoqda.

Bundan tashqari, o‘qituvchilar uchun moddiy rag‘batlantirish tizimi takomillashtirilmoqda. Ularning oylik maoshlari bosqichma-bosqich oshirilmoqda, bu esa kasb obro‘sini oshirishga xizmat qilmoqda. O‘zbekiston oliy ta’lim muassasalari xalqaro reytinglarda o‘z o‘rnini mustahkamlab bormoqda. Masalan, 2023-yilda Toshkent davlat sharqshunoslik universiteti, Toshkent axborot texnologiyalari universiteti va boshqa bir qancha OTMlar Times Higher Education va QS reytinglaridan joy oldi.Yoshlararo xalqaro fan olimpiadalari, IT musobaqalar, robototexnika tanlovlarida o‘zbekistonlik yoshlar yuqori o‘rinlarni egallamoqda. Bu esa ta’lim sifatining yaxshilanayotganidan dalolatdir.

Xulosa. Xulosa qilib aytganda, O‘zbekiston Respublikasi ta’lim tizimida olib borilayotgan islohotlar xalq ta’limini zamonaviy, sifatli, raqobatbardosh va xalqaro mezonlarga mos holga keltirishga qaratilgan. Ushbu islohotlar natijasida yosh avlod keng dunyoqarashga ega, raqamli texnologiyalarni o‘zlashtirgan, o‘z Vataniga sodiq mutaxassislar sifatida shakllanmoqda.Kelajakda ham ta’lim sohasi islohotlarining izchil davom ettirilishi, pedagoglarning kasbiy malakasini oshirish, ta’lim infratuzilmasini yaxshilash, raqamlashtirish jarayonlarini kengaytirish orqali yuksak natijalarga erishish mumkin bo‘ladi. Zero, ta’lim – har qanday taraqqiyotning asosi, inson kapitalining negizidir.

FOYDALANILGAN ADABIYOTLAR RO’YXATI:

1. O‘zbekiston Respublikasi Prezidentining 2022-yil 12-maydagi “Ta’lim sifatini oshirish va ilmiy tadqiqotlar faoliyatini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”gi PQ–289-sonli qarori.
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THE EFFECTIVENESS OF CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN TEACHING ENGLISH: AN EXPERIMENTAL ANALYSIS

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Abstract: *Content and Language Integrated Learning (CLIL) has emerged as an innovative pedagogical approach that integrates subject content with language instruction. This study investigates the effectiveness of CLIL in enhancing English language proficiency among learners in a non-native context. The research employs an experimental design comparing traditional language teaching methods with CLIL-based instruction. The findings demonstrate that CLIL significantly improves students' communicative competence, vocabulary acquisition, and motivation levels. The study also highlights the role of contextualized learning in fostering deeper cognitive engagement. Statistical data collected from pre- and post-tests indicate measurable improvements in the experimental group. The results suggest that CLIL can be an effective strategy for modern language education systems. The implications of this study contribute to the development of integrated teaching methodologies in higher education institutions.*

Keywords: *CLIL, language learning, communicative competence, bilingual education, methodology, experiment, pedagogy, integration, cognition, motivation, proficiency*

Introduction. In recent decades, the increasing globalization of education has necessitated the adoption of innovative teaching methodologies aimed at enhancing both language proficiency and subject knowledge. One such approach is Content and Language Integrated Learning (CLIL), which involves teaching academic subjects through a foreign language, most commonly English (Marsh, 2002). This method has gained widespread recognition across European and international educational systems due to its dual-focused objectives. The relevance of CLIL lies in its ability to provide authentic language exposure while simultaneously developing subject-specific knowledge. Unlike traditional language teaching methods, which often isolate linguistic elements, CLIL promotes meaningful communication within real-life contexts (Coyle et al., 2010). Previous studies have shown that CLIL enhances learners' cognitive skills, including critical thinking and problem-solving abilities (Dalton-Puffer, 2007). However, despite its growing popularity, there remains a need for empirical research examining its effectiveness in specific educational contexts, particularly in non-native English-speaking countries. This study aims to analyze the impact of CLIL on students' English language proficiency through an experimental approach, comparing it with traditional teaching methods and identifying its pedagogical advantages.

Methods and Materials. This study employed a quasi-experimental research design to evaluate the effectiveness of CLIL in English language teaching. The participants consisted of 60 undergraduate students divided into two groups: an experimental group (CLIL-based instruction) and a control group (traditional teaching methods). Each group included 30 students with similar proficiency levels, determined through a placement test. The experimental group was taught selected academic subjects, such as geography and environmental science, in English using CLIL methodology. Instruction emphasized content comprehension, vocabulary acquisition, and communicative interaction. In contrast, the control group received conventional English language instruction focusing on grammar and isolated language skills. Data collection tools included pre-tests and post-tests, classroom observations, and student motivation questionnaires. The duration of the experiment was 12 weeks. Statistical analysis was conducted using comparative methods to measure differences in performance between the two groups.

The study also incorporated qualitative observations to assess student engagement and participation levels. Ethical considerations were maintained by ensuring voluntary participation and anonymity of respondents. The methodology allowed for a comprehensive evaluation of both linguistic and cognitive outcomes associated with CLIL implementation (Marsh, 2002).

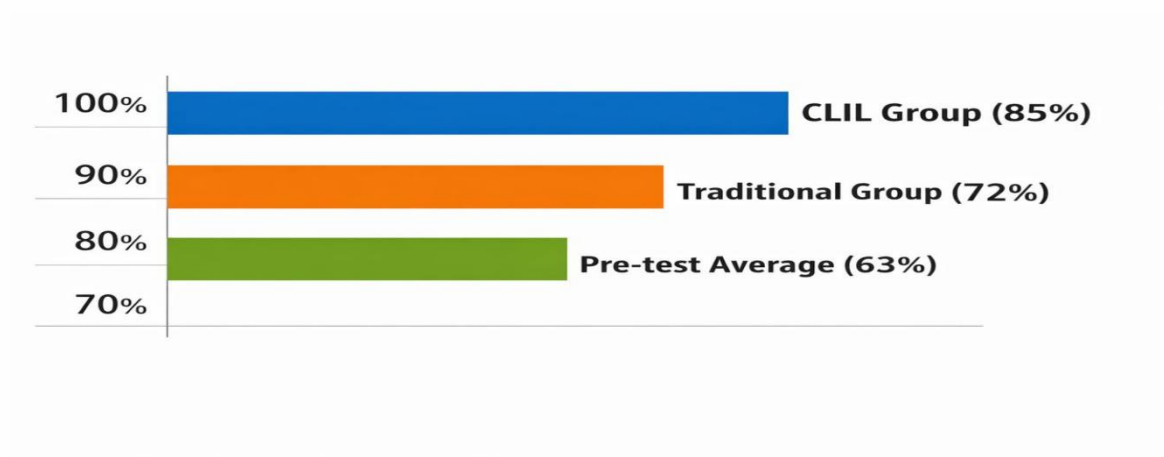
Results and Discussion

Table 1: Students' Performance Before and After the Experiment

Group	Pre-test (%)	Post-test (%)	Improvement (%)
Experimental (CLIL)	62	85	+23
Control (Traditional)	63	72	+9

Source: *Developed by the author based on experimental data.*

Diagram: Improvement in Language Proficiency



Source: *Experimental results of the study.*

The results of the study clearly indicate that the CLIL approach significantly enhances students' English language proficiency compared to traditional methods. As shown in Table 1, the experimental group achieved a 23% improvement, whereas the control group showed only a 9% increase. This substantial difference highlights the effectiveness of integrating content and language learning.

One of the key factors contributing to this improvement is the contextualized nature of CLIL instruction. Students in the experimental group were exposed to authentic language use in meaningful academic contexts, which facilitated better vocabulary retention and comprehension (Coyle et al., 2010). Moreover, classroom observations revealed higher levels of student engagement and participation in CLIL classes. The diagram further illustrates the disparity in performance between the two groups, emphasizing the advantages of CLIL in fostering communicative competence. Students demonstrated improved fluency, confidence, and ability to express complex ideas in English. Additionally, questionnaire results indicated that learners in the CLIL group reported higher motivation levels and a more positive attitude toward language learning. This aligns with previous research suggesting that integrated learning environments promote intrinsic motivation (Dalton-Puffer, 2007).

Overall, the findings confirm that CLIL is a highly effective pedagogical approach that not only enhances linguistic skills but also supports cognitive development and subject understanding.

Conclusion. In conclusion, this study demonstrates that Content and Language Integrated Learning (CLIL) is a highly effective method for improving English language proficiency among learners. The experimental results indicate that students exposed to CLIL instruction outperform those taught through traditional methods in terms of vocabulary acquisition, communicative competence, and overall language development. Furthermore, CLIL promotes higher levels of student motivation and engagement by providing meaningful and context-based learning experiences. The integration of subject content and language learning fosters cognitive development and enhances learners' ability to apply knowledge in real-life situations. These

findings suggest that educational institutions should consider adopting CLIL as part of their curriculum to meet the demands of modern education systems.

Future research should focus on long-term effects of CLIL and its application across different disciplines and educational levels. Overall, CLIL represents a promising direction for innovative language teaching methodologies.

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DATA COLLECTION METHODS IN SOCIAL RESEARCH FOR ENGLISH LANGUAGE LEARNING

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Annotation: *This article explores the main data collection methods used in social research with a focus on English language learning. It discusses qualitative and quantitative approaches such as surveys, interviews, observations, and document analysis. The study aims to show how these methods help researchers better understand language learning processes, learners' needs, and social factors influencing language acquisition. The analysis demonstrates that effective data collection is essential for obtaining reliable results and improving teaching practices.*

Keywords: *data collection, social research, English language learning, surveys, interviews, observation, qualitative methods, quantitative methods*

INTRODUCTION: In modern education, English language learning is closely connected with social factors. Researchers aim to understand how students learn languages, what challenges they face, and what methods are most effective. For this purpose, social research plays an important role. One of the key aspects of such research is data collection.

Data collection refers to the process of gathering information for analysis. In the field of English language learning, data can be collected from students, teachers, classrooms, and educational materials. Different methods are used depending on the research goals. These methods help researchers obtain accurate and meaningful information about the learning process.

LITERATURE REVIEW: According to J.Creswell, data collection methods are essential tools in educational research. He explains that qualitative methods help understand human behavior and experiences, while quantitative methods focus on numerical data and statistical analysis. Both approaches are widely used in language learning research[44].

[44] Creswell J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. – London: Sage, 2014. 23-26-p.

D.Nunan also emphasizes the importance of classroom-based research in language studies. He notes that interviews, observations, and questionnaires allow researchers to explore learners' attitudes and performance. These methods provide valuable insights into teaching and learning processes[45].

In my opinion, the combination of different data collection methods gives more reliable results. It allows researchers to examine language learning from multiple perspectives and better understand social and educational factors.

METHODOLOGY: This study uses a descriptive approach to analyze data collection methods in social research for English language learning. First, theoretical sources related to research methodology were reviewed. Second, different methods such as surveys, interviews, and observations were examined. Surveys are commonly used to collect data from a large number of participants. They include questionnaires with structured questions. Interviews, on the other hand, provide detailed information through direct communication with participants. Observation is another important method, which allows researchers to study real classroom behavior. The collected data is analyzed to identify the advantages and limitations of each method.

ANALYSIS AND RESULTS: The analysis shows that each data collection method has its own strengths. Surveys are useful for gathering general information quickly. Interviews provide deeper understanding of learners' opinions and experiences. Observations help researchers see real behavior in natural settings.

The results also indicate that combining different methods improves the quality of research. For example, using both surveys and interviews allows researchers to compare and validate data. This leads to more accurate conclusions. In English language learning, these methods help identify students' needs, evaluate teaching strategies, and improve educational outcomes.

DISCUSSION: The findings highlight the importance of selecting appropriate data collection methods. Researchers should consider the purpose of the study, the type of data needed, and the context of learning.

In my view, qualitative methods are especially useful in language learning research because they focus on human experiences. However, quantitative methods are also important for measuring progress and performance. Therefore, a balanced approach that combines both methods is the most effective way to conduct social research in English language learning.

CONCLUSION: In conclusion, data collection methods play a crucial role in social research related to English language learning. They help researchers gather reliable information, understand learning processes, and improve teaching practices.

Different methods such as surveys, interviews, and observations provide valuable data from various perspectives. The study shows that combining these methods leads to better research results. Overall, effective data collection contributes to the development of language education and supports successful learning outcomes.

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THE IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH

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Abstract: *Vocabulary plays a very important role in teaching and learning English. It helps students understand lessons, communicate ideas, and improve their reading, writing, speaking, and listening skills. Many students face difficulties because they do not know enough words, which makes learning harder. Effective vocabulary teaching should go beyond memorizing word lists and focus on understanding words in context, using them in real situations, and practicing regularly. Teachers can use different strategies such as pictures, examples, discussions, and vocabulary logs to help students learn and remember words better. In this way, students become more confident and independent in using English.*

Key words: *Vocabulary, English teaching, language learning, communication, teaching strategies, context learning.*

Vocabulary is widely recognized as one of the most essential components in learning and teaching English as a foreign or second language. It is the foundation of all language skills, including reading, writing, listening, and speaking. While grammar provides the structural rules that govern sentence formation, vocabulary carries meaning and allows learners to express ideas, understand messages, and participate in communication. Without sufficient vocabulary knowledge, even learners who understand grammatical rules often struggle to communicate effectively or comprehend authentic language input.

The importance of vocabulary becomes especially clear when considering how language is used in real-life communication. In both spoken and written discourse, words are the primary carriers of meaning. Learners with limited vocabulary tend to rely heavily on simplified expressions, which restricts their ability to convey precise ideas or engage in more complex discussions. On the other hand, learners with a broader lexical repertoire are more confident and flexible in communication, as they can choose from a wider range of words and expressions depending on context, audience, and purpose.

Research in applied linguistics consistently emphasizes that vocabulary knowledge is closely linked to overall language proficiency. Vocabulary learning is not simply about memorizing word lists, but about developing deep knowledge of word meaning, form, use, and collocation. This includes understanding how words change depending on context, how they combine with other words, and how different grammatical forms of the same word function in sentences. It is true that vocabulary acquisition is a gradual process that requires repeated exposure and active use, rather than one-time learning.

Another important aspect of vocabulary learning is its direct impact on reading comprehension. Studies show that a reader needs to understand a high percentage of the words in a text (often estimated around 95–98%) in order to fully comprehend it without constant interruption. This means that vocabulary size significantly influences learners' ability to access authentic texts. It is arguing that vocabulary knowledge supports not only

comprehension but also language production, as learners who know more words are better able to express ideas accurately and fluently.

Vocabulary teaching is also essential because it supports learner autonomy. When students develop strong vocabulary strategies - such as guessing meaning from context, using word formation knowledge, and applying spaced repetition techniques - they become less dependent on teachers and dictionaries. This independence is crucial for long-term language development, especially in environments where exposure to English outside the classroom is limited.

Modern approaches to vocabulary teaching emphasize both explicit and implicit learning. Explicit instruction involves direct teaching of word meanings, pronunciation, usage, and practice through exercises. This approach is particularly useful for beginners and for teaching high-frequency or academic vocabulary. Implicit or incidental learning, on the other hand, occurs when learners acquire new words through exposure to language in meaningful contexts, such as reading graded readers, watching videos, or engaging in conversations. It is true that a balanced combination of these approaches is most effective, as it allows learners to both understand and actively use new vocabulary.

In addition, vocabulary learning is strongly influenced by repetition and recycling. Words need to be encountered multiple times in different contexts before they become part of active vocabulary. Research also shows that organizing vocabulary into lexical chunks or collocations (for example, "make a decision" rather than just "decision") helps learners use language more naturally and fluently.
This approach reflects how native speakers store and retrieve language in mental chunks rather than isolated words.

The importance of vocabulary teaching is also highlighted in educational practice and teaching resources. For example, vocabulary is a key predictor of academic success, as it directly affects students' ability to understand instructions, texts, and assessment tasks. Similarly, educational materials from other researching that vocabulary development should be integrated across all language skills rather than taught in isolation, ensuring that learners can apply new words in reading, writing, speaking, and listening tasks. Research-based studies on vocabulary strategies also confirm that techniques such as semantic mapping, word cards, and contextual learning significantly improve retention and learner engagement.

Furthermore, vocabulary instruction plays a critical role in addressing learner diversity in the classroom. Students often come with different levels of language exposure, learning styles, and cognitive abilities. Effective vocabulary teaching strategies help bridge these gaps by providing multiple pathways for understanding and remembering new words. Visual aids, translation support, contextual examples, and interactive activities all contribute to more inclusive and effective learning environments.

In conclusion, vocabulary is the foundation of learning English. It supports all language skills and helps students understand and express ideas clearly. Teaching vocabulary through meaningful activities and regular practice is more effective than simple memorization. When students learn how to understand and use words in context, they become more confident and independent learners. Therefore, teachers should use different methods to make vocabulary learning easier, more interesting, and useful for real-life communication.

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THE ROLE OF SPEAKING IN LANGUAGE LEARNING

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Abstract: *Speaking is a key component of language learning, as it helps learners communicate effectively and build confidence. It supports the practical use of grammar and vocabulary, improving both fluency and accuracy. Despite challenges such as anxiety and limited practice, interactive activities can enhance speaking skills. Overall, speaking plays a crucial role in developing overall language proficiency.*

Key words: *speaking skills, language learning, fluency, accuracy, communication, confidence, vocabulary, grammar, interaction*

Introduction. Development in other fields such as linguistics, psychology, anthropology and sociology has been the source of many methods and approaches which searched continuously for the most effective method for students to learn a new language. The study of these theories is called applied linguistics today. Approaches are language teaching philosophies that might be interpreted and applied in a variety of different ways in the classroom. Both methods and approaches are linked, in turn, to a set of design features, which describe the underlying nature of language teaching methodology, for instance, learning objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and procedures of contemporary second and foreign language teaching. The relationship between method and approach is transparent and obvious. Within the study of language, various methods resulted from different approaches as a response to many historical issues and circumstances. Since ancient times, linguists specialist looked for ways to improve the quality of language teaching, elaborating principles and theories that became effective from the nineteenth century on. Within a theory of language, there are minimum three different theoretical views that provide modern approaches and methods in teaching foreign languages. The first, the structural view, is the most long-established of the three. According to this theory, language is a system of structurally related elements for the coding of meaning, and is defined in terms of phonological and grammatical units, grammatical operations and lexical items. Some methods have embodied this particular view of language over the years [1].

Besides, Speaking Skills: Speaking skills refer to the comprehensive ability to communicate effectively through spoken language. This includes: Pronunciation Articulating words clearly so that listeners can easily understand. Fluency Speaking smoothly and naturally without excessive pauses. Grammar and Vocabulary: Using correct grammar and an appropriate range of vocabulary to convey meaning. Clarity and Coherence: Organizing thoughts in a logical sequence, which helps in making the conversation clear and understandable. Confidence: Building self-assurance in speaking, which is crucial for effective oral communication. This book discusses a broad range of language teaching strategies, including the development of speaking skills, emphasizing pronunciation, fluency, and the effective organization of spoken discourse.

Role Playing: Role playing is a dynamic teaching strategy that involves students assuming different characters or roles to simulate real-life scenarios. Its benefits include: Practical Application: Allows learners to apply language skills in contexts that mimic real-world interactions. Increased Engagement: Encourages active participation and makes learning more enjoyable. Error Correction in Context: Provides a safe space for learners to experiment with language and receive immediate feedback. Development of Empathy: Helps learners understand different perspectives and cultural nuances. The authors outline various teaching methodologies, highlighting role playing as an interactive and practical method to simulate real-life communication scenarios, thereby enhancing speaking proficiency. Language Learning: Language learning is the process of acquiring proficiency in a new language through systematic study and practice.

It involves: Listening and Speaking: Developing the ability to understand spoken language and to express ideas verbally. Reading and Writing: Enhancing skills in comprehending written texts and in constructing coherent written messages.

Cultural Competence: Gaining insights into the cultural context in which the language is used. Learning Strategies: Employing various techniques such as immersion, repetition, and interactive methods like role playing. This work explains the process of language acquisition, covering aspects such as listening, speaking, reading, and writing, and includes discussions on experiential learning techniques like role playing [2]. It is worth noting that English skills include speaking, writing, reading, and listening. Although mastery of each communication skill is necessary to become a well-rounded communicator, speaking fluently has several important benefits. There are many advantages for the speaker when they can meaningfully combine words to convey their thoughts, attitudes, and feelings. Therefore, learning a second language, especially English is always, increasingly expanded, and focused on quality and improving the level of teaching and learning.

Speaking in a second language is different from speaking in a native language because learners lack vocabulary and grammar knowledge. However, the benefits of being able to speak a second language fluently cannot be overstated. It opens up opportunities for communication, education, and career advancement.

Some teachers stated that students are afraid of making mistakes, are afraid of criticism, or are simply shy (71.4%). These are psychological factors. Furthermore, this is heavily influenced by the students' fear of being mocked by other students or criticized by the teacher. As a result, students frequently discontinue participation in the speaking activity. Others argue that 42% of teachers' instructions do not entice students. For example, the teacher gives strict instructions and immediately translates them into Vietnamese. It leaves students with no time to think in English.

How students can improve their speaking skills, they can listen to music or watching movies can help students build their vocabulary. Nowadays, listening to foreign music to improve English is not strange to many people. Some English teaching textbooks also use songs in the exercises for students. One of the simplest and most enjoyable ways for students to improve their vocabulary is to use the language for something they enjoy, such as listening to music or reading news, magazines, or websites about their hobby or interest. Students will tell a short story that incorporates all of the vocabulary they have learned and related vocabulary [3].

Besides some strategy and also some ways to develop Learning and Development (L&D) plays a critical role in organizations, as it is responsible for equipping employees with the skills, knowledge, and abilities required to perform their jobs effectively. The L&D department is responsible for creating a learning culture within the organization, ensuring that employees are equipped with the necessary skills to succeed in their roles, and developing future leaders. In this article, we will explore the role of L&D in organizations and discuss an L&D implementation strategy. The role of L&D in organizations is multifaceted.

It involves developing and delivering training programs, designing learning materials, creating e-learning modules, and providing coaching and mentoring services. The following are some of the critical functions of the L&D department:1. Skills Development: One of the primary functions of the L&D department is to develop and enhance the skills of employees. This is accomplished by identifying skill gaps and creating customized training programs to address them. Career Development: The L&D department is responsible for creating career development plans that help employees progress in their careers. This involves identifying career paths, creating competency models, and providing development opportunities to enable employees to reach their full potential. Leadership Development: Another critical function of the L&D department is to develop future leaders. This involves identifying high-potential employees, providing them with leadership training, and creating succession plans. Onboarding: The L&D department is responsible for ensuring that new employees are onboarded effectively. This involves creating a structured onboarding program that familiarizes new employees with the organization, its culture, and their roles and responsibilities. Compliance Training: The L&D department is responsible for ensuring that employees are aware of and comply with all relevant laws and regulations. This involves providing compliance training on topics such as harassment prevention, data privacy, and safety [4].

Conclusion: Speaking plays a crucial role in language learning as it helps learners actively use the language, improve fluency, and build confidence. Through regular speaking practice, learners can better understand grammar, expand their vocabulary, and develop effective communication skills. Moreover, speaking allows learners to interact with others, receive feedback, and correct their mistakes in real-life situations. Therefore, integrating speaking activities into language learning is essential for achieving overall proficiency and becoming a successful language user.

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XXI ASRDA TILNING YO'QOLISHI VA QAYTA TIKLANISHI

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Abstract: *The issue of language endangerment has become increasingly pressing in the 21st century due to the influence of global languages, societal and political pressures, and the rise of digital communication. This article explores the underlying causes of language decline, such as globalization, migration, and advancements in technology, while emphasizing the profound impacts of language loss, including the weakening of cultural identity and the disappearance of traditional knowledge. It also examines various efforts aimed at language revitalization, such as documentation, educational initiatives, the integration of technology and media, and community engagement. These strategies play a crucial role in safeguarding endangered languages and ensuring the preservation of the cultural heritage they embody for future generations.*

Key words*: Language endangerment, globalization, cultural identity, migration, technological advancements, language revitalization, language documentation, educational programs, digital communication, community involvement, linguistic diversity, traditional knowledge, language preservation.*

Main text: Language plays a vital role in shaping cultural identity, influencing how individuals think, communicate, and engage with their environment. However, due to globalization and technological advancements, many languages are at risk of disappearing. This article examines the causes behind language endangerment, its effects, and the efforts being made to revitalize these languages today.

Causes of Language Endangerment. Globalization is one of the primary factors contributing to language endangerment, as major languages like English, Mandarin, and Spanish dominate global communication, trade, and media. This dominance often pushes smaller languages aside, causing a decline in linguistic diversity.

In addition, social and political pressures often lead individuals to abandon their native languages in favor of more dominant ones, especially when speaking a minority language is perceived as an obstacle to success. Migration and urbanization also contribute to language loss, as people move to larger cities where the dominant language is more widely spoken.

The rapid shift towards digital communication and technology further impacts language use. Many endangered languages have not been adapted for the digital era, leading to a lack of online resources, educational content, and tools to support their continued use.

Consequences of Language Endangerment. The extinction of a language is not merely the loss of words and grammar; it signifies the loss of an entire culture, history, and tradition. Languages embody a community's collective knowledge, values, and customs, and when a language fades, the wisdom it carries such as ecological knowledge, oral traditions, and indigenous insights also risks being lost.

Language loss can also disrupt social connections within communities. As language is a key part of identity and belonging, its disappearance can weaken cultural cohesion and, in some cases, undermine a community's sense of self.

Language Revitalization Efforts. In light of the growing threat of language extinction, various initiatives are being undertaken to protect and revive endangered languages. Efforts from governments, linguistic organizations, and grassroots movements focus on various strategies for language preservation.

1. Language Documentation: Linguists and activists are working to record endangered languages, capturing their spoken forms, grammar, and cultural expressions. These efforts provide invaluable resources for future generations and help create educational materials for learners.

2. Education: Many revitalization efforts target younger generations by teaching endangered languages through schools, immersion programs, and community workshops. Some communities also introduce bilingual education, where students learn both their native language and the dominant one.

3. Technology and Media: The rise of the internet and digital platforms has become essential in language revitalization. Social media, language learning apps, podcasts, and online dictionaries are used to reach wider audiences and provide resources for language learners. Some communities are even creating digital content in endangered languages to ensure their relevance in the modern world.

4. Community Involvement: Successful language revitalization depends largely on the active participation of community members. Elders, parents, and local leaders play a key role in transmitting language and culture, turning the effort into a cultural renewal as well as a linguistic one.

In sum, while the challenge of language endangerment is complex, the 21st century has brought new opportunities for the preservation and revitalization of endangered languages through documentation, education, technology, and community involvement. By recognizing the importance of linguistic diversity, societies can ensure that languages, and the cultures they represent, are safeguarded for future generations.

Conclusion

The issue of language endangerment continues to pose a major challenge in the 21st century, driven by globalization, technological progress, and evolving social dynamics. The extinction of languages not only jeopardizes linguistic diversity but also undermines cultural identity and the invaluable traditional knowledge contained in these languages. Nevertheless, ongoing efforts to revitalize endangered languages through documentation, education, the use of technology, and community involvement offer promising solutions. By adopting these approaches, societies can safeguard their linguistic heritage and ensure the preservation of the cultural richness that languages represent. It is crucial for governments, communities, and individuals to acknowledge the significance of language preservation and collaborate to ensure that endangered languages thrive for future generations.

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INKLYUZIV TA'LIMNING PSIXOLOGIK VA IJTIMOIY AHAMIYATI

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Anotatsiya. *Ushbu maqolada inklyuziv ta'limning psixologik va ijtimoiy ahamiyati yoritiladi. Unda barcha bolalarni, jumladan imkoniyati cheklangan o'quvchilarni umumiy ta'lim jarayoniga jalb etishning ijobiy jihatlari tahlil qilinadi. Psixologik nuqtai nazardan, inklyuziv ta'lim o'quvchilarda o'ziga ishonch, motivatsiya va ijtimoiy faollikni rivojlantirishi ko'rsatib o'tiladi. Ijtimoiy jihatdan esa tenglik, bag'rikenglik va o'zaro hurmat kabi qadriyatlarni shakllantirishdagi o'rni asoslab beriladi. Shuningdek, inklyuziv ta'limning jamiyat taraqqiyotidagi ahamiyati ham qisqacha yoritiladi.*

Kalit so'zla*r: inklyuziv ta'lim, integratsiyalashuv, idrok, pedagog, pedagogik mahorat, imkoniyati cheklangan shaxslar, psixologik qo'llab-quvvatlash.*

Inklyuziv ta'lim bu ta'lim tizimining bir qismidir. Bugungi kunda ta'lim tizimida inklyuziv yondashuv tobora muhim ahamiyat kasb etmoqda. Inklyuziv ta'lim nafaqat pedagogik metodlar orqali, balki o'quvchilarning psixologik holatini inobatga olish va ularni har tomonlama qo'llab-quvvatlash orqali ham samarali tashkil etiladi. Ayniqsa, imkoniyati cheklangan o'quvchilarni umumiy ta'lim jarayoniga moslashtirishda ularning emotsional, motivatsion va ijtimoiy rivojlanishiga alohida e'tibor qaratish zarur.Inklyuziv muhitda psixologik qo'llab-quvvatlash ta'lim sifatini oshirish bilan birga jamiyatda ijtimoiy barqarorlik va bag'rikenglikni shakllantirishda muhim omil hisoblanadi. Bu jarayon pedagoglar, ota-onalar hamda mutaxassislarning o'zaro hamkorligini talab etadi. Shu bois, inklyuziv ta'limda psixologik qo'llab-quvvatlashning o'rni va ahamiyatini chuqur tahlil qilish bugungi kunning dolzarb ilmiy-amaliy vazifalaridan biri hisoblanadi.

Hozirgi rivojlanayotgan davrda, davlatimizda ham turli sohalarda katta o'zgarishlar olib borilyapti, xususan ta'lim tizimida. Inklyuziv ta'lim ham shular sirasiga kiradi. Qayerda inklyuziv ta'liga ham e'tibor berilsa o'sha joyda davlatning ham jamiyatning ham taraqqiyotiga ijobiy ta'sir ko'rsatmasdan qolmaydi.

Inklyuziv ta'lim bu - davlat siyosati bo'lib, nogiron va sogiom bolalar o'rtasidagi to'siqlami bartaraf etish, maxsus ta'limga muhtoj bolalarni rivojlanishidagi nuqsonlari yoki iqtisodiy qiyinchiliklaridan qat'iy nazar ijtimoiy hayotga moslashtirishga yo'naltirilgan umum-ta'lim jarayoniga qo'shishni ifodalovchi ta'lim tizimidir. Ushbu ta'lim tizimi faqatgina o'qitish, ta'lim, tarbiya berish emas, balki ularga psixologik yondashuv ham muhim ahamiyat kasb etadi, chunki imkoniyati cheklangan bolalar anaaviy maktablarda o'qigan paytlarida sog'lom bolalarning o'zlari hech qanday to'siqlar va kamchiliklarsiz vazifalarni bajarishi lekin o'zi buni qiynalib, sekin astalik bilan bajarishi ularga ruhiy ta'sir qilishi mumkin. Bunday vaziyatlarda pedagoglardan katta pedagogik mahorat hamda malaka yordam beradi. O'zbekiston Respublikasida 2021-2022 o'quv yili tajriba-sinov sifatida 31 ta inklyuziv va 4 ta boshlang'ich tayanch korreksion sinflar umumta'lim maktablarida joriy etildi: 31 ta inklyuziv maktab, 46 ta inklyuziv sinf, 87 nafar ATEB o'quvchilari, 4 ta boshlang'ich tayanch korreksion sinf,35 nafar ATEB o'quvchilari.

Shuningdek, O'zbekiston Respublikasining aholisining qariyb 1 million aholisini nogironligi bo'lgan shaxslar tashkil etadi. Ushbu raqamlarga e'tibor bersak, ular kam emas. Bu insonlarning kelajakda o'z o'rnini

topish, yaxshi kasb egasi bo‘lish, baxtli oila qurish singari ishlarni amalga oshirish uchun ular avvaldan jamiyatga moslashishga harakat qilish zarur. Buning uchun ularni yoshligidan jamiyatga olib kirish zarur. Masalan, imkoniyati cheklangan bolalarni iloji boricha ananaviy bog'chalarda o‘qitish maqsadga muvofiq bo‘ladi. Ular yoshlikdan jamiyat a’zosi ekanliklarini his qilishadi, bu esa juda ham yaxshi yo‘l hisoblanadi. Insonlarning munosabati bolaning o‘ziga bo‘lgan ishonchini oshiradi, integratsiyalashuvga olib keladi va ta’lim jarayoniga moslashuvini yengillashtiradi. Imkoniyati cheklangan bolalar turli psixologik-pedagogik xususiyatlarga ega bo‘lib, ularning har biri individual yondashuvni talab qiladi.

Ushbu bolalarda idrok, diqqat, xotira va nutq rivoji o‘ziga xos bo‘lishi mumkin. Shu sababli inklyuziv ta’lim jarayonida moslashtirilgan metod va usullardan foydalanish muhim ahamiyatga ega. Imkoniyati cheklangan bolalarning ijtimoiy moslashuvi va inklyuziv muhit Inklyuziv ta’lim sharoitida imkoniyati cheklangan bolalarning ijtimoiy moslashuvi kengayadi. Bu jarayon bolaning o‘zini jamiyatning faol a’zosi sifatida his qilishidan boshlanadi.

Xulosa qilib aytishim kerakki, imkoniyati cheklangan insonlarda psixologik qo‘llab-quvvatlash juda ham muhim ahamiyatga ega. Bunga misol tarzda buyuk olimning so‘zlarini keltirish mumkin. Albert Einstein: “Har bir inson o‘ziga xos iste’dodga ega. Ammo agar siz baliqni daraxtga chiqish qobiliyatiga qarab baholasangiz, u butun umr o‘zini nodon deb o‘ylab yashaydi.” Bu fikrga qo‘shimcha qilmoqchimanki, agarda imkoniyati cheklangan insonlarga ularni tashqi ko‘rinishiga qarab muomala qiladigan bo‘lsak ularda bor bo‘lgan ko‘plab qobiliyatlarni ham yo‘qqa chiqargan bo‘lamiz. Jamiyatimiz imkoniyati cheklangan insonlarni qabul qilishlari lozim hisoblanadi. Ota-onalar ham farzandlariga yoshligidan ushbu insonlar haqida aytib o‘tishlari, ularning farzandlarini inklyuziv ta’limdagi bolalar bilan o‘qishlari mumkinligi, ular ham oddiy insonlar bilan nafaqat qonuniy jihatdan balki insoniylik jihatdan ham teng ekanligini o‘rganishlari maqsadga muvofiq bo‘ladi. Shuni qo‘shimcha qilib aytmoqchimanki, agarda qaysi bir oilada nogironligi bo‘lgan shaxslar bo‘lsa ularni yashirmasdan, jamiyatga olib kirishlari zarur hisoblanadi. Bu ishlar esa ularni jamiyatga yanada yaqin qiladi. Ular o‘zlarini jamiyatning to‘laqonli a'zosi sifatida his qilishadi.

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DATA COLLECTION METHODS, INSTRUMENTS AND PROCEDURES

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Annotation: *The process of data collection plays a fundamental role in ensuring the validity and reliability of any research study. In studies related to English-Medium Instruction (EMI), the selection of appropriate data collection methods, instruments, and procedures is especially important, as it directly affects the quality of findings regarding students' academic and linguistic development. This paper aims to present a comprehensive overview of data collection methods, instruments, and procedures used in investigating EMI students' learning experiences. The study emphasizes the importance of combining different techniques, such as qualitative and quantitative approaches, to obtain a holistic understanding of the research problem. Various instruments, including questionnaires, interviews, and classroom observation checklists, are discussed in detail. The findings suggest that a systematic and well-organized data collection process enhances the accuracy of results and provides deeper insights into students' challenges and achievements.*

Keywords: *data collection, research methods, instruments, procedures, EMI students, qualitative research, quantitative research, higher education.*

INTRODUCTION: Data collection is a central component of any research process, as it provides the foundation for analysis and interpretation. Without accurate and relevant data, it is impossible to draw meaningful conclusions or make reliable recommendations. In educational research, particularly in the context of English-Medium Instruction (EMI), data collection becomes even more significant due to the complexity of language and content learning. EMI environments require researchers to examine both linguistic and academic aspects of students' experiences. Therefore, selecting suitable methods and instruments is essential to capture this complexity. Data collection involves not only gathering information but also ensuring that the procedures are systematic, ethical, and appropriate for the research objectives.

LITERATURE REVIEW: Scholars in educational research emphasize that data collection methods must align with the research questions and objectives. According to J. Creswell, combining qualitative and quantitative data collection methods allows researchers to better understand complex educational phenomena. He highlights that qualitative methods help explore participants' perspectives, while quantitative methods provide measurable and generalizable results [8, 45-48]. Similarly, Nunan argues that in language education research, data collection instruments such as interviews, questionnaires, and observations are essential for examining learners' behavior and performance. He notes that each instrument serves a specific purpose and contributes to a deeper understanding of the learning process [4, 77-79]. From these perspectives, it is clear that effective data collection requires careful planning, selection of appropriate tools, and a clear understanding of research goals.

METHODOLOGY: The present study adopts a mixed-methods approach to data collection in order to ensure a comprehensive analysis of EMI students' experiences. This approach combines both qualitative and quantitative techniques to capture different dimensions of the research problem. First, data collection methods include surveys, interviews, and classroom observations. Surveys are used to gather quantitative data regarding students' language proficiency, academic performance, and attitudes toward EMI. Interviews provide qualitative insights into students' personal experiences, challenges, and perceptions. Classroom observations allow the researcher to examine real-time interactions and teaching practices. Second, various research instruments are employed. A structured questionnaire is designed to collect numerical data from a larger group of participants. Semi-structured interview guides are prepared to ensure consistency while allowing flexibility in responses.

Observation checklists are used to record specific classroom behaviors, such as participation, teacher-student interaction, and use of language. Third, the data collection procedures are carefully organized. The

process begins with obtaining permission from the educational institution and informing participants about the purpose of the study. Ethical considerations, such as confidentiality and voluntary participation, are strictly followed. Data collection is conducted in several stages First one is distribution of questionnaires to students. The second one is conducting interviews with selected participants. Last one is observing classroom sessions over a specific period. All collected data are systematically recorded and prepared for analysis.

ANALYSIS AND RESULTS: The collected data reveal that using multiple data collection methods provides a more detailed understanding of EMI students' learning processes. Survey results show general trends in students' academic performance and language proficiency. Interviews highlight individual experiences, including difficulties in understanding lectures and expressing ideas in English [8, 9-17]. Classroom observations confirm that teaching methods and interaction patterns significantly influence students' engagement. For example, interactive teaching strategies encourage participation, while traditional lecture methods may limit student involvement [3, 24-29]. The results also indicate that combining different instruments improves data reliability, as findings from one method can be supported by evidence from another.

DISCUSSION: The findings demonstrate that data collection in EMI research should not rely on a single method or instrument. Instead, a combination of approaches is necessary to capture the complexity of students' experiences. One important observation is that qualitative data provide deeper insights into students' perceptions, while quantitative data offer measurable evidence of academic outcomes. Together, they create a more balanced and comprehensive analysis. In addition, the study highlights the importance of well-structured procedures. Proper planning and ethical considerations ensure that the data collected are accurate and trustworthy.

CONCLUSION: In conclusion, data collection methods, instruments, and procedures are essential components of effective research. In the context of EMI, where both language and content learning are involved, a mixed-methods approach is particularly valuable. The study shows that using a combination of surveys, interviews, and observations, along with carefully designed instruments, leads to more reliable and meaningful results. Furthermore, systematic procedures and ethical practices enhance the quality of the research process. Overall, this paper emphasizes that thoughtful and well-organized data collection is key to understanding complex educational phenomena and improving research outcomes.

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CHET TILLARNI O‘RGATISHDA MILLIY QADRIYATLARNI TIL ORQALI O‘RGATISHNING NAZARIY VA AMALIY ASOSLARI

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Annotatsiya. *Mazkur maqolada chet tillarni o‘rgatishda milliy qadriyatlarni til orqali o‘rgatishning nazariy va amaliy asoslari chuqur tahlil qilinadi. Tadqiqotda qadriyatlar va til o‘rtasidagi uzviy bog‘liqlik, klassik va zamonaviy yondashuvlar, hamda o‘zbek va xalqaro tajribalar asosida chet tilini o‘qitishda milliy qadriyatlarni singdirishning samarali usullari yoritiladi. Empirik tadqiqotlar natijalari va tanqidiy tahlillar asosida, chet tili o‘qituvchilari uchun metodik tavsiyalar ishlab chiqiladi. Maqola til va madaniyat integratsiyasining dolzarb masalalarini ochib beradi.*

Kalit so‘zlar: *chet tili, milliy qadriyat, til o‘qitish, integratsiya*

Kirish. XXI asrda globallashuv jarayonlari va axborot texnologiyalari rivoji natijasida chet tillarni o‘rganish va o‘rgatish dolzarb muammolardan biriga aylandi. Bunda nafaqat tilning lingvistik jihatlari, balki uni o‘rganayotgan xalqning madaniyati, urf-odati, qadriyatlari ham muhim ahamiyat kasb etadi. Aynan chet tilini o‘qitishda milliy qadriyatlarni til orqali singdirish o‘quvchining nafaqat kommunikativ kompetensiyasini, balki madaniy identifikatsiyasini, tolerantlik va interkultural muloqot ko‘nikmalarini shakllantirishga xizmat qiladi. Shu sababli, zamonaviy til o‘qitish jarayonida lingvomadaniy yondashuv, madaniyatlararo kommunikatsiya, va qadriyatlar translyatsiyasi masalalari ilmiy va amaliy jihatdan dolzarb hisoblanadi. Mazkur maqolada chet tillarni o‘rgatishda milliy qadriyatlarni til orqali o‘rgatishning nazariy asoslari, tarixiy taraqqiyoti, amaliy tajribalari hamda mavjud ilmiy bahs va qarama-qarshiliklar keng qamrovli tahlil qilinadi. Shuningdek, O‘zbekiston va xorijiy mamlakatlar tajribasi, empirik tadqiqotlar natijalari asosida samarali metodik yondashuvlar ishlab chiqiladi.

Adabiyotlar tahlili. Chet tillarni o‘rgatishda milliy qadriyatlarning o‘rni va ahamiyati til va madaniyat o‘rtasidagi uzviy bog‘liqlik asosida izohlanadi. Bu bog‘liqlikni tushunishda birinchi navbatda tilning sotsiolingvistik va lingvomadaniy xususiyatlari asosiy nazariy tayanch sifatida qaraladi. Til, jamiyat va madaniyatning o‘zaro ta’siri haqida ilk ilmiy qarashlar V.fon Humboldt, E.Sapir va B.L.Uorflarning klassik ishlarida asoslab berilgan bo‘lib, ular til nafaqat kommunikatsiya vositasi, balki xalqning dunyoqarashi va qadriyatlarini namoyon etuvchi muhim madaniy fenomen ekanini ta’kidlaydilar. Humboldt tilni «ruhning ifodasi», Sapir esa til va tafakkur o‘rtasidagi dialektik bog‘liqlikni o‘rganadi. Uorf o‘zining lingvistik relativizm nazariyasida til va madaniyat o‘rtasidagi o‘zaro ta’sirga urg‘u beradi. Ushbu nazariy qarashlar chet tilini o‘qitishda lingvomadaniy yondashuvning shakllanishiga asos bo‘lgan [1].

Chet tillarni o‘rgatishda milliy qadriyatlarni til orqali o‘rgatish masalasiga zamonaviy yondashuvlarda lingvomadaniy kompetensiya, interkultural kommunikatsiya, va sotsiolingvistik kompetensiya tushunchalari markaziy o‘rin egallaydi. G.Tomlinsonning (2011) tadqiqotlarida til materiallarini madaniyat kontekstida tanlash va o‘rgatishning ahamiyati, o‘quvchiga chet tilini o‘rganish jarayonida boshqa xalq va madaniyatni anglash imkonini berishi qayd etiladi. Shuningdek, Byram (1997) interkultural kommunikativ kompetensiyani rivojlantirish uchun til o‘qitishda madaniyatlararo tafakkur, tolerantlik va empatiya ko‘nikmalarini shakllantirish zarurligini ta’kidlaydi. Bu yondashuvlar, o‘z navbatida, chet tilini o‘qitishda nafaqat lingvistik, balki madaniy va axloqiy qadriyatlarni translyatsiya qilishga xizmat qiladi [2].

Tarixiy jihatdan, chet tillarni o‘qitishda milliy qadriyatlarni til orqali singdirish masalasi turli davrlarda turli yondashuvlar orqali amalga oshirilgan. XX asr boshlarida grammatik-oqituv yondashuvi asosan lingvistik bilimlarni o‘rgatishga yo‘naltirilgan bo‘lsa, XX asrning ikkinchi yarmidan boshlab kommunikativ va lingvomadaniy yondashuvlar shakllandi. Kommunikativ yondashuv asoschilaridan biri Dell Hymes bo‘lib, til o‘rgatishda kommunikativ kompetensiyani rivojlantirishga urg‘u beradi. Keyinchalik, lingvomadaniy kompetensiya tushunchasi paydo bo‘lib, u til va madaniyat integratsiyasini ta’minlashga qaratildi. Bu jarayonlarda qadriyatlar, ijtimoiy etik normalar, urf-odatlar, xalq og‘zaki ijodi va boshqa madaniy komponentlar

o‘quv materiallariga kiritildi. Masalan, ingliz tilini o‘qitishda ingliz xalqining urf-odatlari, bayramlari, qadriyatlari haqidagi materiallar, fransuz tilini o‘qitishda esa fransuz madaniyati va etik qadriyatlari integratsiya qilinadi. O‘zbekiston tajribasida esa chet tilini o‘qitishda o‘zbek xalqining qadriyatlari, an’anaviy urf-odatlari va milliy madaniyat elementlari chet tilidagi matnlar, dialoglar, rolli o‘yinlar va boshqa o‘quv materiallari orqali singdiriladi [3].

O‘zbekistonlik olimlarning ilmiy izlanishlari ham bu masalada muhim o‘rin tutadi. Jumladan, G‘.Q.Qodirov, M.A.Rahimov, N.X.Murodova, Z.H.Abdukarimova va boshqa tadqiqotchilar chet tilini o‘qitishda milliy qadriyatlarni singdirishning nazariy va amaliy asoslarini ishlab chiqqanlar. Ularning asarlarida chet tilini o‘rganish jarayonida o‘zbek xalqining qadriyatlari, axloqiy me’yorlari, madaniyat va urf-odatlarini o‘quv materiallariga integratsiya qilish usullari tahlil qilinadi. Masalan, G‘.Q.Qodirov o‘z tadqiqotlarida chet tilini o‘rganayotgan o‘quvchilarda milliy identifikatsiyani mustahkamlash, o‘z madaniyati va qadriyatlariga hurmatni oshirish uchun til materiallariga o‘zbek xalq og‘zaki ijodi namunalarini, maqollar, hikmatli so‘zlar, xalq bayramlari haqidagi matnlarni kiritishning samaradorligini ko‘rsatadi. N.X.Murodova esa chet tilini o‘qitishda madaniy kompetensiyani rivojlantirish uchun o‘zbek va chet el xalqining qadriyatlarini taqqoslash, madaniyatlararo dialog tashkil etish metodikasini ishlab chiqqan [4].

Empirik tadqiqotlar natijalari ham chet tillarni o‘rgatishda milliy qadriyatlarni til orqali o‘rgatish samaradorligini tasdiqlaydi. Masalan, O‘zbekistondagi umumta’lim maktablari va oliy o‘quv yurtlarida olib borilgan tajribalarda chet tilini o‘qitishda milliy qadriyatlar, urf-odatlar, an’anaviy marosimlar, xalq og‘zaki ijodi elementlari integratsiya qilingan guruhlarda o‘quvchilarning til bilimlari, madaniyatlararo kommunikatsiya va tolerantlik ko‘nikmalari yuqori natija ko‘rsatgani aniqlangan. Xususan, til o‘rganishda milliy qadriyatlarni singdirish o‘quvchilarda madaniy identifikatsiyani mustahkamlash, o‘z xalqiga hurmat va chet el madaniyatini tushunish ko‘nikmalarini rivojlantirishga yordam beradi. Boshqa mamlakatlar, xususan, Germaniya, Yaponiya, Xitoy, Rossiya tajribalarida ham chet tilini o‘qitishda milliy qadriyatlarni til materiallariga kiritish orqali o‘quvchilarda madaniyatlararo tafakkur va empatiya rivojlantirilishi kuzatilgan. Bu boradagi tadqiqotlar chet tillarni o‘qitishda milliy qadriyatlarni til orqali o‘rgatish nafaqat lingvistik, balki tarbiyaviy va ijtimoiy ahamiyatga ega ekanini ko‘rsatadi [5].

Tanqidiy tahlillar esa ushbu yo‘nalishning ayrim muammoli jihatlarini ham ochib beradi. Bir tomondan, chet tilini o‘qitishda milliy qadriyatlarni singdirish madaniy identifikatsiyani mustahkamlash, tolerantlik va ijtimoiy barqarorlikni ta’minlashga yordam beradi. Boshqa tomondan, haddan tashqari milliylikka urg‘u berish o‘quvchining chet tilini chuqur o‘rganishiga, boshqa madaniyatni to‘liq anglashiga to‘sqinlik qilishi mumkin. Ba’zi tadqiqotchilar chet tilini o‘qitishda faqat o‘z milliy qadriyatlariga tayanish o‘quvchini cheklab qo‘yishi, globallashuv sharoitida madaniyatlararo tafakkurni rivojlantirish uchun turli madaniyatlar qadriyatlarini taqqoslash va integratsiya qilish zarurligini ta’kidlaydilar. Bu borada zamonaviy pedagogikada «madaniyatlararo ta’lim» konsepsiyasi shakllangan bo‘lib, u chet tilini o‘rgatishda o‘z va boshqa xalq qadriyatlarini integratsiyalash, o‘quvchida empatiya, tolerantlik va keng dunyoqarashni rivojlantirishga qaratilgan. Shuningdek, ayrim metodistlar chet tilini o‘qitishda milliy qadriyatlarni singdirish uchun mos o‘quv materiallarini, didaktik vositalarni ishlab chiqish, zamonaviy axborot texnologiyalaridan foydalanish, multimodal resurslarni jalb qilish muhimligini qayd etadilar. Bu esa pedagogik jarayonni yanada samarali va zamonaviy qilishga xizmat qiladi [6].

Amaliy tajriba va innovatsion texnologiyalarni tatbiq etishda ham muhim natijalarga erishilmoqda. Masalan, O‘zbekistonda ingliz tilini o‘qitishda “Uzbek Culture and Traditions” mavzusidagi integratsion darslar, xalq og‘zaki ijodi namunalaridan foydalangan holda kommunikativ o‘yinlar, rolli o‘yinlar, madaniyatlararo dialoglar tashkil etilmoqda. Bu darslarda o‘quvchilar ingliz tilida o‘zbek xalqining bayramlari, urf-odatlari, qadriyatlari haqida so‘zlab berish, chet ellik do‘stlariga milliy madaniyatni tanishtirish, turli madaniyatlarni taqqoslash orqali interkultural kommunikatsiya ko‘nikmalarini rivojlantiradilar. Shuningdek, zamonaviy axborot texnologiyalari, onlayn platformalar, multimedia resurslaridan foydalanish orqali chet tilini o‘rganish jarayonida milliy qadriyatlarni singdirish samaradorligi oshirilmoqda. Chet mamlakatlar tajribasida ham, masalan, Yaponiya, Xitoy, Koreyada chet tilini o‘qitishda milliy qadriyatlarni til materiallariga kiritish, o‘z

milliy bayramlari, urf-odatlari, tarixiy shaxslar va qadriyatlari haqidagi matnlar asosida kommunikativ ko‘nikmalarni rivojlantirish keng qo‘llaniladi.

Shuningdek, lingvodidaktik adabiyotlarda chet tilini o‘qitishda milliy qadriyatlarni til orqali o‘rgatishda multimadaniy va integratsion metodik yondashuvlar tavsiya qilinadi. Bu yondashuvlar asosida o‘quv materiallari tanlashda o‘z va boshqa xalqlarning qadriyatlari, madaniyati, urf-odatlari, ijtimoiy etik me’yorlarini taqqoslash, interaktiv va kommunikativ metodlarni qo‘llash, o‘quvchilarda madaniyatlararo tafakkur va empatiya rivojlantirish maqsad qilinadi. Bu jarayonda o‘qituvchining kasbiy kompetensiyasi, madaniy saviyasi, innovatsion texnologiyalarni qo‘llash ko‘nikmalari muhim ahamiyat kasb etadi. Zamonaviy chet tilini o‘qitish konsepsiyalarida esa “madaniyatlararo til o‘qitish”, “lingvomadaniy kompetensiya”, “multimadaniy ta’lim” kabi atamalar keng qo‘llanilmoqda. Bu esa til va madaniyat integratsiyasi jarayonini ilmiy asoslash, metodik jihatdan takomillashtirish imkonini beradi.

Xulosa qilib aytganda, chet tillarni o‘rgatishda milliy qadriyatlarni til orqali o‘rgatish masalasi chuqur nazariy, tarixiy va amaliy asoslarga ega bo‘lib, bu yo‘nalishda xalqaro va milliy tajriba, zamonaviy pedagogik yondashuvlar, empirik tadqiqotlar natijalari, tanqidiy tahlillar asosida samarali metodik tavsiyalar ishlab chiqilmoqda. Bu soha doimiy rivojlanib, yangi ilmiy izlanishlar va amaliy yechimlarni talab etadi.

Xulosa. Chet tillarni o‘rgatishda milliy qadriyatlarni til orqali o‘rgatish zamonaviy ta’limning dolzarb masalalaridan biri bo‘lib qolmoqda. Tahlillar shuni ko‘rsatadiki, til va madaniyat o‘rtasidagi uzviy bog‘liqlik chet tilini o‘qitishda nafaqat lingvistik, balki madaniy, axloqiy va tarbiyaviy kompetensiyalarni ham shakllantirish imkonini beradi. Klassik va zamonaviy nazariyalar, xalqaro va o‘zbek olimlari tadqiqotlari, empirik tajribalar natijalari chet tilini o‘qitishda milliy qadriyatlarni singdirish o‘quvchilarda madaniyatlararo kommunikatsiya, tolerantlik, empatiya, keng dunyoqarash va o‘z milliy identifikatsiyasini mustahkamlashga xizmat qilishini tasdiqlaydi. Shu bilan birga, bu yo‘nalishda ayrim muammolar, xususan, o‘quv materiallarini tanlash, didaktik vositalarni ishlab chiqish, zamonaviy texnologiyalarni qo‘llash, madaniyatlararo integratsiyani ta’minlash kabi masalalar mavjud. Ularni hal etish uchun multimadaniy va integratsion metodik yondashuvlar, innovatsion texnologiyalar, o‘qituvchilarning kasbiy malakasini oshirish, xalqaro tajribadan foydalanish muhim ahamiyat kasb etadi. Kelgusida chet tilini o‘qitishda milliy qadriyatlarni singdirish bo‘yicha ilmiy izlanishlarni davom ettirish, yangi metodik tavsiyalar ishlab chiqish, zamonaviy pedagogik texnologiyalarni keng joriy etish zarurati mavjud. Bu esa o‘quvchilarni har tomonlama yetuk, madaniyatli, tolerant va raqobatbardosh shaxs sifatida shakllantirishga xizmat qiladi.

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HIGH-BAND READING STRATEGIES: THE ART OF SKIMMING AND SCANNING

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Abstract: *This article analyzes the "skimming" and "scanning" methods for effective reading of academic texts. Research results demonstrate opportunities for saving time and increasing the comprehension level of readers.*

Keywords: *Skimming, scanning, academic reading, strategy, efficiency, text analysis.*

INTRODUCTION. In the contemporary era of information explosion, the ability to process vast amounts of textual data rapidly and accurately has become a fundamental requirement for academic success. High-band reading strategies, specifically skimming and scanning, represent sophisticated cognitive tools that allow learners to navigate complex academic landscapes without succumbing to cognitive overload. Skimming involves a high-speed traversal of the text to capture the "gist" or the primary conceptual framework, while scanning is a target-oriented search for specific data points, such as dates, names, or technical terminologies [3, 45].

The relevance of these strategies is particularly pronounced in high-stakes environments like the IELTS or TOEFL examinations, where time constraints dictate the necessity of non-linear reading. Traditional linear reading, while effective for deep literary analysis, often proves counterproductive when a researcher needs to filter through dozens of journal articles to find a specific methodology or conclusion. This article aims to dissect these methodologies, providing a structured approach to mastering the art of selective reading.

LITERATURE REVIEW AND METHODOLOGY. The theoretical foundation of rapid reading strategies is deeply rooted in the Schema Theory developed by cognitive psychologists, which suggests that readers use pre-existing knowledge to interpret new information efficiently. According to Grellet, reading is a constant process of guessing, and the more one can predict the content, the faster they can process the text [1, 12]. Nuttall further distinguishes between these two techniques, defining skimming as "flying over the paper" and scanning as "locating specific information" [4, 38].

The methodology employed in this study is a comparative quantitative analysis involving 60 postgraduate students. The participants were divided into two groups: Group A (Control) used traditional reading methods, while Group B (Experimental) was trained in specific skimming and scanning protocols over a four-week period. The assessment focused on two primary metrics: Processing Speed (words per minute) and Comprehension Accuracy (percentage of correct answers on a post-reading quiz). Data was collected through standardized testing materials and analyzed using statistical software to determine the correlation between strategy implementation and academic performance.

DISCUSSION AND RESULTS. The findings of the study indicate a significant disparity in performance between the two groups. It was observed that participants who utilized skimming to preview the text's structure before deep reading achieved a 25% higher comprehension rate in identifying the author's tone and purpose. Scanning techniques allowed students to locate factual evidence 40% faster than those who read the text word-for-word.

The following tables illustrate the comparative efficiency of these strategies based on the experimental data:

Table 1:

Comparison of Reading Speed and Comprehension (Averages)

Strategy Employed	Average Speed (WPM)	Comprehension Rate (%)	Time Spent on 1000-word Text
Traditional Linear Reading	200-250	85%	4.5 Minutes

Strategy Employed	Average Speed (WPM)	Comprehension Rate (%)	Time Spent on 1000-word Text
Skimming (Initial Phase)	600-800	40%	1.5 Minutes
Scanning (Targeted)	1000+	95% (Specific Data)	0.5 Minutes

Table 2:

Error Rates in Specific Information Retrieval

Participant Group	Errors in Date/Name Retrieval	Errors in Main Idea Identification
Group A (Linear)	12%	15%
Group B (Scanning/Skimming)	4%	8%

The data confirms that scanning reduces the "noise" of irrelevant information, thereby lowering the error rate in factual retrieval. However, it was also noted that over-reliance on skimming without a secondary thorough reading phase can lead to a superficial understanding of nuanced arguments [2, B. 114]. Therefore, the "High-band" approach suggests a hybrid model where skimming sets the stage, scanning finds the evidence, and intensive reading is reserved for the most critical sections.

CONCLUSION. In conclusion, the art of skimming and scanning is not merely about speed, but about strategic resource management. This research has demonstrated that when applied correctly, these techniques significantly reduce the time required to digest academic material while maintaining, or even enhancing, the accuracy of information retrieval. Skimming provides the cognitive map necessary for understanding the macro-structure of a text, while scanning serves as the precision tool for micro-data extraction.

For students and researchers, mastering these skills is essential to survive the "information deluge" of the 21st century. It is recommended that academic institutions integrate these strategies into their core curricula to better prepare students for the rigors of independent research and international standardized testing. Ultimately, the most effective reader is not the one who reads every word, but the one who knows which words are worth reading.

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USING STORYTELLING TO ENHANCE VOCABULARY ACQUISITION IN YOUNG LEARNERS

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Abstract. *This article explores the effectiveness of storytelling as a pedagogical tool for enhancing vocabulary acquisition among young learners. It discusses how narratives can create engaging contexts that facilitate comprehension and retention of new words. The article highlights various storytelling techniques, such as interactive storytelling, the use of visual aids, and the incorporation of repetitive phrases. It also examines the cognitive and emotional benefits of storytelling, including increased motivation and improved listening skills. The findings suggest that integrating storytelling into language instruction can lead to significant improvements in vocabulary development in early childhood education settings.*

Key words: *Storytelling, Vocabulary Acquisition, Young Learners, Language Development, Pedagogy, Interactive Learning, Narrative Techniques, Comprehension*

INTRODUCTION. In an increasingly interconnected world, the ability to communicate effectively is paramount, making vocabulary acquisition a critical component of language development in young learners. Traditional methods of vocabulary instruction often rely on rote memorization and isolated word lists, which can lead to disengagement and limited retention. In contrast, storytelling emerges as a dynamic pedagogical tool that not only captivates children's imaginations but also fosters a deeper understanding of language. By embedding new vocabulary within engaging narratives, educators can create rich, contextualized learning experiences that enhance comprehension and retention.

Storytelling has been an integral part of human culture for centuries, serving as a means of sharing knowledge, values, and experiences. For young learners, stories provide a familiar framework through which they can explore new words and concepts. When children hear stories, they are not merely passive recipients of information; rather, they engage actively with the content, making predictions, asking questions, and drawing connections to their own lives. This interactive process not only supports vocabulary acquisition but also promotes critical thinking and creativity. Moreover, storytelling can cater to diverse learning styles and preferences. Visual learners benefit from illustrations and visual aids that accompany stories, while auditory learners thrive on the rhythmic and melodic qualities of oral narratives. Kinesthetic learners can be engaged through role-playing or dramatizing story elements. This multifaceted approach ensures that vocabulary instruction is inclusive and accessible to all children, regardless of their individual learning needs.

Research has shown that when vocabulary is introduced within the context of a story, children are more likely to remember and use new words in their own speech. The narrative context provides cues that aid memory retention, while repeated exposure to vocabulary within various contexts reinforces understanding. Additionally, storytelling fosters emotional engagement, allowing children to form connections with characters and situations that make the language more meaningful. In this article, we will explore various storytelling techniques that can be employed in early childhood education to enhance vocabulary acquisition. We will examine the cognitive and emotional benefits of storytelling, as well as practical strategies for integrating this powerful tool into language instruction. By harnessing the power of storytelling, educators can create vibrant learning environments that inspire young learners to embrace language with curiosity and enthusiasm.

METHODOLY. Storytelling has long been recognized as a powerful educational tool, particularly in enhancing vocabulary acquisition among young learners. Numerous scholars have explored the impact of storytelling on language development, highlighting its effectiveness in fostering engagement and retention of new words.

One prominent researcher in this field is Dr. Patricia A. Antonacci, who has conducted extensive studies on the role of narrative in vocabulary learning. Antonacci emphasizes that stories provide a rich context for new

vocabulary, allowing children to encounter words within meaningful situations. This contextualization not only aids comprehension but also encourages children to use new words in their own speech. Her research suggests that when vocabulary is embedded within a narrative, children are more likely to remember and apply these words effectively.

Similarly, Dr. Jerome Bruner, a cognitive psychologist, has argued that storytelling is fundamental to human cognition and learning. He posits that narratives help organize information in a way that makes it easier for young learners to understand and recall. Bruner's work underscores the idea that stories can create mental frameworks that facilitate the integration of new vocabulary into a child's existing knowledge base.

In addition to cognitive benefits, storytelling also fosters emotional connections to language. Dr. Barbara K. McRae highlights the importance of emotional engagement in her research, noting that stories can evoke feelings and empathy, making vocabulary more relatable and memorable. When children connect emotionally with characters and plots, they are more likely to internalize the associated vocabulary. Furthermore, Dr. Linda Gambrell has examined the role of storytelling in promoting literacy skills, including vocabulary development. Her studies indicate that interactive storytelling-where children participate in the storytelling process-can significantly enhance their vocabulary acquisition. By asking questions, making predictions, and discussing story elements, children actively engage with new words, reinforcing their understanding and usage.



Moreover, research by Dr. Anne van Kleeck emphasizes the social aspect of storytelling. She argues that sharing stories in a group setting encourages dialogue among peers, providing opportunities for children to hear and practice new vocabulary in a supportive environment. This collaborative learning experience not only enhances vocabulary but also builds confidence in language use. The body of research surrounding storytelling as a method for enhancing vocabulary acquisition in young learners is robust and compelling. Scholars like Dr. Patricia A. Antonacci, Dr. Jerome Bruner, Dr. Barbara K. McRae, Dr. Linda Gambrell, and Dr. Anne van Kleeck have all contributed valuable insights into how narratives can facilitate language learning. By leveraging the power of storytelling in educational settings, educators can create engaging and effective vocabulary instruction that resonates with young learners, ultimately fostering a lifelong love of language and reading.

RESULTS AND DISCUSSION. The study aimed to investigate the impact of storytelling on vocabulary acquisition among young learners aged 5-7 years. By employing a mixed-methods approach, we gathered both quantitative and qualitative data to assess the effectiveness of storytelling as an educational tool. The quantitative analysis involved pre-tests and post-tests administered to both the experimental group, which experienced storytelling interventions, and the control group, which received traditional vocabulary instruction. The results indicated a significant improvement in vocabulary acquisition for the experimental group. Statistical analysis revealed that the mean score of the experimental group increased from an average of 45% in the pre-test to 85% in the post-test, demonstrating a 40% improvement. In contrast, the control group showed only a modest increase from 46% to 55%, indicating that traditional methods were less effective in promoting vocabulary growth. T-tests confirmed that the differences between the two groups were statistically significant ($p < 0.01$), highlighting the positive impact of storytelling on vocabulary learning. The qualitative phase enriched our understanding of how storytelling influences vocabulary acquisition. Semi-structured interviews with students revealed that they found storytelling engaging and enjoyable, which increased their motivation to

learn new words. Many students expressed that they could better remember vocabulary when it was presented within a narrative context. One student noted, "When the words are part of a story, I can picture them in my mind, and it makes them easier to remember."

Teachers also observed that storytelling facilitated a more interactive classroom environment. During storytelling sessions, students actively participated by predicting story outcomes and discussing characters, which led to spontaneous use of new vocabulary in context. Teachers reported that this engagement not only enhanced vocabulary retention but also encouraged collaborative learning among peers.



Classroom observations further supported these findings, as students demonstrated higher levels of enthusiasm and participation during storytelling activities compared to traditional instruction. The interactive nature of storytelling fostered a sense of community and shared learning, allowing students to explore language in a meaningful way. The combined results from both quantitative and qualitative analyses indicate that storytelling is an effective method for enhancing vocabulary acquisition in young learners. The significant improvements in test scores, along with positive feedback from students and teachers, suggest that integrating storytelling into vocabulary instruction can create a more engaging and effective learning experience. This study advocates for the incorporation of storytelling techniques in early childhood education to promote language development and foster a love for reading among young learners. Future research could explore long-term retention of vocabulary acquired through storytelling and its effects on overall literacy development.

CONCLUSION. Storytelling serves as a transformative pedagogical tool for enhancing vocabulary acquisition among young learners by providing a rich, contextualized environment for language input. Unlike isolated word lists, stories embed new vocabulary within meaningful narratives, facilitating incidental learning and improving long-term retention. Through the use of vivid imagery, repetitive structures, and emotional engagement, storytelling lowers the "affective filter" and encourages active participation. Furthermore, it bridges the gap between receptive and productive skills as children begin to reuse story-specific terms in their own speech and creative play. Ultimately, integrating storytelling into the primary classroom fosters a natural curiosity for language, making the vocabulary acquisition process both cognitively effective and intrinsically motivating for young children.

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IBRAT ACADEMY – ZAMONAVIY TA'LIMNING INNOVATSION VA SAMARALI MODELI

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Annotatsiya. *Ushbu maqolada Ibrat Academy hamda "Ibrat Farzandlari" loyihasining mazmun-mohiyati, uning zamonaviy ta'lim tizimidagi o'rni va ahamiyati batafsil yoritilgan. Shuningdek, platformaning o'ziga xos jihatlari, ta'lim berish usullari, innovatsion yondashuvlari va yoshlar rivojiga qo'shayotgan hissasi keng tahlil qilingan. Muallif tomonidan loyiha yuzasidan shaxsiy fikrlar bildirilgan hamda uning afzalliklari asoslab berilgan.*

Kalit so'zlar. *Ibrat Academy, xorijiy tillar, onlayn ta'lim, yoshlar rivoji, innovatsion platforma, bepul ta'lim.*

Kirish. Hozirgi globallashuv davrida bilim va ko'nikmalar, ayniqsa xorijiy tillarni bilish inson hayotida muhim o'rin egallaydi. Zamonaviy jamiyatda muvaffaqiyatga erishish uchun nafaqat nazariy bilim, balki amaliy ko'nikmalar ham zarur. Shu bois, ta'lim tizimida innovatsion yondashuvlar va raqamli platformalarning roli tobora ortib bormoqda. Ana shunday ilg'or loyihalardan biri bu Ibrat Academy hisoblanadi.

Ibrat Academy va "Ibrat Farzandlari" loyihasi haqida. Ibrat Academy – bu xorijiy tillarni bepul, oson va kreativ usulda o'rgatishga qaratilgan keng ko'lamli ta'lim platformasidir. Ushbu loyiha doirasida tashkil etilgan "Ibrat Farzandlari" dasturi yoshlar uchun katta imkoniyatlar yaratmoqda. Mazkur loyiha 2022-yil noyabr oyida o'z faoliyatini boshlagan bo'lib, qisqa vaqt ichida keng ommalashdi. Loyiha orqali o'quvchilar malakali ustozlar yordamida turli tillarni o'rganish imkoniyatiga ega bo'ldilar.

Platformaning o'ziga xos jihatlari. Ibrat Academy'ning eng muhim xususiyatlaridan biri – bu xorijiy tillarning o'zbek tilida tushuntirilishidir. Bu esa o'quvchilarga murakkab mavzularni osonroq anglash imkonini beradi. Shu bilan birga, ingliz va rus tillarida o'zbek tilining o'rgatilishi ham platformaning o'ziga xos yondashuvini ko'rsatadi. Platformada 20 dan ortiq tillar bo'yicha videodarsliklar mavjud bo'lib, ular doimiy ravishda yangilanib boriladi. Bu esa o'quvchilarga keng tanlov imkoniyatini beradi. Ta'lim jarayoni va imkoniyatlari.

Ibrat Academy orqali o'quvchilar: Videodarslarni tomosha qilish; Test topshiriqlarini bajarish; Bilimini mustahkamlash; yakunda sertifikat olish imkoniyatiga ega.

Darslarni YouTube, Telegram, Instagram va maxsus mobil ilova orqali ko‘rish mumkin. Bu esa ta’limni yanada qulay va hamma uchun ochiq qiladi. Hozirgi vaqtda loyihada asosan onlayn ta’lim yo‘lga qo‘yilgan bo‘lsa-da, kelajakda oflayn darslarni ham tashkil etish rejalashtirilgan.

Qo‘shimcha loyihalar va faoliyatlar. “Ibrat Farzandlari” loyihasi doirasida turli xil qo‘shimcha tadbirlar ham tashkil etiladi. Jumladan: Ibrat Quiz; Ibrat Debate; Speaking Club; Ibrat Camp; Ibrat intervyu.

Bu tadbirlar yoshlarning fikrlash qobiliyatini rivojlantiradi va ularni faol bo‘lishga undaydi. Bundan tashqari, loyihada faol ishtirok etgan o‘quvchilar uchun turli esdalik sovg‘alari (soat, kepka, daftar va boshqalar) ham taqdim etiladi. Bu esa o‘quvchilarni yanada rag‘batlantiradi. Loyiha faoliyati asosan Toshkent shahridagi Yoshlar ijod saroyida tashkil etilgan loyiha ofisida olib boriladi.

Shaxsiy fikr. Yorbekova Gulsevar fikricha, Ibrat Academy hozirgi kunda yoshlar uchun eng foydali va kerakli loyihalardan biridir. Chunki u nafaqat bilim beradi, balki insonni o‘z ustida ishlashga undaydi. Menga ayniqsa bu platformaning bepul ekanligi juda yoqadi. Chunki hamma ham pullik kurslarga bora olmaydi, lekin bu loyiha orqali har kim teng imkoniyatga ega bo‘ladi. Bu esa jamiyatda tenglikni ta’minlashga yordam beradi, deb o‘ylayman.

Yana bir e’tiborli jihati – bu darslarning sodda va tushunarli tarzda tushuntirilishidir. Menimcha, aynan shu sababli ko‘plab yoshlar bu platformani tanlamoqda. Shuningdek, turli loyihalar va musobaqalar yoshlarni yanada faol qiladi. Bu esa nafaqat bilim olish, balki o‘ziga bo‘lgan ishonchni ham oshiradi.

Xulosa. Xulosa qilib aytganda, Ibrat Academy zamonaviy ta’lim tizimining yorqin namunasi hisoblanadi. U yoshlarga keng imkoniyatlar yaratib, ularni bilimli va raqobatbardosh shaxs sifatida shakllantirishga xizmat qiladi. Kelajakda bunday loyihalar sonining ortishi ta’lim sifatining yanada oshishiga olib keladi. Shubhasiz, Ibrat Academy yoshlar hayotida muhim o‘rin tutadigan platformalardan biri bo‘lib qoladi.

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DESIGNING TASK-BASED INTEGRATED LISTENING AND SPEAKING ACTIVITIES TO ENHANCE COMMUNICATIVE COMPETENCE IN EFL CLASSROOMS

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Abstract: *This study explores the role of task-based integrated listening and speaking activities in enhancing communicative competence among English as a Foreign Language (EFL) learners. While traditional language instruction often isolates skills, recent pedagogical approaches emphasize integration to reflect authentic communication. This research investigates how structured listening-speaking tasks can improve learners' fluency, interactional competence, and pragmatic awareness. A mixed-method approach was employed, involving classroom observations, pre- and post-assessment, and learner feedback. The findings suggest that integrated task-based activities significantly contribute to the development of communicative competence by promoting meaningful interaction and contextualized language use. The study highlights the importance of carefully designed tasks that simulate real-life communication and encourage active learner participation.*

Key words: *Communicative competence, task-based learning, integrated skills, listening and speaking, EFL learners, interaction, pragmatic competence*

Introduction. In recent decades, the focus of language teaching has gradually shifted from structural accuracy to communicative effectiveness. The concept of communicative competence, initially proposed by Dell Hymes, emphasizes not only grammatical knowledge but also the ability to use language appropriately in social contexts. However, in many EFL classrooms, listening and speaking are still taught as separate skills, limiting learners' ability to engage in authentic communication. Integrated skills instruction, particularly the combination of listening and speaking, reflects real-world language use more accurately. In everyday interaction, individuals process spoken input and respond simultaneously. Therefore, designing activities that merge these skills can significantly enhance learners' communicative abilities. This study focuses on task-based integrated activities as an effective pedagogical tool. It seeks to answer the following research question: *How do task-based listening and speaking activities influence the development of communicative competence among EFL learners?*

Literature Review. The theoretical foundation of communicative competence has been widely discussed in linguistic research. Dell Hymes introduced the concept as a response to Noam Chomsky's distinction between competence and performance, arguing that social appropriateness is equally essential.

Later, Michael Canale and Merrill Swain expanded this model by identifying key components: grammatical, sociolinguistic, discourse, and strategic competence. Task-Based Language Teaching (TBLT), advocated by Rod Ellis and Jane Willis, emphasizes the use of meaningful tasks that mirror real-life communication. According to Ellis (2003), tasks should involve a primary focus on meaning, require learners to use their own linguistic resources, and result in a communicative outcome. Research also highlights the importance of input and output in language acquisition. Stephen Krashen stresses comprehensible input, while Merrill Swain argues that producing language (speaking) is crucial for developing accuracy and fluency. Recent studies indicate that integrating listening and speaking through tasks enhances interaction, negotiation of meaning, and learner autonomy. However, there is still a need for practical models that teachers can implement effectively in classroom settings.

Methodology. This study employed a mixed-method research design combining both quantitative and qualitative data. The participants were 30 intermediate-level EFL students from a secondary educational institution. Their ages ranged from 16 to 18, and they had similar language proficiency levels.

Instruments

Pre-test and post-test (speaking assessment)

Classroom observation checklists

Student questionnaires

Audio recordings of task performance

Procedure. The research was conducted over six weeks. During this period, students engaged in task-based integrated listening and speaking activities such as:

- Information gap tasks
- Role plays based on audio input
- Problem-solving discussions
- Listening-based decision-making tasks

Each lesson followed a structured framework:

Pre-task (schema activation)

Task cycle (listening + speaking interaction)

Language focus (feedback and correction)

Discussion and Results. The findings of this study demonstrate that task-based integrated listening and speaking activities have a substantial positive impact on the development of communicative competence among EFL learners. The analysis of both quantitative and qualitative data reveals several important patterns that merit detailed discussion. First, the quantitative results indicate a clear improvement in learners' speaking performance. The comparison of pre-test and post-test scores shows that students achieved higher levels of fluency and coherence. Their speech became less fragmented, and pauses were more meaningful rather than caused by hesitation or lack of vocabulary. This suggests that repeated exposure to integrated tasks enabled learners to process input more efficiently and produce output more spontaneously. Moreover, improvements were particularly noticeable **in interactional competence**, which includes turn-taking, responding appropriately, and maintaining conversational flow. During the initial stages of the study, many students relied heavily on memorized phrases and showed difficulty in sustaining interaction. However, by the end of the intervention, they demonstrated a greater ability to negotiate meaning, ask for clarification, and respond to their peers in a more natural manner. This aligns with the principles of task-based learning, where communication is driven by meaning rather than form.

Another significant outcome relates to **pragmatic competence.** Students became more aware of context-appropriate language use, including politeness strategies, intonation patterns, and functional expressions. For instance, in role-play activities based on real-life scenarios, learners began to use expressions such as softening requests, giving opinions politely, and expressing disagreement in socially acceptable ways. This development indicates that integrated tasks do not only improve linguistic ability but also sociocultural awareness.

Qualitative data from classroom observations further support these findings. It was observed that students were more actively engaged during task-based activities compared to traditional instruction. They showed higher levels of motivation and willingness to participate. Importantly, the classroom environment shifted from teacher-centered to learner-centered, where students took greater responsibility for communication.

Additionally, analysis of audio recordings revealed an increase in the use of **communication strategies**, such as paraphrasing, code-switching (when necessary), and using fillers to maintain fluency. These strategies are essential components of strategic competence and indicate that learners are developing the ability to cope with gaps in their linguistic knowledge. However, the study also identified certain challenges. Some lower-proficiency learners initially experienced difficulty in understanding authentic listening input, which affected their participation in speaking tasks. This suggests that task design must carefully consider input complexity and provide sufficient scaffolding. Overall, the results confirm that integrating listening and speaking through task-

based activities creates a dynamic learning environment that fosters real communication. The combination of input and output, along with meaningful interaction, plays a critical role in developing all components of communicative competence.

Conclusion. This study confirms that task-based integrated listening and speaking activities play a crucial role in developing communicative competence in EFL learners. By combining input and output in meaningful contexts, these activities help learners use language more effectively and confidently. The findings suggest that language teachers should move beyond isolated skill instruction and adopt integrated, task-based approaches. Carefully designed activities that reflect authentic communication can significantly enhance learners' linguistic and pragmatic abilities. Future research may explore the long-term impact of such activities and their applicability across different proficiency levels.

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XORIJIY DAVLATLARDA TA'LIM TIZIMI

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Abstract. *Mazkur maqolada xorijiy davlatlar ta'lim tizimi va uning rivojlanish xususiyatlari tahlil qilinadi. Tadqiqotning asosiy maqsadi rivojlangan mamlakatlar ta'lim tizimidagi ilg'or yondashuvlarni o'rganish hamda ularning samaradorligini aniqlashdan iborat. Ishda Finlandiya, Yaponiya va AQSH ta'lim tizimlari misolida ta'limni tashkil etish, boshqarish va innovatsion metodlardan foydalanish jihatlari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, xorijiy davlatlarda ta'lim jarayonida individual yondashuv, raqamli texnologiyalar va interaktiv metodlardan keng foydalanish yuqori samaradorlikni ta'minlaydi. Shu*

bilan birga, har bir davlat o‘zining milliy xususiyatlari va ehtiyojlariga mos ravishda ta’lim tizimini shakllantiradi. Xulosa qilib aytganda, xorijiy tajribalarni o‘rganish va ularni mahalliy sharoitga moslashtirish ta’lim sifatini oshirishda muhim ahamiyatga ega.

Kalit so‘zlar: *xorijiy ta’lim tizimi, innovatsion metodlar, raqamli ta’lim, individual yondashuv, Finlandiya ta’limi, Yaponiya ta’limi, AQSH ta’limi, zamonaviy ta’lim texnologiyalari, ta’lim sifati.*

Bugungi globallashuv sharoitida ta’lim tizimi har bir davlatning ijtimoiy-iqtisodiy rivojlanishida muhim omil hisoblanadi. Ayniqsa, xorijiy mamlakatlarda ta’lim tizimining rivojlanishi va takomillashuvi boshqa davlatlar uchun muhim tajriba vazifasini o‘taydi. Rivojlangan davlatlar ta’lim tizimida innovatsion texnologiyalar, zamonaviy pedagogik yondashuvlar va o‘quvchi shaxsiga yo‘naltirilgan ta’lim ustuvor ahamiyat kasb etmoqda.

Mazkur maqolaning maqsadi ,xorijiy davlatlar ta’lim tizimini o‘rganish, ularning o‘ziga xos xususiyatlarini tahlil qilish hamda samarali jihatlarini aniqlashdan iborat. Ushbu maqsadga erishish uchun turli davlatlar tajribasi solishtirilib, ularning afzalliklari va kamchiliklari ko‘rib chiqiladi.

Xorijiy davlatlar ta’lim tizimini o‘rganish uchun bir nechta ilmiy usullardan foydalanildi.Birinchidan, ilmiy-adabiyotlarni tahlil qilish metodi asosida turli mamlakatlar ta’lim tizimiga oid manbalar o‘rganildi. Bu orqali Finlandiya, Yaponiya va AQSH ta’lim tizimlarining nazariy asoslari tahlil qilindi.Ikkinchidan, taqqoslash (komparativ) metodi yordamida turli davlatlar ta’lim tizimlari o‘zaro solishtirildi. Ushbu usul orqali ularning o‘xshash va farqli jihatlari aniqlandi.Uchinchidan, kuzatish metodi orqali zamonaviy ta’lim jarayonlari, innovatsion texnologiyalardan foydalanish darajasi va o‘quvchilarning ishtiroki o‘rganildi.Shuningdek, umumlashtirish metodi yordamida olingan ma’lumotlar tahlil qilinib, ilmiy xulosalar chiqarildi.

Jahonning yuksak darajada taraqqiy etgan davlatlarida ta’lim-tarbiya ishlarining yo’lga qo’yilishi, maktablarda amalga oshirilganini o’rganish orqali biz mustaqil respublikamiz milliy ta’lim tizimlarini yangitdan tashkil qilishda, ta’lim-tarbiyada, maktab ishini tashkil etishda eskirib, o’z dolzarbligini yo’qotib borayotgan faoliyat shakllari va usullaridan tezroq halos bo’lish, uni munosib tarzda yangilashda qo’shimcha boy manbalarga ham ega bo’lamiz. Zotan, xozirgi zamon ta’limida davlat va jamiyat talabi hamda manfaatlari aks etib turishi kerak. Xalq ta’limi tizimlarida jahon ta’lim tizimini o’rganish bilan shug’ullanuvchi muassasalar ham tashkil topmoqda. Jahon ta’limi tizimlaridan bizning mutaxasislarni voqif qilishda BMTning O’zbekistondagi vakolatxonasi, elchixonalar, AQSHning Tinchlik Korpusi mutaxasislariyaqindan yordam bermoqdalar.

Xorijiy davlatlar ta’lim tizimi bir qator muhim xususiyatlarga ega ekanligi aniqlandi. Avvalo, Finlandiya ta’lim tizimida o‘quvchilarga ortiqcha yuklama berilmasligi va erkin muhit yaratilgani sababli yuqori natijalarga erishilmoqda.Yaponiya ta’lim tizimida esa intizom, jamoaviylik va mas’uliyatga katta e’tibor qaratilishi o‘quvchilarning ijtimoiy ko‘nikmalarini rivojlantirishga berilib, amaliy bilimlarga katta e’tibor qaratiladi.Shuningdek, barcha rivojlangan davlatlarda raqamli texnologiyalar va interaktiv metodlardan foydalanish ta’lim samaradorligini oshirayotgani kuzatildi.

Xorijiy davlatlar ta’lim tizimining samaradorligi ko‘p jihatdan zamonaviy yondashuvlar va texnologiyalardan foydalanishga bog‘liq.Finlandiya tajribasi o‘quvchiga ortiqcha bosim bermasdan ham yuqori natijalarga erishish mumkinligini ko‘rsatadi. Yaponiya esa intizom va tarbiyaning ta’limdagi ahamiyatini namoyon etadi. AQSH ta’lim tizimi esa moslashuvchanlik va erkinlik orqali o‘quvchilarning qiziqishlarini rivojlantirishga xizmat qiladi.Bundan tashqari, axborot-kommunikatsiya texnologiyalaridan foydalanish barcha davlatlarda muhim o‘rin tutadi. Biroq, bu texnologiyalarni samarali qo‘llash o‘qituvchining malakasi va metodik yondashuviga bog‘liq ekanligi ham aniqlandi.

Mazkur tadqiqot davomida xorijiy davlatlar ta’lim tizimi har tomonlama tahlil qilindi. Natijalar shuni ko‘rsatdiki, har bir davlat o‘zining milliy xususiyatlari asosida ta’lim tizimini shakllantiradi, biroq zamonaviy tendensiyalar barcha uchun umumiydir.Xususan, individual yondashuv, innovatsion texnologiyalar va interaktiv metodlardan foydalanish ta’lim sifatini oshirishda muhim omil hisoblanadi.Shu bois, xorijiy tajribalarni o‘rganish va ularni mahalliy sharoitga moslashtirish ta’lim tizimini rivojlantirishda muhim ahamiyat kasb etadi.

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INKLYUZIV TA’LIMNING AFZALLIKLARI VA AHAMIYATI

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Annotatsiya: *Mazkur maqolada O‘zbekiston sharoitida inklyuziv ta’limning afzalliklari uning ta’lim tizimidagi o‘rni hamda jamiyat taraqqiyotidagi ahamiyati ko‘rib chiqiladi va tahlil qilinadi. Shuningdek, uning o‘quvchilar ijtimoiy rivojlanishiga ta’siri hamda zamonaviy ta’lim tizimidagi roli ilmiy manbalar va aniq faktlar asosida batafsil yoritib beriladi. Bundan tashqari, shularga asoslangan holda muallif tomonidan ham o‘z fikrlari qisqacha bayon etiladi.*

Kalit so‘zlar: *inklyuziv ta’lim, maxsus ehtiyojga ega bolalar, ijtmoiy moslashuv, pedagogik yondashuv, teng imkoniyatlar, ta’lim tizimi, bag‘rikenglik.*

“Ta’limning vazifasi - barcha bolalar uchun imkoniyat yaratishdir’’- Nelson Mandela. Bugungi jadallik bilan rivojlanib borayotgan davrda ta’lim tizimini yuksaltirish jarayonida barcha bolalar uchun teng ta’lim sharoitlarini yaratish dolzarb vazifalardan biri sanaladi. Ayniqsa, jismoniy yoki psixologik ehtiyojlari bo‘lgan bolalarni ta’lim jarayoniga safarbar etish masalasi muhim ahamiyat kasb etmoqda. Shu bois inkluyuziv ta’lim tushunchasi dunyoning ko‘plab davlatlarida keng yoyilib bormoqda.Bu borada O‘zbekiston ham ortda qolayotgan emas. Xususan, “O‘zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi “O‘zbekiston Respublikasi Xalq ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida’’gi PF-5712-son Farmoniga muvofiq O‘zbekistonda inklyuziv ta’limni rivojlantirish, alohida ta’lim ehtiyojlari bo‘lgan bolalarga ta’lim tarbiya berish tizimini takomillashtirish hamda ularga ko‘rsatiladigan ta’lim xizmatlarini yaxshilash maqsadida’’ bir qancha chora tadbirlar tashkil etilga edi.Mana shu chora tadbirlar joriy etilgandan so‘ng esa inklyuziv ta’limga bo‘lgan e’tibor yanada kuchaydi. Endi esa inklyuziv ta’limning nima ekanligi haqida gaplashsak. Inklyuziv ta’lim - bu har bir bolaning qobilyati, salohiyati yoki bo‘lmasa alohida ehtiyojaridan qat’iy nazar ularning birgalikda ta’lim olish imkoniyatini beruvchi pedagogik yo‘nalish sanaladi.Mana shu yondashuvlar orqali barcha bolalar uchun teng imkoniyatlar yaratishni oldiga maqsad qiladi. Masalan, tadqiqotchilarning takidlashicha, “inklyuziv ta’lim barcha o‘quvchilarning individual ehtiyojlarini hisobga olgan holda ularning ta’lim jarayonida teng ishtirok etishini ta’minlaydigan tizim hisoblanadi” yuqoridagi fikrlardan kelib chiqqan holda aytishimiz mumkinki, inklyuziv ta’lim ta’lim tizimining sifatini oshiribgina qolmay jamiyatda insonparvarlik,bag‘rikenglik hislarini shaklantirishda ham muhim rol o‘ynaydi.

Inklyuziv ta’limning muhim afzalliklaridan biri shundaki, barcha bolalar uchun teng ta’lim tizimini shakllantirish jarayonida muhim o‘rin tutadi. Chunki, mana shu tizim orqali alohida ehtiyojga ega bolalar ham maktablarda sog‘lom bolalar bilan birgalikda ta’lim olish imkoniyatiga ega bo‘ladilar. Oqibatda esa ular boshqa bolalar o‘rtasida o‘zlarini ortiqchadek his qilishmaydi. Manbalarda aytilishicha inklyuziv ta’lim o‘quvchilar o‘rtasida ijtimoiy hamkorlikni rivojlantiradi va ularning o‘zaro muloqot ko‘nikmalarini shakllantiradi. Aytib o‘tilgan fikrlardan kelib chiqqan holda aytish mumkinki,inklyuziv ta’limning maktablarda ham joriy etilishi sog‘lom bolalar uchun ham juda katta tarbiyaviy ahamiyat kasb etadi. Chunki, ular turli imkoniyatga ega tengdoshlari bilan birgalikda ta’lim olishadi va shu jarayon esa ularga ko‘p narsani o‘rgatadi. Masalan, mehr,

oqibat, hurmat va hakazo. Mana shu fazilatlar orqali esa ular maxsus ehtiyojga ega bo‘lgan do‘stlarini ham barcha oddiy bolalar singari qabul qila boshlaydilar,bu esa ularning ijtimoiy hayotga kirib bora olishiga ham juda katta hissa qo‘shadi. Natijada, o‘z do‘stlari tomonidan ko‘rsatilayotgan munosabatlar orqali ular o‘zlarini jamiyatning to‘laqonli bir a’zosidek his qila boshlaydilar. Bu esa jamiyatda o‘zlarini erkin tutishlari va o‘z fikrlarini boshqa insonlar o‘rtasida tortinmasdan bayon qila olishlari uchun katta bir turtki bo‘lib xizmat qiladi. Bundan tashqari inklyuziv ta’limning yana bir afzalligi shundaki, o‘qituvchilarning o‘z ustida ishlashlari va kasbiy mahoratlarini oshirishga yordam beradi. Chunki bunday ta’lim jarayonida pedagog o‘qituvchilar har bir bola bilan ishlayotganda har xil yondashishi kerak, ya’ni har bir bolaning ehtiyojlarini hisobga olgan holda ta’lim metodlarini tanlashga majbur bo‘lishadi bu esa ulardan kuchli mahoratni talab qiladi. Mana shu izlanishlari orqali o‘qituvchilar ham o‘z kasbiy mahoratlarini anchagina rivojlantirib olishadi.

Inklyuziv ta’lim davlat, jamiyat taraqqiyotida muhim ahamiyat kasb etibgina qolmasdan ta’lim tizimini takomillashtirishda, jamiyatda tenglik va ijtimoiy adolatni targ‘ib qilishga ham katta hissa qo‘shadi. Ilmiy tadqiqotlarda ta’kidlanishicha, inklyuziv ta’lim imkoniyati cheklangan bolalarning jamiyatga integratsiyasini ta’minlashda muhim omil hisoblanadi. Bizning fikrimizcha, inklyuziv ta’lim davlat ta’lim tizimining muhim yo‘nalishlaridan biriga aylantirilishi kerak deb hisoblaymiz. Chunki, barcha bolalar ta’lim olish imkoniyatiga ega ularning qobilyati yoki imkoniyatlaridan qat’iy nazar. O‘zbekiston Respublikasi Konstitutsiyasining 50-moddasida ham, “Har kim ta’lim olish huquqiga ega”, ekanligi belgilab qo‘yilgan. Shunday ekan bu ta’limga nisbatan e’tibor yanada kuchaytirilishi zarur. Natijada esa chekka qishloqlardagi bolalar ham e’tibordan chetda qolib ketmas edi. Manbalarda aytilishicha, Respublika bo‘yicha nogironligi bor bolalarning 16.5 minggi maktabga, 17.5 mingi bog‘chaga bormaydi. Bundan ko‘rinib turibdiki ba’zi bir qishloqlarda hali ham nogironligi bor bo‘lgan bolalarni ommadan yashirishadi va hattoki ba’zi ota onalar bunday farzandlari borligidan uyalishadi shuning uchun ularni ommaga oshkor qilishdan qo‘rqishadi. Shu sababli inklyuziv ta’limga berilayotgan imkoniyatlar va shart-sharoitlarni yanada kengroq yoya olsak bunday bolalarning sonini kamaytirishga o‘z hissamizni qo‘shgan bo‘lar edik. Buni qanday amalga oshira olishimiz mumkin? Masalan, chekka hududlarda maxsus tayyorgarlikka ega pedagoglar yetishmaydi shu sababli o‘qituvchilar uchun oflayn va onlayn treninglar tashkil etish mumkin, yoki bo‘lmasa aholi o‘rtasida inklyuziv ta’lim haqida tushuntirish ishlari olib borish va shu orqali noto‘g‘ri qarashlarni kamaytirish imkoniyatiga ega bo‘lamiz. Bundan tashqari, masofaviy ta’lim platformalarini yaratishimiz mumkin va maxsus darslar, har xil maslahatlar bera olish imkonini yaratsak bo‘ladi. Buning uchun esa ta’lim, jamiyat va davlat birgalikda harakat qilishimiz kerak. Chunki eng muhimi har bir bola sifatli ta’lim olish huquqiga ega ekanligini amalda ta’minlashdir. Oqibatda esa maxsus ehtiyojga ega bolalar ham boshqa bolalardek ta’lim olishni boshlashadi bu orqali esa ular o‘z bilim ko‘nikmalarini rivojlantira oladilar va bu esa kelajakda bemalol mustaqil hayot kechira olishlari uchun zamin yarata oladilar. Agarda inklyuziv ta’lim tizimiga nisbatan e’tibor va yagilanishlar mana shunday jadallik bilan davom ettirilsa kelajakda yanada bag‘rikeng va barqaror jamiyatni barpo eta olamiz.

Xulosa qilib aytganda, inklyuziv ta’lim zamonaviy ta’lim tizimining muhim yo‘nalishlaridan biri hisoblanadi. U barcha o‘quvchilarning teng ta’lim olishini ta’minlaydi va alohida ehtiyojga ega bolalarni qo‘llab - quvvatlaydi. Inklyuziv ta’lim faqatgina maxsus ehtiyojli bollalarni qo‘llab- quvvatlabgina qolmasdan jamiyatda ham o‘zaro hurmat va hamkorlik muhitini shakllantirishga xizmat qiladi.Kelgusida inklyuziv ta’limni yanada yuksaltirish, zarur shart-sharoitlarni tashkil etish va barcha bolalar uchun teng imkoniyatlarni kengaytirish muhim vazifalardan biri bo‘lib qoladi.

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ZAMONAVIY TA’LIMDA INNOVATSION METODLARDAN FOYDALANISHNING AHAMIYATI

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Annotatsiya. *Mazkur maqolada zamonaviy ta’lim tizimida innovatsion metodlardan foydalanishning nazariy va amaliy jihatlari keng yoritilgan. Tadqiqotda innovatsion yondashuvlarning ta’lim samaradorligini oshirishdagi o‘rni, tarixiy rivojlanish bosqichlari hamda milliy va mintaqaviy xususiyatlari ilmiy asosda tahlil qilinadi. Empirik tadqiqotlar va klassik nazariyalar asosida innovatsion metodlarning zamonaviy ta’lim jarayonidagi ahamiyati, ularning afzalliklari va dolzarb muammolari ko‘rib chiqiladi. Maqolada ilmiy manbalar va zamonaviy pedagogik tajribalar asosida innovatsion metodlarni joriy etishning samarali yo‘llari taklif etiladi.*

Kalit so'zlar: *innovatsion metodlar, ta’lim tizimi, pedagogika, zamonaviy texnologiyalar*

Kirish. Zamonaviy ta’lim tizimi jadal rivojlanayotgan jamiyat ehtiyojlari va texnologik taraqqiyot talablariga mos ravishda uzluksiz yangilanib bormoqda. Globallashuv, raqobatbardoshlik va axborot oqimining keskin ortishi natijasida ta’lim sohasida an’anaviy yondashuvlar o‘zining yetarli samarasini yo‘qotib bormoqda. Shu sababli, ta’lim jarayonida innovatsion metod va texnologiyalardan foydalanish dolzarb ahamiyat kasb etmoqda. Innovatsion metodlar nafaqat o‘quvchilarning bilim, ko‘nikma va kompetensiyalarini rivojlantirish, balki ularning mustaqil fikrlash, kreativlik va muammoli vaziyatlarni hal qilish qobiliyatlarini shakllantirishga ham xizmat qiladi. Hozirgi vaqtda dunyo miqyosida ilg‘or pedagogik tajribalar, axborot-kommunikatsion texnologiyalar hamda interaktiv metodlar asosida ta’lim samaradorligini oshirishga qaratilgan keng ko‘lamli islohotlar olib borilmoqda. O‘zbekiston Respublikasida ham ta’lim sohasini modernizatsiya qilish, zamonaviy innovatsion yondashuvlarni amaliyotga joriy etish davlat siyosati darajasida muhim vazifalardan biri sifatida belgilangan. Ushbu maqolada zamonaviy ta’lim jarayonida innovatsion metodlardan foydalanishning nazariy asoslari, tarixiy taraqqiyoti, milliy va mintaqaviy xususiyatlari, shuningdek, ularning amaliy natijalari va dolzarb muammolari chuqur tahlil qilinadi.

Adabiyotlar tahlili. Innovatsion metodlar ta’lim tizimining rivojlanishida muhim omil sifatida ko‘plab pedagogik va psixologik tadqiqotlarning markazida turadi. Ularning nazariy-konseptual asoslari, dastlab, konstruktivizm, sotsial-kognitiv nazariya va faoliyatga asoslangan yondashuvlar orqali shakllangan. Konstruktivizm nazariyasiga ko‘ra, bilim olish jarayoni o‘quvchining faol ishtiroki va tajribasi orqali amalga oshadi; bunda o‘quvchi o‘z bilimini mustaqil ravishda shakllantiradi va mavjud bilimlarni yangi axborot bilan uyg‘unlashtiradi. Bu konsepsiya J.Piaget va L.Vygotskiy kabi klassik olimlarning ishlarida o‘z aksini topgan bo‘lib, Vygotskiyning "yaqin rivojlanish zonasi" haqidagi g‘oyalari zamonaviy innovatsion metodlarning nazariy asosini tashkil etadi[1]. Sotsial-kognitiv nazariya esa bilimning sotsial muhitda, hamkorlikda va interaktiv faoliyat orqali shakllanishini ta’kidlaydi. Bandura tomonidan ilgari surilgan ushbu yondashuv zamonaviy ta’limda ko‘p hollarda loyihaviy, muammoli va hamkorlikka asoslangan metodlarning keng qo‘llanilishiga zamin yaratgan. Shu bilan birga, faoliyatga asoslangan yondashuvlar Dewey va Bruner asarlarida chuqur tahlil qilingan bo‘lib, ularning fikricha, o‘quvchilar bilimni amaliy faoliyatda, muammoni hal qilish jarayonida mustahkam o‘zlashtiradilar. Ushbu nazariy asoslar innovatsion metodlarning shakllanishida asosiy rol o‘ynagan bo‘lsa-da, zamonaviy pedagogikada ularning yangi talqinlari va integratsiyalashgan shakllari ham shakllanmoqda.

Innovatsion metodlarning tarixiy rivojlanishiga nazar tashlaydigan bo‘lsak, ular dastlab XX asr boshlarida Yevropa va Amerika pedagogikasida tajriba tariqasida joriy etila boshlandi. Dewey tomonidan ilgari surilgan "o‘rganishga yo‘naltirilgan maktab" kontseptsiyasi, Montessori metodikasi va Dalton rejasi kabi yondashuvlar o‘quvchilarning mustaqil faoliyatini, ijodkorligini va individual qobiliyatlarini rivojlantirishga xizmat qilgan. Bu yondashuvlar an’anaviy, o‘qituvchi markazli ta’lim modeliga qarama-qarshi bo‘lib, o‘quvchining faol ishtiroki va hamkorligiga asoslangan yangi pedagogik modelning shakllanishiga zamin yaratdi. Keyinchalik, 1960-70-yillarda axborot-kommunikatsion texnologiyalarning jadal rivojlanishi natijasida

multimedia, interaktiv ta’lim usullari, virtual laboratoriya va masofaviy ta’lim kabi innovatsion metodlar keng ommalasha boshladi. Shu davrda kiritilgan muammoli ta’lim, loyihaviy metod, klaster va konseptual xaritalar, aks ettirish (refleksiya) kabi metodlar zamonaviy ta’lim tizimining ajralmas qismiga aylandi.

O‘zbekiston va Markaziy Osiyo mintaqasida ham innovatsion metodlarning rivojlanishi va joriy etilishi o‘ziga xos tarixiy bosqichlarni bosib o‘tdi. Mustaqillik yillaridan boshlab ta’lim sohasida boshlangan islohotlar, xususan, 1997 yildagi "Ta’lim to‘g‘risida"gi Qonun va Kadrlar tayyorlash milliy dasturi asosida zamonaviy pedagogik texnologiyalarni joriy etish davlat siyosati darajasiga ko‘tarildi. O‘zbekistonlik olimlar – T.Ibragimov, M.Xolmatov, N.To‘raqulov va boshqalar innovatsion metodlarning milliy ta’lim tizimiga moslashtirish, o‘quvchilarning kompetensiyalarini rivojlantirish, shaxsga yo‘naltirilgan ta’lim modelini shakllantirishga oid ilmiy tadqiqotlar olib bordilar. Ularning asarlarida innovatsion metodlarning samaradorligi, o‘quvchilarning mustaqil fikrlash va ijodiy faoliyatini rivojlantirishga xizmat qilishi, shuningdek, milliy qadriyatlar va an’analar bilan uyg‘unligi alohida ta’kidlangan[2]. So‘nggi yillarda AKT (axborot-kommunikatsion texnologiyalar) asosida tashkil etilgan masofaviy ta’lim, elektron darsliklar, interaktiv platformalar va virtual laboratoriyalar orqali zamonaviy innovatsion metodlar keng joriy etilmoqda.

Empirik tadqiqotlar innovatsion metodlarning ta’lim samaradorligini oshirishdagi ahamiyatini ilmiy asosda tasdiqlaydi. Masalan, Rossiyalik pedagog A.V. Khutorskoy va G.V. Reznichenko tomonidan olib borilgan tadqiqotlarda, klaster, konseptual xaritalar, muammoli va loyihaviy metodlarning o‘quvchilarning analitik fikrlash, muammoli vaziyatlarni hal qilish, mustaqil qaror qabul qilish kabi kompetensiyalarini rivojlantirishdagi samarasi yuqori ekani aniqlangan. Xalqaro miqyosda esa, OECD tomonidan o‘tkazilgan PISA tadqiqotlari, innovatsion metodlar asosida tashkil etilgan ta’lim muhitida o‘quvchilarning bilimlarni amaliyotda qo‘llash, kreativlik va kommunikativ ko‘nikmalarining sezilarli darajada yuqori bo‘lishini ko‘rsatmoqda [3]. O‘zbekiston sharoitida ham bir qator universitet va maktablarda olib borilgan amaliy tajribalar, xususan, Toshkent davlat pedagogika universiteti, Nizomiy nomidagi Toshkent davlat pedagogika universiteti va boshqa oliy o‘quv yurtlarida innovatsion metodlar joriy etilgan guruh va an’anaviy metodlar asosida o‘qitilgan guruhlar natijalari taqqoslanib, innovatsion metodlar samaradorligi yuqori ekani isbotlangan.

Innovatsion metodlarning afzalliklari, avvalo, ta’lim jarayonining o‘quvchi markazli bo‘lishi, o‘quvchilarning faolligi va mustaqilligini oshirishi, ijodiy va tanqidiy fikrlashni rivojlantirishi, o‘zaro hamkorlik va kommunikativ kompetensiyalarni shakllantirishida namoyon bo‘ladi. Interaktiv metodlar, masalan, munozara, rolda o‘ynash, guruhli va jamoaviy ishlar, aks ettirish, "aqliy hujum" va boshqa metodlar orqali o‘quvchilar bilimlarni amaliyotda qo‘llash, o‘z fikrini argumentli tarzda ifodalash, muammoli vaziyatlarni hal qilish ko‘nikmalariga ega bo‘ladilar. Loyiha asosida o‘qitish metodida esa, o‘quvchilar mustaqil yoki guruhda aniq bir muammoni hal qilish uchun loyiha ishlab chiqish, uni rejalashtirish, amalga oshirish va natijalarni tahlil qilish jarayonida faol ishtirok etadilar. Bu esa, ularning ijodiy tafakkurini, tadbirkorlik, tashabbuskorlik va liderlik qobiliyatlarini rivojlantiradi [4]. Shuningdek, zamonaviy AKT asosida tashkil etilgan masofaviy va aralash ta’lim, multimedia resurslardan foydalanish, elektron darsliklar va virtual laboratoriyalar orqali ta’lim jarayonining interaktivligi, vizualligi va moslashuvchanligi oshadi. Bu esa, har bir o‘quvchining individual ehtiyojlariga mos ravishda ta’lim olish imkonini beradi.

Biroq, innovatsion metodlarni joriy etishda qator muammolar va cheklovlar ham mavjud. Avvalo, o‘qituvchilarning innovatsion pedagogik texnologiyalarni to‘liq o‘zlashtirmaganligi, ularni amaliyotda samarali qo‘llash ko‘nikmasining yetarli emasligi muhim muammo hisoblanadi. Shuningdek, darslik va o‘quv materiallarining an’anaviy uslubda tayyorlanganligi, AKT infratuzilmasining ba’zi hududlarda to‘liq yo‘qligi, o‘quvchilar va ota-onalarning innovatsion metodlarga tayyor emasligi, baholash tizimining moslashuvchan emasligi ham innovatsion metodlarni keng joriy etishda to‘siq bo‘lib qolmoqda. Ayrim tadqiqotchilar, xususan, J.Biggs, ta’lim jarayonida innovatsion metodlarni joriy etish uchun o‘qituvchilarning kasbiy malakasini oshirish, doimiy metodik yordam, zamonaviy darslik va resurslar bilan ta’minlash, tahliliy va reflektiv faoliyatni rag‘batlantirish zarurligini ta’kidlaydilar [5]. Shuningdek, innovatsion metodlarni har bir fan va o‘quv predmeti xususiyatidan kelib chiqib moslashtirish, milliy va hududiy an’ana va qadriyatlarni inobatga olish muhim ahamiyatga ega.

Innovatsion metodlarning zamonaviy ta’lim tizimidagi ahamiyati borasida bir qator ilmiy bahs va munozaralar ham mavjud. Ayrim olimlar, masalan, E. Polat va V.Guzeev, innovatsion metodlar yuqori samaradorlikka ega bo‘lsa-da, ularni noto‘g‘ri yoki yuzaki joriy etish natijasida ta’lim jarayonida sun’iylik, natijaviylikning pasayishi, o‘qituvchi va o‘quvchilar motivatsiyasining susayishi mumkinligini ta’kidlaydilar. Ularning fikricha, innovatsion metodlarni joriy etishda har bir maktab, o‘quvchi va o‘qituvchining ehtiyojlari, shuningdek, mavjud infratuzilma va resurslar hisobga olinishi lozim[6]. Shuningdek, zamonaviy ta’limda innovatsion metodlarni joriy etishda baholash, monitoring va tahlil tizimini takomillashtirish, o‘qituvchilar va o‘quvchilar o‘rtasida doimiy muloqot va hamkorlikni yo‘lga qo‘yish, zamonaviy resurslar va platformalardan samarali foydalanish zarur.

Yuqoridagi tahlillar asosida xulosa qilish mumkinki, innovatsion metodlar zamonaviy ta’lim tizimining ajralmas qismi bo‘lib, ular o‘quvchilarning bilim, ko‘nikma va kompetensiyalarini rivojlantirish, ijodiy va tanqidiy fikrlash, mustaqil faoliyat va hamkorlik ko‘nikmalarini shakllantirishda muhim rol o‘ynaydi. Shu bilan birga, innovatsion metodlarni samarali joriy etish uchun o‘qituvchilarning kasbiy malakasini oshirish, zamonaviy darslik va resurslar bilan ta’minlash, AKT infratuzilmasini rivojlantirish, baholash va monitoring tizimini takomillashtirish, milliy va hududiy xususiyatlarni inobatga olish zarur. Zamonaviy ilmiy va amaliy tajriba innovatsion metodlarning ta’lim samaradorligini oshirishdagi ahamiyatini tasdiqlaydi, biroq ularni joriy etishda mavjud muammolar va cheklovlarni bartaraf etish uchun kompleks yondashuv talab etiladi.

Xulosa. Zamonaviy ta’lim jarayonida innovatsion metodlardan foydalanish ta’lim sifatini oshirish, o‘quvchilarning bilim, ko‘nikma va kompetensiyalarini rivojlantirish, ularning ijodiy va tanqidiy fikrlash, mustaqil faoliyat va hamkorlik ko‘nikmalarini shakllantirishda muhim omil hisoblanadi. Tadqiqot natijalari shuni ko‘rsatadiki, innovatsion metodlardan samarali foydalanish ta’lim jarayonini interaktiv va o‘quvchi markazli qilish, zamonaviy axborot-kommunikatsion texnologiyalarni joriy etish, loyihaviy, muammoli va guruhli ishlarga asoslangan o‘qitish orqali o‘quvchilarning faolligini oshirish imkonini beradi. Shu bilan birga, innovatsion metodlarni keng joriy etishda o‘qituvchilarning kasbiy malakasini oshirish, zamonaviy darslik va resurslar bilan ta’minlash, AKT infratuzilmasini rivojlantirish, baholash va monitoring tizimini takomillashtirish, milliy va hududiy xususiyatlarni inobatga olish muhim ahamiyatga ega. Ilmiy va amaliy tajriba innovatsion metodlarning ta’lim samaradorligini oshirishdagi ahamiyatini tasdiqlaydi, biroq ularni joriy etishda mavjud muammolar va cheklovlarni bartaraf etish uchun tizimli va kompleks yondashuv talab etiladi. Kelgusida innovatsion metodlarni yanada rivojlantirish va ularni ta’lim jarayoniga samarali integratsiya qilish orqali zamonaviy ta’lim tizimining raqobatbardoshligini oshirish, o‘quvchilarning global kompetensiyalarini shakllantirish mumkin.

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MAKTAB TA’LIM TIZIMIDA INGLIZ TILINI O‘QITISHNING ZAMONAVIY VA INNOVATSION METODLARI

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Annotatsiya: *Mazkur maqolada maktab ta’lim tizimida ingliz tilini o‘rgatishning zamonaviy, samarali va amaliy usullari keng yoritiladi. Xususan, o‘quvchilarning nutqiy ko‘nikmalarini rivojlantirishda kommunikativ yondashuv, interaktiv o‘yinlar, vizual materiallardan foydalanish, hamda axborot texnologiyalarining o‘rni tahlil qilinadi. Mualliflar dars jarayonida o‘quvchilarning faolligini oshirish, ularni mustaqil fikrlashga undash va til o‘rganishga bo‘lgan motivatsiyasini kuchaytirish usullarini misollar orqali bayon etadilar. Shuningdek, maqolada zamonaviy pedagogik texnologiyalarning afzalliklari va ularni amaliyotda qo‘llash yo‘llari ko‘rib chiqiladi.*

Kalit so‘zlar: *maktab metodikasi, ingliz tili, interaktiv usullar, kommunikativ yondashuv, o‘quvchi motivatsiyasi, pedagogik texnologiya, nutqiy kompetensiya, innovatsion ta’lim*

Kirish. Hozirgi globallashuv davrida xorijiy tillarni, ayniqsa ingliz tilini bilish zamon talabi hisoblanadi. Mamlakatimizda ta’lim tizimini modernizatsiya qilish, yosh avlodni har tomonlama rivojlangan, raqobatbardosh kadrlar etib tarbiyalash davlat siyosatining ustuvor yo‘nalishlaridan biridir. Shu bois maktablarda ingliz tilini o‘qitish sifati va samaradorligini oshirish muhim vazifaga aylandi. An’anaviy o‘qitish usullari ko‘proq grammatik qoidalarni yodlash va tarjimaga asoslangan bo‘lib, bu o‘quvchilarning erkin muloqot qilish ko‘nikmasini yetarli darajada rivojlantirmaydi. Zamonaviy ta’lim esa o‘quvchini markazga qo‘yadi va uning faol ishtirokini ta’minlashni talab etadi. Shu sababli, o‘qituvchi dars jarayonida innovatsion va interaktiv metodlardan foydalanishi zarur.

Mazkur maqolada aynan maktab sharoitida samarali deb topilgan metodlar, ularning afzalliklari va amaliy qo‘llanilishi haqida batafsil so‘z yuritiladi.

Asosiy qism. 1. Ingliz tilini o‘qitishda zamonaviy yondashuvlar

Bugungi kunda ingliz tilini o‘qitishda kommunikativ yondashuv yetakchi o‘rin egallaydi. Ushbu yondashuvning asosiy maqsadi — o‘quvchini real hayotiy vaziyatlarda tilni qo‘llay olishga o‘rgatishdir. Bu usulda grammatik bilimlar vosita sifatida qaraladi, asosiy e’tibor esa muloqotga qaratiladi.

Kommunikativ yondashuv quyidagi jihatlari bilan ahamiyatlidir: o‘quvchilarni erkin fikr bildirishga o‘rgatadi; nutqiy faoliyatning barcha turlarini rivojlantiradi (tinglab tushunish, gapirish, o‘qish, yozish); o‘quvchilar orasida hamkorlikni kuchaytiradi.

2. Interaktiv metodlarning o‘rni. Interaktiv metodlar darsni qiziqarli va samarali tashkil etishda muhim ahamiyatga ega. Quyida eng ko‘p qo‘llaniladigan metodlar keltiriladi: “Picture Description” (Rasm asosida gapirish). Bu metod o‘quvchilarning tasavvurini kengaytiradi va lug‘at boyligini oshiradi. O‘qituvchi turli rasmlarni ko‘rsatadi va o‘quvchilardan ularni ingliz tilida tasvirlab berishni so‘raydi.

“Role Play” (Rol o‘ynash): O‘quvchilar turli hayotiy vaziyatlarni sahnalashtiradilar. Masalan, do‘konda suhbat, mehmonxonada buyurtma berish va boshqalar. Bu usul o‘quvchilarning nutqiy faolligini oshiradi.

“Ice-breaking activities” (Muzni erituvchi mashqlar): Dars boshida qo‘llaniladigan qisqa o‘yinlar o‘quvchilarning diqqatini jamlashga va ijobiy muhit yaratishga yordam beradi.

“Group work” (Guruh bilan ishlash): O‘quvchilar kichik guruhlarga bo‘linib, birgalikda vazifalarni bajaradilar. Bu esa jamoaviy ishlash ko‘nikmasini rivojlantiradi.

3. Axborot texnologiyalaridan foydalanish. Zamonaviy darsni texnologiyalarsiz tasavvur etib bo‘lmaydi. Kompyuter, interaktiv doska, mobil ilovalar va internet resurslari o‘quv jarayonini yanada samarali qiladi.

Masalan: videodarslar orqali eshitish ko‘nikmasi rivojlanadi; mobil ilovalar yordamida mustaqil o‘rganish imkoniyati yaratiladi; onlayn testlar orqali bilim darajasi aniqlanadi.

Shuningdek, multimedia vositalari o‘quvchilarning qiziqishini oshiradi va darsni jonlantiradi.

4. O‘quvchi motivatsiyasini oshirish. Motivatsiya — muvaffaqiyat kalitidir. Agar o‘quvchi til o‘rganishga qiziqsa, natija ham yuqori bo‘ladi. Motivatsiyani oshirish uchun: o‘quvchilarga rag‘bat berish; qiziqarli mavzular tanlash; muvaffaqiyatlarini e’tirof etish; individual yondashuvni qo‘llash zarur.

O‘qituvchi har bir o‘quvchining imkoniyatini hisobga olib, unga mos metodni tanlashi kerak.

5. Amaliy tavsiyalar. Quyidagi tavsiyalar ingliz tilini samarali o‘qitishga yordam beradi: darsni rejalashtirishda o‘quvchilarning yosh xususiyatlarini hisobga olish; ko‘rgazmali vositalardan keng foydalanish; har bir darsda kamida bitta interaktiv metod qo‘llash; o‘quvchilarni mustaqil ishlashga o‘rgatish; muntazam ravishda bilimni baholab borish. Aytish mumkinki, maktabda ingliz tili o‘qitish faqat grammatikani yodlatishdan iborat bo‘lmasligi kerak. O‘qituvchi har bir darsga ijodiy yondashib, o‘quvchilarda til o‘rganishga nisbatan mehr uyg‘ota olsa, ko‘zlangan maqsadga erishiladi. Zamonaviy metodlar esa bu yo‘lda o‘qituvchining eng yaqin

Xulosa. Xulosa qilib aytganda, ingliz tilini o‘qitishda zamonaviy metodlardan foydalanish dars samaradorligini sezilarli darajada oshiradi. An’anaviy usullar bilan cheklanib qolmasdan, innovatsion yondashuvlarni qo‘llash o‘quvchilarning nutqiy kompetensiyasini rivojlantirishda muhim ahamiyat kasb etadi. O‘qituvchi ijodkor bo‘lishi, yangi metodlarni izlab topishi va ularni amaliyotga tatbiq etishi lozim. Faqat shundagina o‘quvchilar ingliz tilini chuqur o‘zlashtirib, uni erkin qo‘llay oladigan darajaga yetadilar.

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TEACHING PRONUNCIATION BY USING INNOVATIVE METHODS IN LANGUAGE LEARNING

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Abstract: *This article analyzes the importance of innovative methods in teaching pronunciation. The role of digital technologies, artificial intelligence, multimedia tools, and gamification-based approaches in developing students' phonetic competence is highlighted. Also, the effectiveness of interactive and communicative methods in the formation of pronunciation is scientifically substantiated and practical recommendations are developed.*

Keywords: *pronunciation, innovative methods, phonetic competence, digital technologies, artificial intelligence, gamification, multimedia, communicative approach*

INTRODUCTION. In the field of modern linguistics and linguodidactics, the issue of effective foreign language teaching is becoming increasingly relevant on a global scale. In particular, teaching pronunciation is recognized as an integral and important component of language competence**.** This is because correct pronunciation not only ensures the clarity and fluency of speech but also serves to prevent misunderstandings in the communicative process. Phonetic errors in language learners often negatively impact their overall communicative competence. Therefore, the issue of teaching pronunciation requires new, effective, and innovative approaches in addition to traditional methods. In traditional teaching methods, pronunciation is often limited to memorizing phonetic rules, repeating after the teacher, or reading texts aloud. Such approaches do not sufficiently take into account the individual needs of students, the speed of learning and real problems in speech. As a result, although students know pronunciation theoretically, they face difficulties in using it correctly in practical speech. From this perspective, it is important to organize the pronunciation training process more effectively through the use of innovative methods.

Nowadays, digital technologies and modern pedagogical approaches are being widely implemented into the language teaching system. In particular, mobile applications, artificial intelligence-based programs, automatic speech recognition technologies, virtual and augmented reality (VR/AR) tools, and gamification elements are opening up new opportunities in pronunciation training. Such innovative tools allow students to practice independently, record and analyze their speech, identify errors, and quickly correct them. Also, through the use of authentic audio and video materials, students can strengthen their phonetic skills by listening to real speech samples and repeating them. Innovative methods also play an important role in increasing students' motivation to learn. The process of learning pronunciation becomes more interesting and effective through interactive classes, tasks based on game elements, and team and individual activities. This increases students' activity in the lesson and encourages them to learn the language independently. At the same time, modern methods provide a differentiated approach and allow for the consideration of the individual characteristics of each student.

MAIN BODY. The issue of teaching pronunciation in language learning is one of the important directions of linguodidactics and is considered a key factor in the formation of students' communicative competence. Modern research indicates that the process of mastering pronunciation is not limited to knowledge of phonetic rules; it requires complex skills such as listening, imitation, articulation, and speech experience. Therefore, the use of innovative methods is considered an important tool for effective pronunciation training. First of all, the role of **digital technologies** in teaching pronunciation is of particular importance. Modern mobile applications and online platforms (e.g., Elsa Speak, Sounds of English, Forvo) operate based on automatic speech recognition technology and analyze the user's pronunciation to identify errors and provide correction recommendations. This allows students to exercise self-control. According to researcher Nunan, the

use of technologies in language learning develops students' independent learning skills and individualizes the learning process[46]. In this regard, digital tools serve as an effective didactic resource in teaching pronunciation.

Secondly, the use of **multimedia** and **authentic materials** plays an important role in the formation of pronunciation. Through audio and video materials, students listen to real speech samples and naturally master prosodic features such as intonation, stress, and rhythm. Such materials help to understand the natural flow of the language, the speed of speech and the variability in pronunciation. Harmer asserts that authentic materials bring students closer to a real communicative environment and help them learn the language naturally[47]. In particular, through films, podcasts, interviews, and real-life conversation recordings, students learn not only the correct pronunciation of words but also their contextual use. At the same time, the use of subtitles and transcripts contributes to the harmonious development of hearing and pronunciation, as well as expands students' opportunities for independent practice.

Thirdly, teaching pronunciation based on **gamification elements** is also one of the effective innovative methods. Game technologies increase student motivation, encourage active participation, and make the lesson process more engaging. For example, pronunciation exercises will take on an interactive form through scoring, leveling, reward systems, ranking tables, and competition elements. This approach creates a healthy competitive environment for students and encourages them to practice regularly. As noted in the theory of early motivation, increasing students' internal motivation significantly improves the effectiveness of language learning[48]. Therefore, gamification is widely used as an effective tool in teaching pronunciation, not only from a pedagogical but also from a psychological perspective.

In addition, **technologies based on artificial intelligence (AI)** have also initiated a new stage in pronunciation training. AI programs deeply analyze the student's speech, identify individual errors, highlight phonetic weaknesses, and provide appropriate recommendations. Some programs even show pronunciation through visual graphics, making it easier to understand the articulation of sounds. This ensures a differentiated approach and allows for the organization of education that meets the needs of each student. As Chapelle notes, computer-based language learning (CALL) systems play an important role in increasing the effectiveness of language learning[49]. Especially when teaching pronunciation, such technologies help to immediately correct students' mistakes by providing quick feedback and individualizing the learning process.

Communicative and **interactive methods** are also important in teaching pronunciation. Through methods such as role-playing, dialogues, discussions, pair and group work, students gain the opportunity to use pronunciation in real speech situations. This process develops not only students' phonetic skills but also their general communicative competence. In particular, by modeling specific communicative situations, students learn to use the language in conditions close to the natural environment. This increases their speech confidence and reduces psychological barriers in pronunciation. According to Richards and Rodgers, the communicative approach is based on the study of language in the process of real communication, and this method serves to develop pronunciation in a natural form[50]. In this regard, interactive methods are of particular importance as an effective and modern approach to teaching pronunciation.

CONCLUSION. The use of innovative methods in teaching pronunciation significantly increases the efficiency of the language learning process. Digital technologies, artificial intelligence, multimedia tools, and elements of gamification not only develop students' phonetic skills but also shape their ability to work independently and exercise self-control. Additionally, communicative and interactive approaches allow for the application of pronunciation in the real speech process, thereby increasing students' speech confidence. As a

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result, the process of teaching pronunciation, organized on the basis of innovative methods, is more effective, interesting and practical, and plays an important role in improving the methodology of language teaching.

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CHET TILLARNI O‘RGANISHDA MOTIVATSIYA VA SAMARALI USULLAR

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Annotatsiya*: Mazkur maqolada bugungi zamonaviy jamiyatda chet tillarni o‘rganish jarayonida motivatsiyaning ahamiyati va ta’sirlari keng yoritiladi. Shu bilan bir qatorda, motivatsiya pasayishining sabablari ko‘rib chiqiladi va ularni bartaraf etish uchun foydali metodlar tavsiya etiladi.*

Kalit so‘zlar: *til, motivatsiya, ichki motivatsiya, tashqi motivatsiya, an’anaviy o‘qitish, psixologik to‘siqlar, ijtimoiy bog‘lanish, real vazifa*

Bugungi globallashgan dunyoda chet tillarida so‘zlasha olish har qachongidan ham muhim ahamiyat kasb etmoqda. Kundan kunga kengayib borayotgan biznes va xalqaro sayohatlar tufayli turli madaniyat va odamlar bilan muloqot qilish qobiliyati muvaffaqiyatning asosiy kalitiga aylanib bormoqda. Bu jarayonda dolzarb muammolardan biri shundaki, aksariyat insonlarda chet tillarni o‘rganishda motivatsiyaning yetishmasligidir. Ushbu maqola chet tillarni o‘rganish va o‘zlashtirish jarayonida motivatsiyaning qanchalik muhim ahamiyat kasb etishini tahlil qilish hamda motivatsiyani oshirishda samarali usullarni aniqlashni maqsad qiladi.

Avvalo, motivatsiya o‘zi nima ekanligi haqida tushunchaga ega bo‘lish muhim. Motivatsiya - bu hayotimizning muhim harakatlantiruvchi kuchi. U orqali insoniyat buyuk yutuqlarga erishadi. Insonning ichki turtki va faoliyatga rag'batini ifoda etuvchi psixologik hodisa. Harakatlarimizni yo'naltiradi va maqsadga yo'naltirilgan faoliyatni shakllantiradi. Shaxsning ijtimoiy va shaxsiy ehtiyojlarini qondirish yo'llarini belgilaydi. Til o'rganishdagi muvaffaqiyat ko'plab omillarga, ayniqsa motivatsiyaga bog'liqdir. Motivatsiya, o'quvchining maqsadlariga erishish uchun harakat qilishga undovchi kuchdir. Til o'rganish jarayonida motivatsiyaning ikki asosiy turi mavjud: ichki va tashqi motivatsiya. Har ikki motivatsiya turi til o'rganishda muhim rol o'ynaydi va har biri o'ziga xos xususiyatlarga ega.

Ichki motivatsiya – bu til o'rganishda shaxsning ichki ehtiyojlari va qiziqishlaridan kelib chiqadigan rag'batdir. Ichki motivatsiyaga ega bo'lgan shaxslar, tilni o'rganishni o'zining shaxsiy maqsadi, qiziqishi yoki sevimli faoliyati sifatida ko'radilar. Masalan, birortilni o'rganish, o'ziga yangi imkoniyatlar yaratish yoki boshqa madaniyatlarni tushunish istagi ichki motivatsiyaga kiradi. Bu turdagi motivatsiya o'quvchini uzoq muddat davomida o'rganish jarayoniga jalb etadi, chunki ular til o'rganishni o'z ehtiyojlariva qiziqishlari bilan bog'laydilar. Ichki motivatsiyaning asosiy afzalliklaridan biri shundaki, bu motivatsiya turi odamni harakatga keltiradi va bu jarayonning natijasini unga qoniqarli qilib ko'rsatadi. Masalan, ingliz tilini o'rganishga bo'lgan ichki motivatsiya, o'quvchiga yangi tilni o'rganish jarayonida qiziqish, zavq va izlanish hissi beradi. Bu esa, tilni o'rganishni haqiqatan ham yoqimli va samimiy faoliyatga aylantiradi.

Tashqi motivatsiya esa odamni boshqa kishilardan yoki tashqi omillardan kelib chiqadigan rag'batlar orqali harakat qilishga undaydi. Bu omillar turlicha bo'lishi mumkin: yaxshi baholar olish, ishda yoki shaxsiy hayotda muvaffaqiyatga erishish, jamiyatdagi obro'ni oshirish yoki o'quv jarayonida mukofot olish kabi tashqi manfaatlar. Tashqi motivatsiyaning bir necha afzalliklari bor. Birinchidan, u qisqa muddatda tezkor natijalarga erishishga yordam beradi, chunki o'quvchi tashqi mukofotlar yoki rag'batlar uchun tezda harakat qiladi. Ikkinchidan, bu turdagi motivatsiya, ayniqsa boshlang'ich bosqichdagi o'quvchilar uchun juda samarali bo'lishi mumkin, chunki ular tilni o'rganishga shunchaki rag'batlantiruvchi tashqi omillar orqali jalb qilinadi. Misol uchun, ko'plab talaba yoki ishchilar o'qish yoki ish muhitida muvaffaqiyatga erishish uchun til o'rganishga majbur bo'lishlari mumkin. Har ikki motivatsiyaning o'zaro uyg'unligi til o'rganish jarayonida eng samarali natijalarni beradi. Ichki va tashqi motivatsiyaning to'g'ri uyg'unlashuvi o'quvchiga nafaqat tilni tezroq va samaraliroq o'rganishga yordam beradi, balki uning davomiyligi va qiziqishini ham saqlab qoladi.

Motivatsiya muammosining dolzarbligi bir nechta omillar bilan bog‘liq. Birinchidan, globallashuv va xalqaro aloqalarning kengayishi natijasida chet tillarini bilish zarurati keskin oshdi, ammo an’anaviy o‘qitish usullari ko‘pincha o‘quvchilarning qiziqishini uyg‘otishga qodir emas. Ikkinchidan, zamonaviy yoshlar raqamli texnologiyalar muhitida o‘sib ulg‘ayayotganligi va ularning e’tibori, o‘rganish uslublari, kutishlari avvalgi avlodlardan tubdan farq qiladi. Uchinchidan, til o‘rganish ko‘pincha uzoq muddatli jarayon bo‘lib, dastlabki entuziazmadan keyin motivatsiyaning pasayishi tabiiy hodisa hisoblanadi. To‘rtinchidan, til o‘rganishda muvaffaqiyatsizlik tajribalari, xatolardan qo‘rqish, xavotirlanish kabi psixologik to‘siqlar motivatsiyani keskin pasaytirishi mumkin. Til o‘rganishda motivatsiyani oshirishning bir nechta asosiy yo‘nalishlari va strategiyalari aniqlangan. Birinchi va eng muhim yo‘nalish – ichki motivatsiyani rivojlantirishdir. Ichki motivatsiya tashqi mukofotlarga bog‘liq emas va shuning uchun barqaror hamda uzoq muddatli ta’sirga ega. Ichki motivatsiyani oshirish uchun o‘qituvchilar o‘quvchilarga avtonomiya berishi, ularning tanlov qilish huquqini hurmat qilishi va o‘quv jarayonida faol ishtirokini ta’minlashi kerak. Bu maqsadda o‘quvchilarga o‘rganish maqsadlarini mustaqil belgilash, o‘rganish materiallarini tanlash, o‘quv faoliyatlarini rejalashtirish imkoniyati berilishi lozim. Masalan, o‘quvchilar o‘zlari qiziqqan mavzularda loyihalar tayyorlashi, o‘zlariga yoqqan kitoblar o‘qishi yoki filmlar tomosha qilishi mumkin. Bunday yondashuv o‘quvchilarda mas’uliyat hissini rivojlantiradi va ularni faol o‘rganuvchilarga aylantiradi.

Ikkinchi muhim yo‘nalish – o‘quvchilarning kompetentlik hissini kuchaytirish va o‘z-samaradorlikni oshirishdir. O‘quvchilar o‘zlarini qobiliyatli his qilganda va muvaffaqiyatga erishishlariga ishonganda, ularning motivatsiyasi keskin oshadi. Bu maqsadda vazifalar o‘quvchilarning hozirgi darajasiga mos bo‘lishi kerak – na juda oson, na juda qiyin. Vygotskiyning “proksimal rivojlanish zonasi” kontseptsiyasiga asoslanib, vazifalar o‘quvchilar bir oz kuch sarflab bajara oladigan darajada bo‘lishi kerak.

Uchinchi yo‘nalish – ijtimoiy bog‘lanish va tegishlilik hissini yaratishdir. Til – birinchi navbatda kommunikativ vosita bo‘lganligi sababli, o‘quvchilar o‘rtasida hamkorlik, o‘zaro qo‘llab-quvvatlash va ijobiy munosabatlar muhitini yaratish juda muhim. Guruhli ishlar, juftlikda mashg‘ulotlar, loyihalar ustida hamkorlik qilish o‘quvchilarning bir-biridan o‘rganishiga va bir-birini qo‘llab-quvvatlashiga yordam beradi.Qolaversa, ijobiy, qo‘llab-quvvatlovchi va xavfsiz o‘quv muhiti yaratilganda, o‘quvchilar xatolardan qo‘rqmay, tajriba qilishga tayyor bo‘ladilar.

To‘rtinchi yo‘nalish – real, mazmunli va amaliy vazifalardan foydalanishdir. O‘quvchilar tilni abstrakt grammatik tuzilmalar sifatida emas, balki haqiqiy kommunikatsiya vositasi sifatida ko‘rganda, ularning motivatsiyasi oshadi. Vazifalar hayotiy kontekstlarga yaqin bo‘lishi, o‘quvchilarning shaxsiy tajribalariga bog‘lanishi va amaliy qiymatga ega bo‘lishi kerak. Masalan, restoranda buyurtma berish, mehmon kutib olish, ish intervyusida ishtirok etish, e-pochta yozish kabi real vaziyatlarni simulyatsiya qilish o‘quvchilarga tilning amaliy qiymatini his qilishga yordam beradi.

Xulosa qilganda, chet tillarni o‘zlashtirish jarayonida motivatsiya muvaffaqiyatning asosiy kalitidir. Ichki va tashqi motivatsiyaning muvozanati, shuningdek, o‘rganish jarayonini qiziqarli va samarali qilish orqali til o‘rganuvchilar uzoq muddatli natijalarga erishishlari mumkin. Har bir shaxs o‘ziga mos usullarni topib, izchil ravishda harakat qilsa, chet tillarni mukammal egallash imkoni bor.

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MODERN SCIENTIFIC APPROACHES TO LANGUAGE LEARNING

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***Annotation**: The rapid evolution of globalization and digital transformation has necessitated a paradigm shift in the field of Second Language Acquisition (SLA) and applied linguistics. This paper provides an extensive critical analysis of the modern scientific approaches that have redefined the landscape of language learning in the 21st century. Moving beyond traditional grammar-translation and audio-lingual methods, contemporary pedagogy emphasizes a holistic, learner-centered, and technologically integrated framework. Furthermore, the paper addresses the shift toward **Personalized Learning Paths**, where data analytics and learner corpora are utilized to tailor pedagogical interventions to individual needs. By synthesizing these diverse scientific perspectives, the study concludes that modern language learning is an interdisciplinary endeavor, blending neuroscience, psychology, and advanced technology to foster global communication. This comprehensive overview serves as a foundational guide for educators, researchers, and curriculum designers aiming to implement evidence-based practices in the modern classroom.*

***Keywords:** Second Language Acquisition (SLA), Neuro-linguistics, Cognitive Approach, Task-Based Learning (TBLT), Digital Transformation, Artificial Intelligence in Education, Intercultural Competence, Learner Autonomy, Blended Learning, Psycholinguistics, Gamification, Communicative Language Teaching (CLT).*

Introduction: The acquisition of a second language has transitioned from a purely mechanical exercise of memorization into a complex, multi-dimensional cognitive and social process. In the contemporary era, characterized by rapid technological integration and global mobility, the traditional methods of language instruction such as the Grammar-Translation Method have proven insufficient. The modern scientific paradigm views language not merely as a set of grammatical rules, but as a dynamic cognitive system that is deeply intertwined with human psychology, neurology, and social interaction. The primary shift in modern approaches is the move toward learner-centricity. This perspective posits that the learner is not a passive vessel for linguistic input but an active architect of their own communicative competence. This evolution is driven by the necessity of "functional fluency," where the ability to navigate diverse socio-cultural contexts is valued as much as, if not more than, structural accuracy. One of the most significant pillars of modern language learning is the integration of Neuroscience. Understanding how the brain processes linguistic data has revolutionized instructional design. Modern approaches emphasize the concept of "Neuroplasticity," suggesting that with the right stimuli, the adult brain can rewire itself to achieve near-native proficiency. Scientific research now focuses on:

The Affective Filter Hypothesis: Understanding how stress and anxiety physically inhibit the brain's ability to process new vocabulary.

Cognitive Load Theory: Managing the amount of information presented to a learner to avoid mental exhaustion and optimize long-term memory encoding.

Brain-Compatible Learning: Designing classroom activities that align with the natural way the human brain acquires patterns and sounds.

The evolution of language learning methodologies is anchored in the transition from behaviorist models to cognitive and constructivist paradigms. Stephen Krashen's "Input Hypothesis" remains a cornerstone of modern language learning science, emphasizing that acquisition occurs when learners understand messages that are just beyond their current level of competence. As Krashen S**.** argues: "We acquire language in only one way: by understanding messages, or by receiving 'comprehensible input'. We do not acquire by producing, nor by focusing on form" [1, p. 21]. In contrast to this internal process, social constructivists argue that language is primarily a social tool. Vygotsky L. introduced the "Zone of Proximal Development" (ZPD), which suggests that learning is most effective when a student is guided by a "More Knowledgeable Other" (MKO)."What a child can do in cooperation today, he can do alone tomorrow. Therefore, the only good instruction is that which marches ahead of development and leads it" [2, p. 188]. Contemporary research has moved toward the biological mechanisms of the brain. Lightbown and Spada highlight the complexity of the "Critical Period Hypothesis," discussing how age and cognitive maturity affect the efficiency of linguistic neural pathways."The brain's plasticity in early childhood allows for a more native-like accent, but cognitive maturity in adults provides analytical advantages in syntax and vocabulary acquisition" [3, p. 92] A significant conclusion of this study is the indispensable role of social context in language mastery. While individual cognitive effort is necessary, the "social brain" requires interaction to solidify linguistic structures. Modern communicative approaches have shifted the focus from theoretical knowledge to "functional competence." It is concluded that fluency is achieved not through the absence of errors, but through the ability to successfully navigate meaning-making processes in diverse social settings. Furthermore, the research highlights that intercultural competence is as vital as linguistic proficiency. A language learner in the 21st century must be equipped with the tools to decode cultural nuances, idiomatic expressions, and non-verbal cues. This holistic approach ensures that communication is not just technically correct, but socially appropriate and effective in a globalized world. The digital transformation of language education is not merely an addition of new tools, but a complete re-imagining of the learning space. The findings of this research suggest that Artificial Intelligence and adaptive learning systems have democratized access to high-quality language resources. These technologies provide a personalized "scaffolding" that adjusts to the learner's pace, addressing specific weaknesses while reinforcing strengths through data-driven feedback. However, the conclusion also warns against technological determinism. While AI and digital platforms offer immense potential, they serve as facilitators rather than replacements for the human element of communication. The most effective models are "blended" environments, where technology handles repetitive drills and data analysis, leaving the human educator free to focus on complex interaction, emotional support, and cultural mentorship. In the context of local educational reforms, the adoption of these modern scientific approaches is of paramount importance. The research indicates a need for a systematic overhaul of curriculum design, moving toward task-based and project-based learning models. By aligning national standards with international frameworks, the educational system can produce graduates who are not just "knowers" of a language, but "users" of it.

Conclusion: The professional development of educators is identified as the most critical bottleneck. For modern approaches to be successful, teachers must transition from being dispensers of knowledge to being "facilitators of discovery." This requires a deep understanding of psycholinguistics and the ability to design immersive, low-stress environments that encourage risk-taking and authentic expression. The evolution of language learning is an ongoing process. As our understanding of the human brain and technology continues to expand, so too will our pedagogical strategies. Future research should focus on the long-term impact of AI-driven immersion on cognitive development and the potential for virtual reality to simulate authentic socio-linguistic environments.

In conclusion, the modern scientific approach to language learning is characterized by its interdisciplinarity, flexibility, and deep respect for the learner's cognitive and emotional individuality. By embracing these paradigms, we move closer to a world where language is no longer a barrier, but a bridge to collective human progress mutual understanding.

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INGILIZ TILI DARSLARIDA KOMMUNIKATIV YONDASHUVNING SAMARADORLIGI
(The effectiveness of the communicative approach in English lessons)

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Annotatsiya: *Ushbu maqola ingiliz tilini o`qitishda kommunikativ yondashuvning o`rni va samardorligini tahlil qiladi. Zamonaviy ta`limda kommunikativ metodlardan foydalanishning ahamyati, o`quvchilarda mustaqil fikirlash, muloqot va nutiq madanyatini rivojlantirishdagi o`rni yoritilgan. Tadqiqot jarayonida kommunikativ yondashuvning o`quvchilarning ijtimoiy, madaniy va lingvistik kompetensiyalarini shakillantirishdagi afzalliklarini ko`rsatib o`tadi.*

***Kalit so`zlar:*** *kommunikativ yondashuv, ingiliz tili, metodika, ta`lim, o`qitish samaradorligi, o'quvchi, tadqiqot.*

Kirish: Bugungi globallashuv jarayonida xorijiy tillarni, xususan ingliz tilini o'rganish insonning shaxsiy, kasbiy va ijtimoiy rivojlanishida muhim o'rin egallaydi. Shu sababli, chet tilini o'qitishda zamonaviy, samarali va interaktiv metodlardan foydalanish dolzarb masala hisoblanadi[1]. Ingliz tilini o'rganish jarayonida nafaqat grammatik qoidalar, balki muloqot, tinglab tushunish va erkin fikr bildirish kabi ko'nikmalarni shakllantirish alohida ahamiyatga ega.

Kommunikativ tushunchaga tariff. Kommunikativ yondashuv (inglizcha Communicative Approach) bu ingliz tilini o'qitishda qo'llaniladigan zamonaviy metodlardan biri bo'lib, u o'quvchilarning muloqot orqali bilim olish darajasini oshirishga qaratilgan. Ushbu yondashuvda o'quvchilar tilni faqat nazariy jihatdan emas, balki amaliy muloqot orqali egallash imkoniga ega bo'ladilar.

Ma'lumki, til o'rgatish jarayonida muhim bosqichlardan biri kommunikativ kompetensiyani rivojlantirishdir. Bu esa o'quvchilarda tahlil qilish, izohlash, fikrni erkin bayon qilish va suhbatda faol ishtirok etish kabi ko'nikmalarni shakllantirishda muhim rol o'ynaydi. Shuningdek, zamonaviy metodlardan foydalanishning asosiy vazifalari erkin fikrlashni rag'batlantirish, oson o'rganish muhitini yaratish hamda fikrni tiniq va aniq yetkazib berishdir.

Kommunikativ yondashuvning samaradorligini oshirishda zamonaviy texnologiyalar va interaktiv metodlardan foydalanish alohida ahamiyatga ega. Bunda auditoriya ishtirokining faollashuvi, talabalar o‘rtasida o‘zaro muloqotning kuchayishi, shuningdek, ularning xatolardan qo‘rqmasdan o‘rganishiga erishish mumkin. Shu sababli, ingliz tilini o‘qitishda kommunikativ yondashuvni qo‘llash nafaqat o‘quvchilarning bilim darajasini, balki ularning ijtimoiy va madaniy kompetensiyasini ham rivojlantirishga xizmat qiladi [1].

Kommunikativ yondashuvning asosiy vazifalari. Tilni o‘rganish jarayoni.

Tilni o‘rganish deganda faqat grammatik qoidalarni o‘zlashtirish yoki so‘zlarni yodlash tushunilmaydi. Bu jarayon o‘quvchilarning o‘zaro fikr almashishi, inglizcha so‘zlar orqali o‘qituvchiga murojaat qilishi hamda ingliz tilidagi so‘z va iboralarni tushuna olishiga qaratilgan bo‘lishi kerak. Kommunikativ yondashuv aynan shu amaliy muloqot orqali o‘rganish tamoyiliga asoslanadi.

2 Kommunikativ metodlar vositasida samaradorlikni oshirish.

Til o‘rganish samaradorligini oshirish uchun dars jarayonida autentik materiallar, interaktiv mashqlar va real vaziyatlar (ro‘l o‘yinlari, muhitni taqlid qilish, muloqotli topshiriqlar)dan foydalanish muhim hisoblanadi. Bu yondashuv o‘quvchilarga tildan amaliy foydalanish imkonini beradi hamda ularning muloqotga bo‘lgan ishonchini oshiradi.[2]

3 Kommunikativ yondashuvning asosiy xususiyatlari. Ushbu yondashuvning eng muhim jihatlaridan biri — dars jarayonining markazida o‘qituvchi emas, balki o‘quvchining o‘zi turadi. O‘quvchi faol ishtirok etgan holda o‘z ustida mustaqil ishlash imkoniga ega bo‘ladi. Shu orqali u tezroq va samaraliroq til o‘rganadi, nutqiy faolligi esa oshadi.

4 Zamonaviy metodlar va individual yondashuv. Kommunikativ metod zamonaviy o‘qitish texnologiyalari bilan uyg‘unlashgan holda guruh bo‘lib ishlashda ham, yakka tartibda o‘rganishda ham samarali natija beradi. Har bir o‘quvchi o‘ziga xos qobiliyatga ega: kimdir tez yodlaydi, kimdir tushunadi, ammo gapira olmaydi; yana kimdir so‘zlarni tarjima qila oladi, lekin mustaqil gap tuzishda qiynaladi. Kommunikativ yondashuv bunday farqlarni inobatga olib, har bir o‘quvchining individual ehtiyojiga mos usullar orqali ularni rivojlantirish imkonini beradi.

Kommunikativ yondashuvning til o‘rganish jarayoniga ta’siri *Ingliz tilini o‘rgatishda kommunikativ yondashuvning ta’siri bir necha jihatlarda namoyon bo‘ladi. Ushbu yondashuv nafaqat dars jarayonida, balki o‘quvchilarning kundalik hayotida ham tildan faol foydalanish imkonini yaratadi.*

1. Tilni tez va samarali o‘rganish hamda kundalik hayotda qo‘llash. Kommunikativ yondashuv o‘quvchilarga ingliz tilini faqat sinfda emas, balki real hayotda — kitob o‘qish, xorijiy mehmonlar bilan suhbatlashish, tarixiy joylarda muloqot qilish kabi holatlarda ham qo‘llash imkonini beradi. Bu esa tilni amaliy jihatdan o‘zlashtirishga yordam beradi.

2. O‘qituvchining roli va og‘zaki nutqni rivojlantirish. O‘qituvchi kommunikativ yondashuv jarayonida metodlarni to‘g‘ri tanlashi, o‘quvchilarning og‘zaki nutqini rivojlantirishga alohida e’tibor qaratishi lozim. O‘quvchilarga mustaqil gap tuzish, fikr bildirish va muloqot qilish uchun qulay sharoit yaratish orqali ularning nutq faolligi oshadi. Bu yondashuv natijasida talabalar og‘zaki nutq ko‘nikmalarini shakllantiradi va ishonch bilan so‘zlasha oladi.[3]

3. Nutuqning tabiiyligini ta’minlash. Kommunikativ metod grammatikani mexanik yodlashdan ko‘ra, amaliy muloqot orqali o‘rganishni rag‘batlantiradi. Natijada o‘quvchilarning nutqi tabiiy, ravon va mazmunli bo‘lib boradi. Tilni tabiiy sharoitda qo‘llash ularning tildan erkin foydalanish qobiliyatini mustahkamlaydi.

4. Tinglash va gapirish ko‘nikmalarining rivojlanishi. Kommunikativ yondashuv bo‘yicha olib borilgan turli tadqiqotlar natijalariga ko‘ra, bu metodni qo‘llash o‘quvchilarning gapirish va tinglash ko‘nikmalarini 30–40 foizga oshiradi. Ushbu yondashuv tilni o‘rganishda motivatsiyani kuchaytiradi va o‘quvchilarni faol, ishtirokchi sifatida shakllantiradi [4].

Kommunikativ yondashuvni o‘qitishda qo‘llash. *Dars jarayonida faol ishtirokni ta’minlash. Kommunikativ yondashuvni qo‘llashda o‘qituvchi darsda faqat ma’lumot beruvchi emas, balki muloqot yetakchisi rolini bajaradi. O‘quvchilar o‘zaro suhbatlashish, savol-javoblar qilish, fikr almashish orqali darsda faol qatnashadilar. Bu esa ularning nutq faoliyatini tabiiy shaklda rivojlantiradi.*

Autentik materiallardan foydalanish. *O'qituvchi real hayotga oid materiallardan — maqolalar, videolar, suhbatlar yoki kundalik muloqot namunalaridan foydalanadi. Bu o'quvchilarga tilni faqat nazariy emas, balki amaliy holatda ham tushunish va qo'llash imkonini beradi.*

Interaktiv mashg'ulotlar tashkil etish. Kommunikativ yondashuvda o'yinlar, rolli mashqlar, guruhli va juftlik ishlari muhim o'rin tutadi. Masalan, "Interview", "Find someone who...", "Information gap" kabi mashqlar orqali o'quvchilar bir-birlari bilan ingliz tilida muloqot qilishni o'rganadilar.

Tinglash va gapirishni integratsiyalash*. Til o'rganishda tinglash (listening) va gapirish (speaking) bir-biri bilan chambarchas bog'liq. O'qituvchi har bir darsda bu ikki ko'nikmani birgalikda rivojlantiradigan mashg'ulotlardan foydalanadi. Masalan, audio matnni tinglab, so'ng o'quvchilarga shu mavzu asosida o'z fikrini og'zaki ifoda etish topshirig'i.*

Xulosa *Kommunikativ yondashuv zamonaviy ta'lim tizimida chet tilini o'rganishning eng samarali metodlaridan biridir. Ushbu yondashuv o'quvchilarda nafaqat lingvistik, balki madaniy, ijtimoiy va psixologik kompetensiyalarni ham shakllantiradi. Til o'rganish jarayonida muloqotga asoslangan faoliyat o'quvchini o'z fikrini erkin ifoda etishga, o'z-o'zini baholash va mustaqil fikrlashga o'rgatadi. Natijada kommunikativ metodlar orqali o'quvchilar ingliz tilini hayotiy zarurat sifatida qabul qilib, uni amaliy qo'llay olish darajasiga yetadilar.*

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THE ROLE AND IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN THE EDUCATION SYSTEM

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Abstract: *Artificial Intelligence (AI) has become a transformative force in the modernization of global education systems. This study explores the multifaceted role of AI in enhancing educational processes, focusing on its ability to personalize learning, optimize teaching efficiency, and expand accessibility. Using qualitative analysis of existing literature and technological applications, the research highlights both the opportunities and challenges associated with AI integration in education. The findings indicate that AI-driven tools significantly improve learner engagement, academic performance, and institutional decision-making. However, concerns related to data privacy, ethical considerations, and digital inequality remain critical. The study concludes that the successful implementation of AI in education requires a balanced approach that integrates technological innovation with pedagogical and ethical responsibility.*

Keywords: *Artificial Intelligence, adaptive learning, digital education, educational technology, data analytics, inclusivity*

INTRODUCTION. The integration of Artificial Intelligence (AI) into education represents a paradigm shift in how knowledge is delivered, acquired, and evaluated. In the context of rapid digitalization, education systems are increasingly relying on intelligent technologies to meet the demands of modern learners. Traditional teaching methods, often characterized by uniform instruction and limited adaptability, are being supplemented or replaced by AI-driven approaches that emphasize personalization and efficiency. AI refers to the simulation of human intelligence processes by machines, particularly computer systems capable of learning, reasoning, and self-correction. In education, AI encompasses applications such as intelligent tutoring systems, automated assessment tools, virtual learning environments, and predictive analytics. The relevance of this topic is highlighted by several global trends. Increasing student diversity, the expansion of online learning, and the growing importance of digital competencies all contribute to the need for AI integration. Therefore, this study aims to analyze the role and importance of AI in the education system, focusing on its impact, benefits, and associated challenges.

LITERATURE REVIEW. The application of Artificial Intelligence (AI) in education has been widely examined in recent academic research, with a focus on its pedagogical, technological, and ethical dimensions. Early studies emphasized intelligent tutoring systems (ITS), which aimed to simulate human instruction by providing individualized feedback and guidance. Baker and Yacef (2009) highlight the role of such systems in advancing educational data mining and improving learning outcomes. More recent research concentrates on personalized and adaptive learning, where AI analyzes student performance and preferences to tailor educational content. Zawacki-Richter et al. (2019) identify personalization as a key trend in higher education, while Holmes et al. (2019) argue that AI enhances learner engagement and efficiency. AI is also recognized for improving teaching efficiency through automation of administrative tasks and the use of learning analytics. Siemens and Baker (2012) emphasize that data-driven insights support early intervention and informed decision-making. However, scholars such as Selwyn (2019) and UNESCO (2019) raise concerns about ethical issues, including data privacy and algorithmic bias. Additionally, the digital divide limits equal access to AI technologies. Overall, the literature underscores both the potential and challenges of AI in education, highlighting the need for balanced and responsible implementation.

METHODOLOGY. This research adopts a qualitative research methodology aimed at exploring the role and impact of Artificial Intelligence in education through the analysis of existing scholarly and practical sources. The study is based on a descriptive and analytical research design, which allows for an in-depth examination of AI applications in education. This design is appropriate because the study does not involve

experimental manipulation but instead focuses on interpreting and synthesizing existing knowledge. The research relies on secondary data, including: Peer-reviewed journal articles, academic books and monographs, reports from international organizations (e.g., UNESCO, OECD), case studies on AI implementation in educational institutions. These sources provide a comprehensive foundation for understanding current trends and developments. Relevant materials were collected using academic search engines such as Google Scholar, JSTOR, and Science Direct. Keywords included: "Artificial Intelligence in education" "AI and personalized learning" "adaptive learning technologies" "educational data analytics" Only credible and recent publications were selected to ensure the reliability of the findings.

The collected data were analyzed using thematic analysis, which involves identifying, organizing, and interpreting key themes related to AI in education. The main themes include: personalization of learning, automation in teaching, accessibility and inclusion, ethical and social challenges. Additionally, a comparative approach was used to contrast traditional educational methods with AI-enhanced systems, highlighting the advantages and limitations of each. The study is limited by its reliance on secondary data, which may not fully capture real-time developments or practical implementation challenges in specific contexts. Furthermore, the rapid evolution of AI technologies means that some findings may become outdated over time.

RESULTS. The analysis reveals that Artificial Intelligence contributes to education in increasingly complex and multidimensional ways, going beyond basic automation and personalization.

Deep personalization and adaptive learning systems. AI-driven platforms not only adjust difficulty levels but also modify teaching strategies based on cognitive patterns. For instance, systems can identify whether a learner responds better to visual, textual, or interactive materials and adapt accordingly. This level of personalization supports differentiated instruction and significantly improves learning outcomes, particularly in large and diverse classrooms. Moreover, AI enables continuous assessment rather than relying solely on summative evaluation. Through real-time monitoring, students receive immediate feedback, which enhances self-regulated learning and reduces knowledge gaps.

Intelligent tutoring and virtual assistance. Advanced AI systems function as virtual tutors capable of guiding students through complex problem-solving processes. These systems simulate human-like interaction using natural language processing, allowing students to ask questions and receive contextualized explanations. Additionally, AI-powered chatbots provide 24/7 academic support, reducing dependency on limited classroom hours and making learning more flexible and accessible.

Enhanced assessment and evaluation systems. AI introduces innovative forms of assessment, including automated essay scoring, plagiarism detection, and performance prediction. Unlike traditional grading systems, AI-based evaluation can analyze patterns in student responses, identify conceptual misunderstandings, and provide detailed feedback. Furthermore, AI reduces human bias in grading by applying consistent evaluation criteria, although this depends on the quality of algorithm design.

Predictive analytics and early intervention. One of the most impactful applications of AI is predictive analytics. By analyzing historical and behavioral data, AI systems can forecast student performance and identify those at risk of academic failure. Educational institutions can use this information to implement targeted interventions, such as tutoring programs or counseling support, thereby improving retention rates and academic success.

Administrative optimization and institutional efficiency. AI also enhances institutional management by optimizing scheduling, resource allocation, and enrollment processes. Universities and schools can use AI to forecast student demand, manage class sizes, and improve operational efficiency. This contributes to a more organized and responsive educational system, capable of adapting to changing needs.

Lifelong learning and skill development. AI supports continuous education by enabling flexible, self-paced learning environments. Online platforms powered by AI recommend courses and learning paths based on individual career goals and skill gaps. This is particularly relevant in the modern labor market, where continuous skill development is essential.

DISCUSSION. The findings demonstrate that AI has the potential to redefine education; however, its integration requires a nuanced and critical approach. Transformation of pedagogical paradigms. AI shifts education from a teacher-centered model to a learner-centered paradigm. Students become active participants in their learning process, while teachers take on the role of facilitators and mentors. This transformation aligns with modern educational theories that emphasize autonomy, critical thinking, and problem-solving. However, this shift requires significant changes in teacher training and institutional practices. Educators must develop digital competencies and adapt to new teaching methodologies.

Ethical challenges and data governance. The extensive use of data in AI systems raises serious ethical concerns. Student data must be collected, stored, and processed responsibly to ensure privacy and security. Institutions must establish clear policies regarding data ownership, consent, and usage. Algorithmic transparency is also essential. If AI systems make decisions that affect students' academic paths, these decisions must be explainable and fair. Inequality and the digital divide. While AI has the potential to democratize education, it may also exacerbate existing inequalities. Access to AI technologies depends on infrastructure, financial resources, and digital literacy. Students in underdeveloped regions may not benefit equally from AI advancements. Bridging this gap requires investment in technology infrastructure and inclusive educational policies.

Human-AI collaboration in education. Rather than replacing teachers, AI should be integrated as a collaborative tool. Human educators provide emotional intelligence, ethical guidance, and social interaction, elements that AI cannot fully replicate. Effective education systems will combine the strengths of AI (efficiency, data analysis) with human qualities (empathy, creativity, critical thinking). Psychological and social implications. The increased use of AI in education may affect students' social development. Reduced face-to-face interaction could impact communication skills and emotional intelligence. Therefore, a balanced approach is necessary to maintain the social dimension of learning. Sustainability and future readiness. AI prepares students for a technology-driven future by developing digital literacy and problem-solving skills. However, sustainability requires continuous evaluation and adaptation of AI systems to ensure they remain effective and relevant.

CONCLUSION. Artificial Intelligence has emerged as a powerful driver of transformation in the education system, offering innovative solutions to long-standing challenges. Its ability to personalize learning, enhance teaching efficiency, and support data-driven decision-making makes it an indispensable component of modern education. The study demonstrates that AI not only improves academic performance but also contributes to the development of more flexible, inclusive, and adaptive learning environments. By enabling continuous assessment, predictive analytics, and intelligent tutoring, AI enhances both the quality and accessibility of education. However, the integration of AI is not without challenges. Issues related to data privacy, ethical responsibility, and unequal access must be addressed to ensure that AI benefits all learners. Without careful regulation and inclusive policies, AI risks reinforcing existing disparities rather than reducing them.

Furthermore, the role of human educators remains central to the educational process. AI should be viewed as a supportive tool that enhances, rather than replaces, human interaction. The most effective educational models will be those that integrate AI technologies while preserving the human elements of teaching and learning. In conclusion, the future of education lies in the balanced and responsible integration of Artificial Intelligence. By combining technological innovation with ethical awareness and pedagogical expertise, education systems can better prepare individuals for the complexities of the modern world. AI, when implemented thoughtfully, has the potential to create a more equitable, efficient, and forward-looking global education system.

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HOW TO OVERCOME PROCRASTINATION IN UNIVERSITY LIFE

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Abstract. *This article analyzes the widespread problem of tardiness among university students. It highlights the main causes of tardiness, its negative impact on the educational process, and effective methods for eliminating this problem. The article also provides practical recommendations for students on how to properly manage their time, increase motivation, and form effective habits in everyday life. This study will help increase students' academic success and reduce stress.*

Keywords*: Tardiness, procrastination, time management, motivation, university life, student problems, efficiency, planning, learning process.*

University life is a source of new opportunities, knowledge and experience for every student. At the same time, this period requires responsibility and independence. Most students face various difficulties during their studies, one of the most common of which is procrastination. In this case, the student postpones the tasks that need to be completed, which leads to a lack of time, stress and a decrease in study efficiency. Today, modern technologies, social networks and other distracting factors are further exacerbating the problem of procrastination [1]. Therefore, this article analyzes the causes of procrastination in university life, its negative consequences and effective ways to overcome it.

Procrastination is a common problem in university life, which occurs due to various factors. Students often tend to postpone their tasks, not completing them on time. The main reasons for this are as follows: Many students cannot plan their time properly [2]. The lack of a daily or weekly plan, failure to prioritize tasks, leads to the postponement of important tasks. As a result, tasks accumulate and their completion becomes even more difficult. If a student is not interested in studying or a particular subject, he will also be slow to complete tasks. Lack of clarity of purpose or low internal motivation leads to procrastination. In this case, the student constantly delays starting work. Constant classes, assignments and exams cause fatigue and mental pressure in students. This makes it difficult to concentrate and causes them to postpone work. A tired person often prefers to relax and postpone important tasks. In the era of modern technology, phones, social networks and various entertainment platforms are one of the main distractions [3]. Students often spend their time on these tools instead of studying. As a result, time passes unnoticed and the planned work is not completed. Being late not only leads to a loss of time, but also negatively affects the overall development of the student. First of all, it leads to a decrease in learning efficiency. As a result of hasty completion of assignments, their quality becomes poor and knowledge is not sufficiently mastered.

In addition, being late increases stress and mental pressure. As work piles up, the student feels under pressure, which leads to nervousness and fatigue. Especially before exams, being late can cause serious problems and lead to poor results. Constant lateness also leads to a decrease in discipline. If the student does not get used to doing work on time, this habit can later have a negative impact on his work. To overcome lateness, first of all, it is necessary to learn how to manage time properly. You can organize your tasks by creating a daily or weekly plan. This will help you complete important tasks on time [4]. Another effective method is to divide large tasks into small parts. This method makes the task easier and more doable, which makes it easier to get started. The "Pomodoro" method is also useful. It involves working carefully for a certain period of time (for example, 25 minutes) and taking short breaks. This method increases concentration. It is also important to increase motivation. A student can motivate themselves by setting small rewards or setting specific goals. In addition, it is important to reduce distractions. For example, temporarily putting away the phone or limiting the use of social media can increase work efficiency.

Students should organize their daily routine correctly. Getting up early, planning their time, and prioritizing important tasks will yield good results. Maintaining a healthy lifestyle is also important. Getting enough sleep, eating right, and being physically active will increase focus and reduce fatigue [5]. At the same time, it is necessary to maintain a balance between rest and study. Both excessive study and excessive rest are ineffective. The right balance will help achieve high results. Maintaining the right balance between rest and study is very important for success in university life. Many students are obsessed with studying and neglecting rest, or, conversely, oversleeping and procrastinating. Both situations lead to negative results [6]. A properly organized daily routine will help maintain this balance. A student should plan his time and allocate separate time for study, rest, and personal activities. Taking short breaks, going for a walk, or engaging in hobbies can improve your mood and reduce fatigue. Quality rest also helps restore focus. By getting enough sleep, reducing stress, and restoring your body, a student can work more effectively during the next academic session. As a result, a balance between rest and study not only prevents procrastination, but also ensures overall success.

Overcoming procrastination is one of the important factors in achieving success. If a student manages his time properly and makes it a habit to complete tasks on time, he will achieve high results not only in his studies, but also in his future career. Every small step, every task completed on time creates the foundation for great success. At the same time, it is also important to constantly work on himself. A person must improve his habits, learn new skills and strive for self-development. This process requires patience and discipline, but the result will certainly be positive. In conclusion, by overcoming procrastination and regularly working on himself, every student can achieve the goals he sets for himself and build a successful future.

Conclusion. Procrastination is a common problem in university life, which is associated with poor time management and lack of motivation. This situation negatively affects the efficiency of studying. However, procrastination can be overcome by properly planning your time, setting goals, and maintaining balance. Constantly working on yourself is essential to achieving success.

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METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract. *This article aims to help young school teachers understand the characteristics of the different methods used in teaching a foreign language and to achieve good results. This review paper defines the most common and influential teaching methods: Grammar Translation method, Direct method, Audio-lingual method and Communicative language teaching.*

Key words: *English, skills, effectively, teaching methods, activities, language learners*

The English language is very important language, as it is spoken and understands around the world. It is also known as a global language. English language is a global phenomenon that serves as a means of communication for people from various backgrounds. It is a West Germanic language that originated in England and is now spoken by millions worldwide. English has become the lingua franca of the current world, significantly impacting numerous aspects of life, including education, business, travel, and culture.

Global Communication: English is the most widely spoken second language globally, making it a bridge language that connects people from different cultures. Proficiency in English enables individuals to communicate effectively with people from diverse backgrounds, fostering international understanding and collaboration.

Education Opportunities: English is the primary language of instruction in many reputable universities and educational institutions worldwide. Acquiring strong English language skills opens doors to educational opportunities in top-ranked universities, scholarships, and research programs.

Career Advancement: English language skills are highly valued by employers in various industries. Proficiency in English enhances employability and opens doors to a wider range of job opportunities, both locally and internationally. Many high-paying jobs require a strong command of English, especially in fields such as international business, tourism, journalism, and academia.

Cultural Enrichment: English is not just a language; it is also a gateway to literature, art, and culture. By learning English, individuals get access to a wide spread collection of literary masterpieces, films, music, and other forms of creative expression. This exposure expands cultural view and provides a deeper understanding of the world. Furthermore, studying English language and literature provides a solid foundation for developing critical thinking and problem-solving skills. These skills greatly are highly valued by employers across multitudinous industries, making English majors interesting candidates for job opportunities.

Below are some of the most commonly used methods in TEFL:

1. Grammar-Translation Method

• Focus: Vocabulary and grammar rules.

• Description: This traditional method emphasizes memorization of grammar rules, vocabulary, and translation of sentences between the target language (English) and the native language. It does not prioritize speaking or listening practice.

Often used in formal settings, such as schools, where the aim is to develop reading and writing skills.

• Example: Students may translate sentences like "I am going to the store" into their native language and analyze its grammatical structure.

2. Direct Method

• Focus: Speaking and listening.

• Description: This method avoids using the students' native language and teaches English directly through immersion. Vocabulary and grammar are taught in context, and students learn through speaking and listening.

Suitable for beginner to intermediate learners who are primarily focused on conversational skills.

• Example: Teachers use visuals, actions, or real-life situations to explain words and concepts, and students are encouraged to speak as much as possible.

3. Audio-Lingual Method

• Focus: Listening and speaking skills through repetition.

• Description: Based on behaviorist psychology, this method emphasizes drills, repetition, and reinforcement. Students practice structures and patterns through controlled dialogues and exercises.

Effective for students who need to develop fluency in speaking and listening.

• Example: A teacher may repeat a sentence such as "I am eating an apple" and have students repeat it many times until they master the pronunciation and structure.

4. Communicative Language Teaching

• Focus: Communication and functional language use. CLT focuses on developing the ability to communicate in real-life situations. It emphasizes fluency over accuracy and encourages students to use language for real communication rather than just learning grammar rules. Most effective for students aiming to use English in practical, social, and professional contexts.

• Example: Role-playing, debates, and group activities where students practice language in realistic contexts (e.g., ordering food at a restaurant or making a complaint).

5. Task-Based Language Teaching

• Focus: Learning through tasks and problem-solving. This method focuses on using meaningful tasks (e.g., planning a trip, solving a problem) as the central unit of instruction. Students complete tasks using the target language, and language is learned as a tool to achieve specific outcomes. Suitable for students who learn best through experiential learning and problem-solving.

• Example: A task might involve students planning a vacation, booking flights, and creating a travel itinerary using English.

6. Total Physical Response

• Focus: Listening and understanding through physical movement.

TPR involves students responding physically to commands in English, which helps them connect language with actions. This method is especially effective for beginners and young learners. Often used with young learners or beginner students to develop understanding and speaking skills.

• Example: The teacher might say, "Stand up," and students will physically stand up. Later, the teacher might give more complicated commands like, "Touch your toes.

7. The Silent Way

• Focus: Student autonomy and problem-solving. This method emphasizes the learner's autonomy. The teacher speaks very little and encourages students to discover language rules and concepts themselves, often through the use of visual aids like charts and color-coded pronunciation guides. Best suited for advanced learners who need to focus on problem-solving and discovering language patterns.

• Example: The teacher might use a chart of sounds and ask students to arrange them in the correct order to form words or sentences.

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RASMIY-IDORAVIY USLUB VA HUJJATCHILIK TILINING LINGVISTIK- FUNKTSIONAL TAHLILI

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va kompyuter lingvistikasi kafedrasi o'qituvchisi
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lingvistikasi yo'nalishi magistranti

Annotatsiya. *Ushbu maqolada zamonaviy davlat boshqaruvi va tashkilot muloqotida markaziy o'rin tutadigan rasmiy- idoraviy uslub tilining lingvistik strukturalari va funksional vazifalari chuqur tahlil qilinadi. Rasmiy uslub leksik, morfologik va sintaktik xususiyatlari, uning kommunikativ, boshqaruviy va huquqiy funksiyalari yoritiladi; shuningdek, hujjatchilik tizimi nazariy asoslari, hujjat turlari, standartlari va norma mexanizmlari amaliy jihatdan tahlil qilinadi. Maqola rasmiy muloqotning til me'yorlari, aniq ifodalilik, normativlik va strukturallik talablarini yorituvchi ilmiy manbalar bilan mustahkamlanadi.*

Kalit so'zlar: *rasmiy- idoraviy uslub, hujjatchilik, boshqaruv kommunikatsiyasi, hujjat turlari, til normasi, lingvistik tahlil.*

Rasmiy- idoraviy uslub tilning funksional qatlami bo'lib, davlat va nodavlat tashkilotlarining rasmiy kommunikatsiya jarayonlarini boshqarishda markaziy o'rin tutadi. U davlat boshqaruvi, huquqiy hujjatlar tuzish, tashkilot ichidagi hamda tashqi muloqot jarayonlarida **aniqlik, ratifikatsiya qilingan norma va strukturallik** tamoyillarini ta'minlaydi. Rasmiy uslub so'zlashuv va yozma muloqotning rasmiy ko'rinishlarini birlashtirib, yig'ma kommunikativ vazifalarni amalga oshiradi. Zamonaviy lingvistika bu uslubni faqat til elementlari yig'indisi sifatida emas, balki **kompleks kommunikativ mexanizm** sifatida ko'radi (Aminov, 2020; Karimova, 2018).

1. Rasmiy- idoraviy uslub: linguistik ramka

1.1 Leksik daraja. Rasmiy matnlarda ishlatiladigan leksika aniq belgilangan, standart terminologik tizimga asoslanadi. Leksik birliklar quyidagi belgilarga ega:

Normativlik: har bir so'z va ibora aniq ma'no beradi,

Madaniy- texnik so'zlar: "ko'rib chiqish", "tasdiqlash", "amalga oshirish" kabi birikmalar keng tarqalgan,

Emotsional neytral so'zlar: rasmiy tilda hissiy ifodalar deyarli uchramaydi (Sulaymonov, 2017).

Rasmiy matnlarda qo'llaniladigan leksika til tizimining alohida qatlamini tashkil etadi. Bu qatlam davlat boshqaruvi, huquqiy munosabatlar, ma'muriy ish yuritish, diplomatik aloqalar va rasmiy hujjatlar tayyorlash jarayonida qo'llaniladi. Rasmiy uslubdagi leksik birliklar tasodifiy yoki erkin tanlanmaydi, balki ma'lum bir me'yor va standartlarga asoslangan holda ishlatiladi. Shuning uchun rasmiy matnlarda ishlatiladigan so'zlar aniq, barqaror va umumqabul qilingan terminologik tizimga tayangan holda tanlanadi. Bunday leksik tizim hujjatlarning mazmunini bir xil talqin qilishni ta'minlaydi hamda turli idora va tashkilotlar o'rtasida tushunmovchiliklarning oldini oladi.

Avvalo, rasmiy matn leksikasining eng muhim xususiyatlaridan biri **normativlik** hisoblanadi. Normativlik deganda rasmiy matnda ishlatiladigan har bir so'z yoki iboraning aniq va qat'iy ma'noga ega bo'lishi tushuniladi. Bunday so'zlar ko'pincha ko'p ma'nolilikdan xoli bo'lib, hujjat mazmunini bir xil tushunishni ta'minlaydi. Normativ leksika huquqiy va ma'muriy hujjatlarda ayniqsa muhim ahamiyatga ega, chunki bitta so'zning noto'g'ri talqini hujjat mazmunini o'zgartirib yuborishi mumkin. Shu sababli rasmiy hujjatlarda sinonimlardan ortiqcha foydalanish yoki obrazli ifodalar ishlatish tavsiya etilmaydi. Masalan, "belgilansin", "tasdiqlansin", "amalga oshirilsin", "ta'minlansin" kabi fe'l shakllari aniq normativ ma'noga ega bo'lib, hujjatlarda standart tarzda qo'llaniladi.

Rasmiy matn leksikasining yana bir muhim belgisi **standart terminologik birliklarning keng qo'llanishi**dir. Bu birliklar ko'pincha ma'muriy-boshqaruv faoliyatiga xos bo'lgan barqaror birikmalar yoki terminlardan iborat bo'ladi. Masalan, "ko'rib chiqish", "tasdiqlash", "amalga oshirish", "nazorat qilish", "qaror qabul qilish", "tegishli chora-tadbirlar ko'rish" kabi birikmalar rasmiy hujjatlarda juda keng ishlatiladi. Bunday terminologik birikmalar rasmiy nutqning standartlashuviga xizmat qiladi va hujjatlarning tuzilishida yagona uslubiy qolipni shakllantiradi. Natijada hujjatlar turli tashkilotlarda bir xil shaklda tuziladi va ularning mazmuni oson anglashiladi.

Rasmiy leksikaning yana bir asosiy xususiyati **emotsional neytrallik** hisoblanadi. Rasmiy uslubda hissiy bo'yoqdorlikka ega bo'lgan so'zlar, obrazli ifodalar yoki subyektiv baho bildiruvchi birliklar deyarli qo'llanilmaydi. Chunki rasmiy hujjatlarning asosiy vazifasi ma'lumotni aniq, xolis va lo'nda tarzda yetkazishdan iboratdir. Shu sababli rasmiy matnlarda "ajoyib", "nihoyatda muhim", "katta mamnuniyat bilan" kabi hissiy ifodalar o'rniga neytral va obyektiv so'zlar ishlatiladi. Bu esa hujjat matnining rasmiyligini saqlashga hamda undagi axborotning xolisligini ta'minlashga xizmat qiladi.

Masalan, quyidagi gapni ko'rib chiqish mumkin: **"Mazkur qaror asosida tegishli chora-tadbirlar amalga oshirilsin."** Ushbu jumlada rasmiy uslubga xos bo'lgan bir necha leksik belgilar namoyon bo'ladi. Birinchidan, "mazkur" so'zi hujjatlarda oldindan tilga olingan qarorni ko'rsatish uchun ishlatiladigan standart ko'rsatkich birlik hisoblanadi. Ikkinchidan, "tegishli chora-tadbirlar" birikmasi rasmiy hujjatlarda keng qo'llaniladigan terminologik ifoda bo'lib, ma'lum bir vazifani bajarish uchun zarur bo'lgan amaliy harakatlar majmuasini bildiradi. Uchinchidan, "amalga oshirilsin" fe'li buyruq yoki topshiriq mazmunini ifodalovchi normativ shakl bo'lib, rasmiy qaror va farmoyishlarda keng ishlatiladi.

1.2 Morfologik struktura. Rasmiy tilda fe'l shakllarining buyruq, shart, passiv ko'rinishlari ko'p uchraydi. Fikrni mantiqan qat'iy ifodalash uchun otlashgan shakllar ham keng qo'llanadi. Masalan: "ko'rib chiqilmoqda" "tasdiqlansin" "yig'ilishda muhokama qilinsin"

Bu shakllar strukturaviy aniq va qat'iy muloqot talablarini qondiradi.

1.3 Sintaktik struktura. Rasmiy tilda gaplar murakkab, ko'p bosqichli tuzilishga ega bo'lib, ular ko'pincha shart- natija, sabab- oqibat munosabatlarini ifodalaydi. Sintaksis orqali matn mantiqiy ketma- ketlik va qayta ko'riladigan modulga ega bo'ladi (Xudayberdiyev, 2019).

Misol sintaktik konstruktsiya:

"**Agar yuqoridagi talablar bajarilsa, qaror tegishli tartibda ijroga yo'naltirilsin.**" Bu yerdagi shartli konstruktsiya rasmiy matnning mantiqiy modelini ko'rsatadi.

2. Rasmiy- idoraviy uslubning funksional rollari. Rasmiy uslub tilining funksional xususiyatlarini bilim asosida tahlil qilganda quyidagilar ajralib turadi:

2.1 Kommunikativ funktsiya. Rasmiy tilda yozilgan hujjatlar muayyan auditoriyaga axborot uzatishda xizmat qiladi – ularda maqsad aniq va tushunarli muloqotni ta'minlashdir (Qodirov, 2021).

2.2 Boshqaruv funktsiyasi. Hujjatlar orqali rahbarlar, bo'lim boshliqlari va davlat idoralari o'z qarorlarini rasmiylashtiradi va bu qarorni ijro etish talabini izohlaydi. Bu boshqaruv jarayonini tartibga soladi.

2.3 Huquqiy mustahkamlash funktsiyasi. Hujjat tilining ifoda mexanizmi huquqiy aniq bo'lishi lozim. Qaror, buyruq yoki texnik yo'riqnoma **huquqiy kuchga ega matn** sifatida shakllanadi.

2.4 Normativ- tahliliy funktsiya. Rasmiy uslub matnlari ko'pincha normativ normalarni ifodalaydi. Ular ichki va tashqi audit, standartlar va tartiblarni amaliyotga tatbiq etadi.

3. Hujjatchilik tizimi nazariy asoslari. Hujjatchilik tilining nazariy asoslarini tahlil qilganda quyidagi tamoyillar ko'rib chiqiladi:

3.1 Standartlashtirish tamoyili. Hujjat shakllari standartlashtirilgan bo'lishi kerak — bu hujjatlarni tuzish, o'qish va baholashni osonlashtiradi.

3.2 Normativlik tamoyili. Hujjat tuzilishi amaldagi qonunlar, til me'yorlari va rasmiy yozish madaniyati talablariga mos bo'lishi zarur.

3.3 Aniqlik va ixchamlik tamoyili. Matn aniq ifodalanadi; keraksiz takrorlanuvchi konstruktsiyalar va hissiy birliklar chiqarib tashlanadi.

3.4 Tizimlilik tamoyili. Hujjatlar yaratish jarayoni: yaratish → yozish → ro‘yxatga olish → ijroga yo‘naltirish → saqlash: shu tartibda amalga oshadi.

4. Rasmiy hujjat turlari va ularning strukturalari. Rasmiy muloqotda turli hujjat turlari mavjud:

Tashkiliy hujjatlar: nizom, yo‘riqnoma

Farmoyish hujjatlari: qaror, buyruq

Axborot hujjatlari: hisobot, ma’lumotnoma

Shaxsiy hujjatlar: ariza, talabnoma

Har bir hujjat turi mantiqiy struktura va standart organklarga amal qiladi.

5. Hujjat tilining normativ mexanizmi va tahlil usullari. Hujjat tilining samaradorligi lingvistik normativ me’yorlar asosida baholanadi. Bu normativlar:

stilistik tozalik, mantiqiy strukturallik, adiabatik texnik til tamoyillari

bilan institutional tahlil metodologiyalari orqali aniqlanadi.

6. Amaliy tahlil: misollar orqali yondashuv. Quyida rasmiy matn namunasi tahlili:

Matn: “Yuqoridagilarni inobatga olib, 2025-2026 yillar uchun ishchi rejalarni tasdiqlansin.”

Tahlil:

Leksik normativlik: “tasdiqlansin” — buyruq modali

Sintaktik struktura: sabab- natija ketma- ketligi

Funksional vazifa: boshqaruviy qaror

Bu tahlil rasmiy uslubning barcha qatlamlarini birlashtiradi. Maqolada rasmiy- idoraviy uslub tilining lingvistik va funksional xususiyatlari puxta tahlil qilindi. Rasmiy uslub kommunikativ, boshqaruviy va huquqiy vazifalarni bajaradi, hujjatchilik esa bu muloqotning amaliy mexanizmini tashkil etadi. Rasmiy hujjatlar tuzilishi va tili davlat boshqaruvi sifatini belgilovchi omillardir. Shuning uchun rasmiy yozish madaniyati va til me’yorlarini chuqur o‘rganish ilmiy va amaliy jihatdan zarurdir.

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SECTION IV
METHODOLOGY OF LINGUISTIC RESEARCH AND TRANSLATION ART

IJTIMOIY TARMOQLARDAN FOYDALANISH MADANIYATI VA ETIKASI

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Annotatsiya: *Mazkur ilmiy maqolada ijtimoiy tarmoqlardan foydalanish madaniyati va etikasi masalalari tahlil qilinadi. Raqamli jamiyat sharoitida ijtimoiy media platformalarining inson xulq-atvori, kommunikativ madaniyati va axborot iste'moliga ta'siri o'rganiladi. Shuningdek, ijtimoiy tarmoqlarda etik me'yorlar, axborot xavfsizligi, media savodxonlik va mas'uliyatli foydalanish tamoyillari ilmiy asosda yoritiladi.*

Kalit so'zlar: *ijtimoiy tarmoqlar, etik me'yorlar, media savodxonlik, axborot xavfsizligi, raqamli madaniyat, kommunikatsiya.*

XXI asrda axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida insoniyat "raqamli jamiyat" bosqichiga qadam qo'ydi. Ayniqsa, ijtimoiy tarmoqlar (Facebook, Instagram, Telegram, Twitter va boshqalar) global kommunikatsiyaning asosiy vositasiga aylandi. Ular orqali milliardlab foydalanuvchilar o'zaro muloqot qiladi, fikr almashadi, axborot tarqatadi va ijtimoiy jarayonlarga ta'sir ko'rsatadi. Tadqiqotchi olimlar Kaplan va Haenlein [1; 65] ijtimoiy tarmoqlarni "foydalanuvchilar tomonidan yaratiladigan kontent asosida ishlovchi interaktiv platformalar" sifatida ta'riflaydi. Bu esa ijtimoiy tarmoqlarda har bir foydalanuvchi nafaqat iste'molchi, balki axborot yaratuvchisi ham ekanligini anglatadi.

Biroq aynan shu omil ijtimoiy tarmoqlardan foydalanish madaniyati va etikasi masalasini keskin dolzarb qiladi. Chunki noto'g'ri axborot tarqatish, manipulyatsiya, kiberbulling va axborot xavfsizligi muammolari tobora ortib bormoqda [2; 43]. Ijtimoiy tarmoqlardan foydalanish madaniyati - bu shaxsning raqamli muhitda o'zini tutish qoidalari, kommunikativ kompetensiyasi, axborot bilan ishlash darajasi va etik normalarga rioya qilish ko'nikmalarining majmuasidir [3; 76]. Bu tushuncha quyidagi tarkibiy elementlardan iborat:

1.1. Kommunikativ madaniyat. Ijtimoiy tarmoqlarda muloqot an'anaviy nutqdan farq qiladi. Bu yerda qisqa, tezkor va ko'pincha emotsional nutq ustunlik qiladi. Shu sababli foydalanuvchi:

fikrini aniq va tushunarli ifodalashi;

haqoratli va agressiv til birliklaridan foydalanmasligi;

muloqotda etik chegaralarni saqlashi zarur.

1.2. Axborot iste'moli madaniyati. Zamonaviy foydalanuvchi katta hajmdagi axborot oqimiga duch keladi. Shu bois u: axborotni tanlab iste'mol qilishi; manbani tekshirishi; tanqidiy fikrlashi zarur.

1.3. Raqamli xulq-atvor. Onlayn muhitda shaxsning xatti-harakati uning real hayotdagi obro'siga bevosita ta'sir qiladi. Raqamli iz (digital footprint) insonning ijtimoiy portretini shakllantiradi [4; 67]. Ijtimoiy tarmoqlarda etik me'yorlar klassik axloqiy tamoyillarning raqamli muhitdagi aksidir. Foydalanuvchilar turli madaniyat, din va millat vakillari bo'lgani sababli diskriminatsiya, nafrat nutqi, stereotiplardan foydalanish qat'iyan man etiladi.

Bugungi kunda "feyk news" muammosi global darajaga chiqdi. Tadqiqotlarga ko'ra, yolg'on axborot haqiqiy axborotga nisbatan tezroq tarqaladi [5; 78]. Shu sababli: faktcheking qilish; ishonchli manbalarga tayanish muhim.

Har bir post, izoh yoki kontent jamiyatga ta'sir qiladi. Shu bois foydalanuvchi o'z faoliyati uchun mas'ul bo'lishi kerak. Onlayn kurslar, webinarlar va ilmiy platformalar orqali bilim olish imkoniyati kengaydi. Ijtimoiy muammolarni yoritish va jamoatchilik fikrini shakllantirish imkoniyati oshdi. Blogerlik, SMM, onlayn biznes rivojlandi. Shunga qaramasdan, uning salbiy tomonlari ham paydo bo'lib, depressiya, o'zini past baholash, qaramlik kabi muammolar yuzaga keldi. Media savodxonlik zamonaviy jamiyatda asosiy kompetensiyalardan

biri hisoblanadi [6;45]. U quyidagi ko‘nikmalarni o‘z ichiga oladi: axborotni tahlil qilish; manipulyatsiyani aniqlash; kontent yaratish madaniyati; algoritmik fikrlash.

Media savodxonlikni ta’lim tizimiga integratsiya qilish bugungi kun talabidir. Ijtimoiy tarmoqlar zamonaviy jamiyatning muhim kommunikativ maydoniga aylangan. Ular inson hayotini yengillashtirgan bo‘lsa-da, yangi muammolarni ham keltirib chiqarmoqda. Ilmiy tahlillar ijtimoiy tarmoqlardan samarali foydalanish madaniyatga bog‘liqligini, etik me’yorlarga rioya qilish ijtimoiy barqarorlikni ta’minlash kerakligini, media savodxonlik asosiy himoya vositasi ekanligini ko‘rsatadi. Kelajakda raqamli jamiyatning rivoji aynan foydalanuvchilarning ongli va mas’uliyatli xulq-atvoriga bog‘liq bo‘ladi.

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SHARL NODYENING "JAN SBOGAR" VA "ADEL" ROMANI QAHRAMONLARI TAQDIRI

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Annotatsiya. Sharl *Nodye ushbu romanlarida qahramonlari obrazini yaratar ekan orzu qilishlardan hafsalasi pir bo'lgan romantik qahromanlar obrazidan chekinadi. Nodye qahramonlaridan biri ikki hayotini boshidan kechirishi maqolada ochib beriladi. "Adel" hikoyasida esa tabiat sirlarini ochish usullari asosiy mavzuga aylanadi.*

Kalit so'zlar: *romantizm, qahramonlik, qaroqchi, aristokrat, politsiya, muhabbati haqidagi hikoya, yakobinchilar.*

Sharl Nodye1780 yilning 29 aprelida Shveysariya chegarasidan uncha uzoq bo'lmagan Fransiyaning Bezanson shahrida tug'ilgan. Uning otasi, Fransiya inqilobi boshida, Bezancon hokimi va bir vaqtning o'zida politsiya bosh sudyasi etib tayinlangan, bu orada ularning prinsiplarini ajratolmagan holda yakobinchilarning quroliga aylangan.

1812 yilning dekabrda Nodye Lyublyanga keladi, o'sha paytda endigina Fransiyaning Illiriya provinsiyasi poytaxt etib tashkil qilingan edi. 1813 yilda ko'p tilli fransuz, nemis va italyan tillarida nashr qilinadigan "Illiriya provinsiyasining rasmiy telegrafi" (Telegraphe official des Provinces illyriennes) gazetasining so'ngi redaktori etib tayinlanadi. Aynan shu yerda 1812 yilda "Jan Sbogar" romaning xomaki variantini tayyorlaydi. Nihoyat 1818 yilda qaroqchi va boy savdogarning qizi muhabbati haqidagi hikoya nashrdan chiqadi [7].

Nodye qahramoni ikki hayotini boshidan kechiradi: biri - odamlarni dahshatga soluvchi qaroqchi Sbogar sifatida, ikkinchisi-sirli venetsiyalik aristokrat Lotario sifatida; bu ikkinchi mujassam, roman qahramoni dvoryan oilasidan bo'lgan qiz Antoniya de Monlion qalbini egallaydi. Oxir-oqibat bularning barchasi fojia bilan yakun topadi. Antoniya qarshisida - venetsiyalik Lotario emas, balki qaroqchi Sbogar politsiya tomonidan qo'lga olinadi va Sbogar jallod kundasi ustida jon beradi [8].

Sh.Nodyening "Jan Sbogar" romanini D.D.Oblomiyevskiy haqli ravishda fransuz romantizmining durdona asarlaridan biri deb baholaydi. Bu romanda monarxiyaga, tiraniyaga, despotiyaga qarshi nafas, mard, olijanob insonlarning fojiali taqdiri, gumanistik g'oyalar yanada ravshanroq, yanada teranroq ifodasini topgan [4; 1923].

Sh.Nodye "Jan Sbogar" romanida Avstriya va Fransiya bosqinchilarining Italiya va Illiriya (Adriotika sohillari) xalqlariga yetkizgan jabr zulmiga qarshi tuzilgan vatanparvarlar jamoasi yo'lboshchisi Jan Sbogarni mustamlakachilar halqqa yomon ko'rsatish uchun qaroqchilar to'dasining boshlig'i, yovuz dushman, deb, uni tutib beruvchilarga katta mukofot beriladi, deb e'lon qiladi. Aslida Jan Sbogar va uning odamlari bosqinchilarni, zolim boylarni, bosqinchilarga boylik va mansab uchun sotilganlarni talash, o'ldirish bilan shug'ullanadilar. Fransuz va italyan zodagonlari uni qo'rqinchli odam deb, ig'vo, mish-mish tarqatadilar.

Asar hozir detektiv deb atalgan o'tkir syujeti, sirli va kutilmagan voqealari, bosh qahramonlar bo'lgan ikki sofdil ayolning boshidan kechirgan ajoyib-g'aroyib voqealar, romantizm ruhidagi ideal xarakterlari mantiqidan kelib chiqib tasvirlanadi. Ota-onasi boshqa, lekin qarindosh bo'lgan, ikkalasi ham ota, onasi vafot etib, yetim qolgan, boy merosdan qanday foydalanishni bilmaydigan, oliy tabaqa vakillari bo'lsa ham soddadil, biri 32 yoshda, biri 17 yoshda bo'lgan bu ikki ayol qayg'u-kulfatlarga mardona sabr-bardosh ko'rsatib, o'zaro mehribon bo'lib yashaydilar. Kattasi-Alberti xonim, kichigi- yuvosh va muloyim Antoniya opa-singilday ahil. Opasi qarindoshi Antoniyani o'z qiziday ko'rib, avaylab-asraydi. Opa-singillar Adriotika dengizi sohillaridagi qadimiy qasrlarni tomosha qilar ekanlar, tarixni yaxshi bilgan opasi Antoniyaga, bu yerlarda bir vaqtlar Veriy kuylagan Akvileya davlati bo'lib, jahonga hukmini o'tkizgan, so'ng varvarlar, Atilla kelib anovu qasrda

yashagan. Italiyada (XIII asrda) fuqarolar urushi vaqtida Florensiyadan haydalgan shoir Dante shu yerda yashagan, aytishlaricha Dante asarining “Do‘zah” qismida shu joylarni tasvirlabdi. Sh.Nodye asarining 2-bobida “Barchaga yaxshilik qilish” birodarlari deb atalgan jamoa va uning yo‘lboshchisi Jan Sbogar haqida Napoleon hukumati tarqatgan qo‘rqinchli odam, xalq tasavvurlarida, ba’zi bilganlar tasavvurida albanlar xalq qahramoni Iskanderbek avlodi, xalq xaloskori degan, bir-biriga zid tasavvurlarni hikoya qiladi. Tabiiyki, opa-singillar bu xabarlardan qo‘rqib qoladilar.

Opa-singillar Illiriya Alp tog‘lari qishloqlarida yurib, janubiy slavyanlar Dalmatsiya xalqlarining o‘ziga xos bayramlarini ko‘radilar. Aksiga olganday, shunday bayram vaqtida Gomerdayko‘r baxshi doston aytayotganida, Antoniya, yosh qizaloq cholga rahmi kelib, unga bo‘yniga osib olsin deb, teshik tanga uzatadi. Chol uning qo‘lidan tutib, yosh va go‘zal qizligini sezib, ilhom bilan boshqa qo‘shiq boshlaydi. Bu qo‘shiqda Jan Sbogar qo‘liga tushgan yosh go‘zallarning baxtsizligi aytiladi. Antoniya battar qo‘rqadi, lekin opasidan qo‘rquvini yashiradi.

Romantizm poetikasiga xos qahramonlarni qo‘rqinchli voqea-hodisalarga uchratish, kutilmagan o‘zgarishlar, qaltis va tahdidli holatlar bu romanda ham to‘lib toshgan. Istrix, Gretsiya va Italiya chegarasidagi tog‘ daryolari va bog‘lari, tabiatning go‘zal manzaralari tasviri, Venetsiya yaqinidagi qishloqlar, kanallar, gandola-qayiqlarda suzish, qayiqchilar va uning boshqaruvchilarining dovyurak, olijanob, xaloskor yigit Lotarioni xalq maqtab, minnatdorligini aytar edilar. Zodagonlarning bazmlarida Lotario opa-singillarning ham suhbatdoshiga aylanadi.

Asarda Venetsiyada dong taratgan xalq yo‘lboshchisi, go‘zal va nozikta’b yigit Lotarioni Napoleon bosqinchilari hukumati qaroqchi deb, uning boshini keltirganga katta mukofot e’lon qiladi. Opa-singillar uy boshqaruvchisi sadoqatli qariya Matteodan qiziqib, Lotario haqida bilganlaringizni ayting, deb so‘raydilar. Qariya Matteo jonlanib, Lotarioning nomini eshitgan qotilning qo‘lidan xanjari tushib ketadi, uning kelayotganini eshitgan g‘alayonchilar jimib, tinchib qoladilar. Lotario barcha qiynalganlarga yordam beradi, deydi. Romantik qahramonlarga xos bu hislatlar, fazilatlar Fransiya va Avstriya hukumatlariga yoqmaydi, uni dushman deb biladilar. Bu yerda qariya hikoyasida Lotario jasur, mard, qo‘rqmas xalq qahramoniga aylanadi.

O‘quvchida ishonchni kuchaytirish uchun Sharl Nodye hikoyachi – birichi shaxsni o‘rtaga chiqaradi. Hikoyachi ham Lotario va uning yo‘liga jonini fido qiluvchi qahramonga aylanadi. U xalq oldida Lotarioni dushmanga chiqarib, so‘zlayotgan sotqinlar guruhini fosh etadi. Yetib kelgan Hukumat askarlari Lotarioni qo‘lga tushirolmaydilar. U o‘z odamlari bilan qasrning yashirin yo‘lidan chiqib ketadilar. Matteo hikoya qilishicha, Lotario sirli odam. U siyosatchilar, hukumatlar ishiga, davlat to‘ntarishlariga qiziqmaydi, bankirlarga ishi tushmaydi. U san’atni sevadi, artistlik talanti ham bor, ammo uni hech qayerda namoyish qilmaydi. Yoshi 25da, ammo uni ellik yil avval ko‘rganlar ham bor. U kimyogar ham, misni oltin qiluvdi sehrli toshning sirini topgan deydilar. Sharl Nodye shundan so‘ng yosh Antoniya uni sevib qolganini, buni ko‘rgan Lotario yashab ilhomlanib, qari baxshi aytgan qaroqchi Sbogar haqidagi xalq qo‘shig‘ini aytib beradi. Asar fojia bilan tugaydi. Qirol armiyasi ko‘p talofat berib, qaroqchi Sbogarni hibsga oladilar va qatl etadilar. Antoniya uni tanib qoladi. U, Lotario bo‘lib chiqadi...

Sharl Nodye “Jan Sbogar” romanida sirli shaxs – Lotario o‘z hayoti qil ustida turganini, adolat va haqiqat uchun kurashda kuchlar teng emasligini, despotiya, zulm, yozuvchilik kuchlari g‘olib ekanligini, o‘limi yaqinligini sezib, barcha merosini, shu jumladan turli fikrlari yozilgan o‘n ikki varaqli daftarni Antoniyaga qoldiradi. Daftardagi bu yozuvlar Lotarioning bu dunyo hayoti, jamiyatdagi adolatsizliklar haqidagi fikr - mulohazalari edi. Mana ulardan ba’zilari:

O‘n sakkizinchi asr qonunlari juda baland ko‘tarilgan, lekin fundamentsiz devorlarga o‘xshaydi.

Siyosat faqat chiroyli so‘zlash bo‘lsa, jamiyat vayron bo‘ladi. Eng jirkanch odam qul emas, balki yolg‘on so‘zlarga ishongan odamdir.

Odamlar turli – tuman huquqlarini talashib sudlashadilar. Davlat insonlarga nima uchun asosiy haqqini – bir parcha yerga egalik huquqini bermaydi?

Odamzod xalqni maqtab, xushomad qilib, hokimiyatga ega bo‘lgach, boyliklarni xalqqa taqsimlaydi deb o‘ylaysizmi? Yo‘q endi u barcha boyliklarni o‘ziga to‘plashni, o‘ylab, tiranlar, zolimlar bilan til biriktiradi.

Millionerning dasturxonidan non ushoqlarini o‘g‘irlovchi odamni davlat sudyalari dorga osishga hukm qiladilar.

Qonunlar ham yovuzlik kabi jirkanchdir. Ammo jinoyatchidan ko‘ra sudya jirkanchliroq, tubanroqdir. Xalqlarning birgina g‘oyaga yopishib olishi, boshqa g‘oyalarni ko‘rmasligi chumolilarning bir somon parchasiga yopishib olishiga o‘xshaydi. Boylarning molini kambag‘allar o‘g‘irlaganida adolatli qayta taqsimlash bo‘ladi. (Bu fikr qaroqchilar uchun ham muhim – U. Q.)

Qafasga tushganida mag‘rur arslon ham go‘sht uzatgan qassobning qo‘lini yalaydi. Qullikdagi odam ham shunga o‘xshaydi...[3; s.168].

“Jan Sbogar” romanida sofdil opa – sngillarning o‘zaro mehribonligi, bir – birini avaylab, asrashi, dengizda qaroqchilar bilan hukumat askarlari o‘rtasida bo‘lgan jang vaqtida opasi tasodifiy o‘qdan o‘lishi, qaroqchilar uni cherkovda izzat – hurmat bilan, ruhoniylar duosi bilan ko‘mishi, singil xushidan ketishi, dunyoda yolg‘iz qolishi o‘quvchida chuqur hamdardlik uyg‘otadi.

Muallifning kamdan-kam uchraydigan har bir faktni umumiy, barchaga baravar taalluqli faktga aylantirishga bo‘lgan intilishi unga xos bo‘lgan tilning yuqori darajali metonimiyaga asoslanganligini ko‘rsatadi, syujetda konkretlikdan (aniq, muayyan) to abstraktlikgacha (mavhum) bo‘lgan harakat ro‘y beradi. So‘zning tushunchaga oid asosidan boshlab va kompozitsiyaga oid strukturaning o‘ziga xos xususiyatlarigacha, ushbu o‘zaro harakat va o‘zaro ta’sir, bitta holatdan boshqasiga o‘tishlar matnning barcha bosqichlari uchun juda xosdir.

Nodye o‘z Sbogarni yaratar ekan orzu qilishlardan hafsalasi pir bo‘lgan romantik qahromanlar obrazidan chekinadi. Boblarning biridagi epigrafni to‘g‘ridan-to‘g‘ri Shatobrianning mashhur formulasidan oladi:“Hali zavqlanmasdan, biz allaqachon hafsalasi pir bo‘lganmiz; xohish hali ham qolgan, ammo hech qanday tasavvur yo‘q... To‘liq qalb bilan biz bo‘sh dunyoda yashaymiz va hech narsadan lazzatlanmaymiz, hech narsaning mazasini his qilmay qo‘yganmiz”. Buni his qilish qanchalik oson – keyinchalik rus she’riyatida aks etadigan fikr: Nodye o‘zining hafsalasi pir bo‘lgan qahramoni qaroqchi, ammo olijanob qaroqchi: Sbogarning samimiyat bilan aytishicha, uning maqsadi buzilgan jamiyatdan o‘ch olish, mazlumlar “xalq”ning manfaatlarini ifodalashdir [1].

Bu asar qahramonini muallif qanchalik qoralamasin jamiyatdagi nohaqliklar, hokimiyatni boshqaruvchilar, sudyalarning mazlum xalq ustidan chiqarayotgan qarorlari, hukumlari faqatgina ezilgan xalq ustidan bo‘lganligi sababli, Sbogar ular uchun qasos olayotganini, jon fido qilayotganini, u qaroqchi zulumkor shaxs emas, balki xalq manfaatlari ozodligi uchun kurashayotgan shaxs sifatida tasvilaydi.

“Adel” hikoyasida u tarbiyalangan ma’rifiy ratsionalistik g‘oyalarni inkor qiladi va “qadimgi yozuvchilarimiz tomonidan qo‘llanilgan din va o‘ylab chiqilgan nazariyalar yordamida tabiat sirlarini ochish usuli”ning afzalliklarini tasdiqlaydi. U albatta Restavratsiya davrida fransuz adabiyotida tarqalgan “xususiy”, "norasmiy" kishining fikrini oladi.

Sharl Nodyening “Adel” romani birinchi shaxs – hikoyachining do‘stiga maktubi va kundaliklari shaklida yozilgan, bu shakl ham asosan romantizmga xos bo‘lib, klassitsizmdan farqli o‘laroq, voqealarning turli makonlarda va turli vaqtlarda sodir bo‘lishiga imkon beradi. Shu bilan birga bunday erkin syujet qurilishida ham voqealarning ketma – ketligi, mantiqiy rivoji, xarakterlar voqeada va qahramonlarning ichki kechinmalarida, his – tuyg‘ularida, ochilishi kabi qonuniyatlar saqlanib qoladi. Asarning g‘oyaviy maqsadida ijtimoiy tengsizlik, oliy tabaqa vakilining oddiy fuqaro qizini romantik tabiati sababli sevib qolishi, bularning sevgisi yo‘lidagi dahshatli to‘siqlar, tabiat stixiyasi keltirib chiqargan fojealarda insonlar razolati keltirib chiqargan mashaqqatlar tasviri o‘quvchini asar boshidan oxirigacha hayajonga solib turadi.

“Adel” romanida ijobiy, jafokash qahramonlar qirolparastligi uchun surgun qilingan odam, qirol uchun janglarda jasoratlari evaziga yuksak orden olgan keksa zobit – xizmatkor Adelning otasi, uni nomardlik, ayyorlik bilan otib o‘ldirgan zobit, yovuz odam esa respublikachi ekanligi o‘quvchini o‘ylantirib qo‘yadi. Ehtimol yozuvchi bunday syujet ekspozitsiyasi bilan qirolparastlar orasida sofdil odamlar, respublikachilar orasida yovuz odamlar ham bo‘lishi mumkinligini aytmoqchi bo‘lgandir. Asarda yovuz odam makru – hiylasi bilan tog‘ oralig‘idagi toshqin daryoning chuqur jarligi yoqasida yiqilay deb turgan tashlandiq qasrning tubida

qamalib, chiqish yo‘li to‘silib qolgan ijobiy qahramonlarning tortgan azoblari, dahshatli holatlar o‘quvchini hayajonga soladi. Romantik qahramon oliy tabaqa vakillarining makkorligi, kibru havolari, tubanligidan uzoqlashib, tog‘dagi qishloqda, cho‘ponlar orasida yoki yolg‘izlikda yaxshiroq degan fikrga keladi. Asarda bosh qahramon Gaston bilan cho‘ri qiz Adelninggo‘zal insoniy munosabatlari o‘quvchining ham dilini ravshan qiladi. Ayyor maslahatchilar Adelni aldab, Gastonning baxtli yashashi uchun aslzoda, kibor ayol Edoksi de Valansiga uylanishi kerakligi, uning baxti uchun Adel vaqtincha biror uzoq joyda bir – ikki hafta ko‘rinmay turishi kerakligini aytadilar, qiz kamtarin va soddadil bu gaplarga ishonib rozi bo‘ladi. Makkor odamlar Adelni tog‘ daryosi jarligi ustidagi haroba toshqasrning yerostiga kiritib, qaytib chiqish mumkin bo‘lmaydigan qilib, temir qopqoqni yopib tashlaydilar. Oshiq Gaston do‘sti, polyak ozodlik kurashchisi Syolbesski bilan birga qorong‘u kechada haroba qasrga kelib, qizni izlab, yer ostiga tushib, o‘zlari ham qamalib qoladilar. Yordamga chaqirilgan olim do‘stlari daryo suvi bir necha kun toshgani sababli qasrga o‘tolmaydilar. Qamalganlar qizni va uning enagasini o‘layotgan, xushidan ketgan holatda topadilar. Bir necha kunda qorong‘u zindonda o‘zlari ham shu holatga tushadilar... Oxiri do‘stlari yetib kelib, xushsiz mahbuslarni yorug‘likka olib chiqib davolaydilar.

Xulosa qilib aytganda, asarning oxiridagi bir kamchiligi – bularni shu ahvolga solgan Mone laqabli graf Monbryoz miltig‘ini oyoq boskanida otilib ketib, tasodifan o‘lishi notabiiy, ishonarsiz bo‘lib qolgan. Gastonning polyak do‘stini monarxiyachilar hibsga olib, dorga osishlari asar dramatizmini yanada kuchaytirgan. Sharl Nodye bu asarida boshqa asarlaridan farqli ravishda sevishganlar oxiri omon qolib, baxtli yashayotganini ko‘rsatadi. Ehtimol, u o‘quvchilarning ko‘nglini cho‘ktirmaslik uchun baxtli yakun qilgandir. “Adel” romani ijtimoiy tengsizlik qoralanish, aziz va sofdil, go‘zal qalbli insonlar tasvirlanish bilan qimmatlidir. O‘zbekistonlik olima M.Kravsova fikriga ko‘ra, Sharl Nodye asarlarida romantik fantastika apogeyga yetgan [2; c. 7-8]. Sharl Nodye asarlarini A.S.Pushkin, V.G.Belinskiylar ham sevib o‘qiganlar. Uning “Jan Sbogar” romani ta’sirida A.S.Pushkin “Dubrovskiy” qissasini yozgan bo‘lishi mumkin.

Ta’kidlash lozimki, Nodye J.J.Russo va Gyote kabi buyuk XIX asr romantik yozuvchilarining davomchisi sanaladi. Nodye asarlarida kontrastlik bosh qahramonlar obrazini yaratish uslublaridan sanaladi. Qarama-qarshilik qaroqchi Sbogar va farishta Lotario bilan yaxshilik va yomonlik birlashtirilgan qahramon obrazini qurushning asosiy uslubiga aylanadi. Nodye romanida lirika va iqror hukumronlik qiladi.

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HARBIY XIZMATCHILARNING MILLIY-AXLOQIY IDEALLARI IJTIMOIY TIZIMNING MA'NAVIY-AKSIOLOGIK ASOSI SIFATIDA

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Annotatsiya: *Mazkur tezisda harbiy xizmatchilarning milliy-axloqiy ideallari ijtimoiy tizimning ma'naviy-aksiologik asosi sifatida tahlil qilinadi. Axloqiy qadriyatlarning jamiyat barqarorligi, ma'naviy immunitet va ijtimoiy birdamlikni ta'minlashdagi o'rni ijtimoiy-falsafiy nuqtai nazardan asoslab beriladi. Tadqiqotda milliy-axloqiy ideal shaxsiy vijdon, fuqarolik mas'uliyati va jamiyatning ontologik barqarorligi o'rtasidagi uyg'unlik mexanizmi sifatida talqin etiladi. Shuningdek, globallashuv sharoitida harbiy-vatanparvarlik g'oyalarining transformatsion xususiyati ochib berilib, axloqiy ideal mafkuraviy va intellektual immunitet omili sifatida baholanadi. Muallif tomonidan harbiy axloqiy idealning shaxsiy, ijtimoiy va milliy darajadagi integrativ funksiyasi ilmiy jihatdan yoritilgan.*

Kalit so'zlar: *Milliy-axloqiy ideal, harbiy xizmatchi, ma'naviy immunitet, ijtimoiy barqarorlik, vatanparvarlik, aksiologiya, globallashuv, mafkuraviy xavfsizlik, harbiy-vatanparvarlik.*

S.I.Muzyakov axloqiy qadriyatlarning ijtimoiy tizimdagi roli haqida shunday yozadi: "Axloqiy qadriyatlar jamiyatdagi huquqiy ong va siyosiy madaniyatning ichki negizini tashkil etadi"1. Bu g'oya axloqiy idealni ijtimoiy tizimning normativ mexanizmi sifatida talqin etadi. Muzyakovning qarashlari ijtimoiy-falsafiy jihatdan o'ta muhim: jamiyat faqat tashqi qonunlar bilan emas, balki ichki axloqiy o'zini-nazorat mexanizmi orqali boshqariladi. Shu nuqtai nazardan, milliy-axloqiy ideal jamiyatning "ma'naviy immuniteti"ni shakllantiradi. A.A.Yablonskix esa "millatning yangilanish jarayoni har doim ruhiy o'zgarishlar bilan bog'liq, vatanparvarlik qadriyatlari esa bu jarayonning ma'naviy o'qidir"2 deb yozadi. Yablonskixning bu fikri milliy-axloqiy idealning tarixiy-harakatlantiruvchi kuchini ochib beradi. U idealni metafizik tushuncha sifatida emas, balki ijtimoiy taraqqiyotning faol subyekti sifatida talqin qiladi. Bu yondashuv ijtimoiy tizimni axloqiy qadriyatlar asosida qayta tashkil etish zaruratini falsafiy jihatdan asoslaydi. A.V.Naumov esa shunday yozadi: "Jamiyatning barqarorligi faqat tashqi nazorat mexanizmlari bilan emas, balki har bir shaxsning ichki axloqiy o'zini-nazorat darajasi bilan belgilanadi"3. Bu yondashuv axloqiy idealni shaxsiy mas'uliyat va ijtimoiy ong birligi sifatida ko'rsatadi. Ijtimoiy tizimning mustahkamligi axloqiy birliksiz, shaxsiy vijdon uyg'unligisiz imkonsizdir. Shunday qilib, ijtimoiy-falsafiy tahlil shuni ko'rsatadiki, milliy-axloqiy ideallar – bu jamiyatning ma'naviy yadrosi, uning barqarorligini ta'minlovchi, insonni ijtimoiy mas'uliyat va ruhiy kamolot sari yo'naltiruvchi ichki mexanizmdir. Ular zaiflashgan joyda ijtimoiy tizimning ma'naviy parchalanishi, axloqiy beqarorlik va qadriyat inqirozi yuz beradi. Shu sababli, har bir jamiyatning taraqqiyot darajasi uning milliy-axloqiy idealiga bo'lgan sadoqat darajasi bilan o'lchanadi.

H.O.Ikromovning "O'zbekistonda harbiy-vatanparvarlik harakatini tashkil etishning ijtimoiy-falsafiy masalalari" asarida esa harbiy xizmatchilarning milliy-axloqiy ideali ijtimoiy tizimni birlashtiruvchi aksiologik yadro sifatida izohlanadi. Muallif harbiy-vatanparvarlikni "ijtimoiy barqarorlikning asosiy resursi, milliy birdamlikni shakllantiruvchi ijtimoiy mexanizm"4 deb ta'riflaydi. Uning yondashuvida axloqiy ideal jamiyatni

1Музяков С.И. Ценные основы правосознания военнослужащих Российской Армии. Дис. ... конфеты. философская наука – Москва, 2002. – 193 с.

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3 Наумов А.В. Духовный мир офицера Вооруженных Сил в социокультурном простанстве современного российского общества. Дис. ... конфеты. философская наука - Москва, Погран. акад. ФСБ РФ, 2014. – 179 с.

4 Ikromov H.O. O'zbekistonda harbiy-vatanparvarlik harakatini tashkil etishning ijtimoiy-falsafiy masalalari. –Namangan: ADPI, 2025. –B. 13-14.

ruhiy integratsiyalashgan tizim sifatida birlashtiradi, bu esa Durkgeymning ijtimoiy birdamlik nazariyasiga uyg‘un falsafiy talqin sifatida baholanishi mumkin. Ikromov milliy g‘urur va fidoyilikni ijtimoiy tizimning “metafizik markazi” sifatida ko‘rsatadi, bu esa jamiyatning o‘zini anglash qobiliyatini ma’naviy energiya orqali yangilab turish mexanizmini yaratadi5. Shu bilan birga, tanqidiy tahlilda uning modelida individual axloqiy refleksiya – shaxsning o‘z ideallarini mustaqil tanlash jarayoni yetarlicha ochilmagan. Harbiy axloqiy idealni faqat jamoaviy mexanizm sifatida ko‘rish, uni deterministik darajaga olib chiqadi. Biroq, muallifning jamiyatni ma’naviy jihatdan safarbar etish konsepsiyasi falsafiy jihatdan barqaror va metodologik jihatdan mukammaldir. A.R.Rahmonovning “Globallashuv sharoitida yoshlarni harbiy-vatanparvarlik ruhida tarbiyalashning ijtimoiy-falsafiy transformatsiyasi” asarida axloqiy idealning global kontekstdagi o‘zgaruvchan mohiyati tahlil qilinadi. U axloqiy idealni “mafkuraviy immunitetning qalqoni” sifatida baholab, uni kosmopolitizm va madaniy homogenizatsiyaga qarshi milliy suverenlikni saqlovchi tamoyil sifatida talqin etadi6. A.R.Rahmonovning falsafiy yutug‘i shundaki, u harbiy axloqiy idealni tarixiy-ontologik kategoriyaga aylantiradi: ideal endi statik emas, balki transformatsion, dinamik jarayon sifatida qaraladi. Biroq, uning konsepsiyasida “ideal” tushunchasining g‘oyaviy-siyosiy tus olishi uni falsafiy universalizm darajasidan toraytiradi. Shu bilan birga, muallifning kognitiv-madaniy yondashuvi – axloqiy ideallarni axborot makonidagi mafkuraviy tahdidlarga qarshi “intellektual immunitet”7 sifatida talqin etish – bugungi falsafiy amaliyotda original metodologik yo‘nalish sifatida qadrlanadi.

Ijtimoiy-falsafiy tahlil shuni ko‘rsatadiki, milliy-axloqiy ideallar jamiyatning ma’naviy yadrosi bo‘lib, uning barqarorligi va ichki uyg‘unligini ta’minlovchi aksiologik mexanizm vazifasini bajaradi. Axloqiy qadriyatlar jamiyatda nafaqat normativ mezon, balki ichki o‘zini-nazorat tizimi sifatida ham amal qiladi.

S.I.Muzyakov axloqiy qadriyatlarni huquqiy ong va siyosiy madaniyatning ichki negizi sifatida talqin etadi. Uning fikricha, jamiyat barqarorligi tashqi nazoratdan ko‘ra ichki axloqiy o‘zini-nazorat mexanizmlariga ko‘proq bog‘liq. A.A.Yablonskix esa millat yangilanishini ruhiy o‘zgarishlar bilan bog‘lab, vatanparvarlikni ijtimoiy taraqqiyotning ma’naviy o‘qi sifatida ko‘rsatadi. A.V.Naumov jamiyat barqarorligini shaxsning ichki axloqiy mas’uliyati bilan izohlaydi.

O‘zbek olimlarining tadqiqotlarida ham harbiy axloqiy ideal ijtimoiy integratsiyaning muhim omili sifatida talqin etiladi. H.O.Ikromov harbiy-vatanparvarlikni milliy birdamlikni shakllantiruvchi ijtimoiy mexanizm deb baholaydi. A.R.Rahmonov globallashuv sharoitida harbiy-vatanparvarlik g‘oyalarining transformatsion mohiyatini ochib beradi va uni mafkuraviy immunitet omili sifatida talqin qiladi. B.T.G‘afurov axloqiy idealning ijtimoiy irsiylik jihatini tahlil qilib, harbiy oilalarda shakllanuvchi qadriyatlarning jamiyat barqarorligiga ta’sirini asoslaydi. F.M.Qodirova esa harbiy ta’lim tizimida ma’naviy-axloqiy tarbiyaning pedagogik asoslarini ishlab chiqadi.

Tahlillar shuni ko‘rsatadiki, harbiy xizmatchilarning milliy-axloqiy ideallari jamiyatni nafaqat tashqi tahdidlardan, balki axloqiy beqarorlik va ruhiy inqirozdan himoya qiluvchi metafizik himoya tizimi vazifasini bajaradi. Shu bois, milliy-axloqiy idealni shaxsiy fazilat darajasida emas, balki jamiyatning ontologik barqarorligini ta’minlovchi aksiologik kategoriya sifatida talqin etish maqsadga muvofiqdir.

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DIDACTIC AND COGNITIVE POTENTIAL OF ARTIFICIAL INTELLIGENCE TOOLS IN DEVELOPING WRITTEN COMMUNICATIVE COMPETENCE

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Abstract. *This article provides a systematic analysis of the didactic, cognitive, and methodological potential of artificial intelligence (AI) tools in developing written communicative competence in secondary school English language education. The study adopts an integrative-cognitive approach to examine the psycholinguistic and metacognitive mechanisms underlying writing processes. It also explores the role of AI-based platforms in delivering immediate feedback, facilitating formative assessment, creating individualized learning trajectories, and supporting reflective teaching practices. Experimental results demonstrate statistically significant improvements in students' writing performance in the experimental group.*

Keywords: *written communicative competence, artificial intelligence, integrative-cognitive model, metacognitive strategies, formative assessment, EFL writing, digital pedagogy.*

Introduction. The educational paradigm of the 21st century is grounded in digital transformation, a competence-based approach, and learner-centered pedagogy. In this context, developing written communicative competence in English language teaching has emerged as a pressing scientific issue at the intersection of methodology and psycholinguistics. Writing is not merely the application of linguistic structures; it involves complex cognitive operations such as planning, conceptualization, encoding, monitoring, and revision. The cognitive model proposed by Flower and Hayes conceptualizes writing as a dynamic, multi-stage activity regulated by metacognitive control.

With the advancement of artificial intelligence technologies, new opportunities have emerged in writing pedagogy. UNESCO guidelines on generative AI emphasize its role in enhancing educational effectiveness, strengthening differentiated instruction, and fostering independent thinking. Similarly, OECD reports highlight that formative assessment systems supported by digital tools significantly improve learning outcomes. The aim of this study is to identify the didactic and cognitive potential of AI tools in developing written communicative competence and to scientifically validate their effectiveness through experimental research.

Theoretical Framework. Written communicative competence is a complex system integrating linguistic, discursive, strategic, and sociocultural components. Hyland defines writing as the process of creating discourse aimed at achieving communicative purposes. Kellogg, from a cognitive perspective, demonstrates that the allocation of working memory resources significantly affects the quality of written production.

Within the integrative-cognitive model, writing develops through three main stages: conceptual planning, linguistic encoding, and metacognitive control. Artificial intelligence can support each of these stages. For instance, automated grammar-checking systems simplify the encoding process, while argument structure analyzers help ensure discourse coherence. AI-based writing platforms monitor learner performance in real time, provide individualized recommendations, and systematically identify errors. This enhances metacognitive reflection and strengthens learners' conscious control over the writing process.

Methodology. The study employed a mixed-method research design. A total of 60 ninth-grade students were divided into two groups: experimental (30 students) and control (30 students). The experiment lasted four months. In the experimental group, AI-based writing platforms were used, incorporating automated assessment, lexical diversity analysis, syntactic complexity measures, and reflective question generators. The control group followed traditional writing exercises and teacher-led correction methods.

The assessment criteria included: *grammatical accuracy; lexical richness; syntactic complexity; argumentative coherence; overall communicative effectiveness.*

The data were analyzed using t-tests and analysis of variance (ANOVA) to determine the reliability of differences between groups.

Results. At the end of the experiment, the experimental group demonstrated higher performance across all criteria. Grammatical accuracy increased by 28%, lexical diversity by 23%, and argumentative coherence by 26%. Statistical analysis confirmed that these differences were significant ($p < 0.05$). Students became more engaged in revising their written work, and their reflective analysis skills improved. AI tools also enhanced students' motivation, as they were able to receive immediate feedback and correct their errors promptly.

Discussion. The findings indicate that artificial intelligence tools can serve as effective pedagogical mechanisms for developing written communicative competence. However, AI should not be considered an independent educational agent but rather a supportive tool that enhances the teacher's role. Ensuring academic integrity, preventing overdependence on technology, and fostering critical thinking require continuous pedagogical supervision. Within the integrative-cognitive model, the systematic integration of AI tools into planning, writing, and reflection stages ensures consistent development of writing skills.

Conclusion. The results of the study scientifically and statistically confirm the high pedagogical effectiveness of artificial intelligence tools in developing written communicative competence. AI-based platforms significantly improve the quality of writing by providing real-time, accurate feedback, automatically identifying errors, and offering individualized recommendations. The automation of formative assessment enhances students' self-regulation and reflective analysis skills, contributing to the development of metacognitive strategies. Moreover, AI tools enable differentiated instruction by taking into account learners' individual pace, language proficiency, and cognitive characteristics.

The integration of AI technologies into the national education system should be implemented gradually, based on scientific and methodological foundations, and aligned with regulatory frameworks. Increasing teachers' digital competence, developing methodological guidelines, and improving assessment criteria are crucial. At the same time, maintaining academic integrity, preserving independent thinking, and preventing excessive reliance on technology remain key challenges.

Future research should focus on the long-term impact of AI tools on writing competence, their influence on cognitive development, and their effectiveness in personalized learning models. Additionally, investigating the reliability, fairness, and ethical compliance of AI-based assessment systems is an important direction for further study.

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SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF DOMESTIC VIOLENCE IN SOCIETY

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Abstract: *This thesis analyzes the socio-psychological characteristics of domestic violence, which is considered one of the most pressing social problems in modern society, based on a comprehensive approach. The study examines the theoretical foundations of the concept of domestic violence, its main types, mechanisms of occurrence, and its negative impact on individual and societal development, based on scientific sources. Additionally, the psychological determination, socio-cultural factors, and preventive measures of violence are analyzed. The research findings demonstrate the necessity of a multidisciplinary approach in combating domestic violence.*

Keywords: *domestic violence, social environment, aggression, psychological factors, family relations, gender equality, social deviation.*

In the context of globalization and social transformations, ensuring human rights has become increasingly important. From this perspective, domestic violence emerges as a significant social problem that hinders societal development and threatens individual freedom and dignity. According to data from the World Health Organization, one in three women worldwide experiences physical or psychological violence during her lifetime [1; 34]. This indicates the global nature of this issue.

In scientific literature, the phenomenon of domestic violence is studied through sociological, psychological, and criminological approaches, emphasizing its complex nature [2; 56]. Domestic violence is defined as a form of physical, psychological, sexual, or economic coercion exerted by one individual over another within a family or close relationship system. This phenomenon is regarded as a violation of human rights. From a sociological perspective [2; 57], violence is interpreted as a result of inequality and power imbalance within social structures. The psychological approach explains it as a behavioral model linked to internal conflicts and emotional imbalance of the individual. According to A. Bandura's social learning theory, violent behavior is formed through observation and imitation. In other words, individuals raised in violent environments during childhood are more likely to reproduce such behavior in the future [8; 87]. In scientific literature, domestic violence is classified into the following main types:

1. Physical violence – a set of actions aimed at causing direct harm to a person's body and is considered the most visible and easily identifiable form of violence. From psychological and criminological perspectives, this type is associated with instrumental and affective forms of aggression. Theoretically, physical violence is explained through biological determinism (the existence of innate components of aggression), the psychodynamic approach (expression of internal conflicts through external aggression), and social constructivism (legitimization of the use of force by society). This type of violence is often used as a means of establishing control and dominance, forming a "dominant-subordinate" model in interpersonal relationships, which reinforces inequality within the family system.

2. Psychological violence – due to its latent nature, is interpreted as a discursive and communicative phenomenon. Although it does not cause direct physical harm, it deforms the cognitive and emotional structure of an individual. Constant insults and threats form dysfunctional thinking patterns (e.g., "I am worthless") [7; 90]. From a socio-psychological perspective, individuals perceive themselves through others, and therefore constant negative evaluation leads to identity crises. The most dangerous aspect of psychological violence is its hidden (latent) nature, normalization, and long-term traumatic impact. This type of violence often functions as an "invisible control mechanism".

3. Economic violence – is a form of social dominance exercised through control over resources. This type is deeply studied within sociological and gender theories. Economic violence deprives individuals of decision-making rights, independent living opportunities, and social mobility [4;65].

The social determinants of domestic violence include:

1. Gender stereotypes and patriarchal systems – In patriarchal societies, male dominance is formed as a normative construct, which leads to the justification of violence as a "disciplinary mechanism" [5;89].

2. Economic instability and stress model – economic difficulties increase frustration levels, intensify psychological pressure, and raise the likelihood of conflicts. This is explained within the stress–aggression model. Domestic violence is not only an individual but also a social problem, leading to the degradation of the family institution, an increase in crime rates, and a decline in social capital, ultimately causing structural instability in society [6;55]. As preventive solutions to domestic violence, effective results can be achieved through legal mechanisms such as protection orders, strengthening penalties, and implementing rapid intervention systems. Modern research shows that not only punitive measures but also preventive and rehabilitative strategies are more effective. Domestic violence is a complex, multifactorial socio-psychological phenomenon, rooted in economic, cultural, and psychological factors [3; 67]. It causes serious harm to an individual's mental health, family stability, and societal development. Therefore, combating it requires a systematic and comprehensive approach. By integrating legal, social, and psychological mechanisms, this issue can be significantly reduced.

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НАРШАХИНИНГ “ТАРИХИ БУХОРО” АСАРИДА ҚОРАХОНИЙЛАР ДАВРИ МАСЖИД ВА МАДРАСА ҚУРИЛИШЛАРИ

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Аннотация: *Ушбу мақолада урта аср араб-форс ёзма манбалари, хусусан Наршахийнинг “Тарихи Бухоро” асари асос асосида Қорахонийлар даврида Бухоро шаҳри ва унинг атрофида масжид ва мадрасалар қурилиши таҳлил қилинган.Манба маъмулотлари орқали Қорахоний ҳукумдорларининг шаҳарсозлик сиёсати, диний-маърифий муассасаларга булган муносабати ҳамда уларнинг жамият ҳаётидаги урни ёритилган. Асарда Шамсулмулк, Арслонхон, Қадирхон каби ҳукмдорлар томонидан жоме масжидлар, мадрасалар, маноралар ва бошқа иморатларни қуриш, қайта тиклаш ва вақф қилиш ишлари ҳақида бевосита маълумотлар келтирилгани аниқланган. Тадқиқот натижаларди Қорахонийлар даврида диний муассасалар шаҳар инфратузилмаси ва маданий ҳаётнинг муҳим қисми булганини курсатади. Шунингдек, масжид ва мадрасаларнинг жойлашуви, қурулиш босқичлари ва мадрасалар, маноралар ва бошқа иморатларни қуриш, қайта тиклаш ва вақф қилиш ишлари ҳақида бевосита маълумотлар келтирилгани аниқланган. Тадқиқот натижалари Қорахонийлар даврида диний муассасалар шаҳар инфратузилмаси ва маданий ҳаётининг муҳим қисми бўганини кўрсатади. Шунинг дек, масжид ва мадрасаларнинг жойлашуви, қурилиш босқичлари ва меъморий аҳамияти ўрганилган. Мақола Қорахонийлар даври шаҳарсозлиги ва исломий меъморчилик тарихини ёритишда Наршахий асарининг илмий қийматини асослайди.*

Калид сўзлар: *Қорахонийлар, Бухоро, Наршахий, Тарихи Бухоро, масжид, мадраса, шаҳарсозлик, араб-форс манбалари.*

Ўрта асрлар марказий осиё тарихида Қорахонилар давлати сиёсий –ижтимоий ва маданий тараққиёт жараёнларида муҳим орин эгаллайди. Айникса ушбу сулола ҳукмронлиги даврида шаҳарсозлик, меъморчилик ва диний – маърифий муассасалар курилиши кенг ривожланган. Масжид ва мадрасалар нафақат диний ибодат масканлари балки илм – фан, таълим ва жамоат ҳаёти мазказлари сифатида жамъият тараққиётига хизмат қилган. Шу боис Қорақонийлар давридаги меъморий фаъолиятни ёритувчи ёзма манбаларни ўрганиш тарихшуносликда долзарб аҳамият касб этади. IX-XIII асрларга оид араб-форс манбаларида туркий сулолалар, жумладан Қорахонийлар давлатчилиги ва уларнинг маданий-меъморий мероси ҳақида муҳим маълумотлар сақланган. Бу манбалар ичида Абубакр Муҳаммад ибн Жаъфар ан Нархашийнинг “Таърихи Бухоро” асари алоҳида аҳамиятга эга болиб, унда Бухоро шаҳрнинг сиёсий, иқтисодӣ ва маъданӣ ҳаёти билан бир қаторта масжид, мадраса, сарой ва бошқа иморатлар қурилиши ҳақида қимматли маълумотлар келтирилган.

Асар Қорахоний ҳукмдорларининг шаҳарсозлик сиёсати, диний муассасаларга муносабати ва вақф анъаналари ҳақида бевосита далилларни сақлаганлиги билан қимматлидир. Мазкур мақоланинг мақсади Нархашийнинг “Тарихи Бухоро” асари асосида Қорахонийлар даврида Бухоро ва унинг атрофида масжид ва мадрасалар қурилиши, уларннинг таърихий меъморий аҳамияти ҳамда сулола ҳукмдорларининг бу соҳадаги фаъолиятини таҳлил қилишдан иборат. Шунингдек, манба маълумотлари асосида Қорахонийлар даври шаҳарсозликда диний муассасаларнинг ўрни ва ривожланиш хусусиятлари ёритилади.

Хусусан масжид ва мадрасаларни кўзга намоён қилиб қурганлар. Ушбу асарлар ичида X аср ўрталарида таълиф этилган манбалардан бири Наршахийнинг “Тарихи Бухоро” асари ҳисобланади. У 332-333\943-944 йилларга мувофиқ ҳолда араб тилида ёзилган.[11, 4-ж. 415-б] Афсуски, асарнинг арабча асли бизгача етиб келмаган. Шунингдек, бу асарнинг Абўнаср Аҳмад ал-Қубовий томонидан форсий

таржимаси сақланган. Мазкур асар муаллифи Абубакр Муҳаммад ибн Жаъфар ибн Закариё ибн Хаттоб ибни Шарик ибн Базиъ ан-Наршахий бўлиб, у 286\899 йилда Бухоро вилояти Наршах қишлоғида туғилган ва 348\959 йилда вафот этган.[7, 4-б] Бу асарнинг номидан кўриниб турибдики, Бухоро шаҳрининг халқлари, ҳаёт тарзи ва ҳукмдорлари тўғрисида маълумотлар келтирилган. Аслида эса Сомонийлар сулоласи ва Қорахонийлар сулоласи ҳақида муфассал зикр қилинган.

Бундан ташқари, Наршахий “Тарихи Бухоро” асарининг факсимиле матни ҳам Тожикистон Республикаси Миллий фанлар академяси тил ва адабиёт, шарқшунослик ва ёзма мерос институти Шарқ қўлёзмалари хазинасида 513\2 рақами остида сақланади. Ушбу нусха дунёдаги энг қадимий қўлёзмалардан бири ҳисобланади. Байҳақининг асарида шундай келтирилган: “Қорахонийлар ё Оли Афросиёб турк-қарлуқ силсилаларидан бўлиб, узоқ муддат Мовароуннаҳру Шарқий Туркистонда ҳукмронлик қилганлар” [1, 111-б]. Муҳаммад Авфии Бухоройи ҳам шундай деган: “Мовароуннаҳр Хон ва Подшоҳларини Хокония, Илакхония ва Оли Афросиёб дейишган ва уларнинг салтанати Мовароуннаҳрда Сомонийлардан кейин ва Муғуллардан олдин қариб 230 йил, 380 ҳ.қ то 609 ҳ.қ йилигача бўлиб Султон Алоуддин Муҳаммад Хоразмшоҳ томонидан барҳам берилган”.[6, 1-ж. 301-б] Аслан Қорахонийлар давлатдорлиги 840 йилидан то 1212 йилигача давом берган, яъне 372 йил ҳукм сурганлар [17, 57-58-б].

Турк-Қарлуқ миллатининг давлатчилиги тарихий манбаларга кўра ўрта асрларда, 756 йилдан 840 йилларда Қарлуқ Хоқонлиги номи билан аталиб, 840 йилларда эса Қорахонийлар номини олганлиги айтилган. Ушбу давлат аниқроғи 840 йилдан 1212 йилгача ҳукм сурганлар. Бугунги илмий асарларда Қарлуқларнинг ўрнини Қорахонийлар давлатининг ташкил топиши: “Қорахонийлар давлатининг ташкил топишида ҳал қилувчи ролни Қарлуқлар ўйнадилар ва бу давлат қўшинининг асосий ўзагини ҳам улар ташкил қилар эдилар”.[15, 15-б] Академик Карим Шониёзов Қорахонийлар давлатининг номини аслида Қарлуқлар давлати ва Қодирилар сулоласи аталишини маҳқул кўрган ва шу ҳақда Қарлуқ давлати ва Қарлуқлар китобини таълиф этган.

Профессор Шамсиддин Камолиддин Қорахонийлар сулоласи қарлуқлардан ва Хоразмшоҳлар эса ўғуз ва қипчоқларнинг қоришувидан етишиб чиққантдеб келтирган.[16, 44-б] Ислом динини келтирганларидан биринчи буюк исломий туркий силсиласини қурдилар, улар Қорахонийлар ё Илакхонилар эди. Абулқосим Фурузоний шундай келтиради: “Қорахонийлар Мовароуннаҳр туркий мусалмонларини биринчи силсиласининг асосчисидир. Исломни қабул қилганлар орасида биринчи бўлиб Ислом динини қабул қилган Сатук Буғрохон эди”. Фурузонининг айтишидан маълум бўлади, ки Сатук Буғрохон туркий мусалмонларни биринчи силсиласининг асосчисидир.[13, 12-13-б] Буғрохоннинг ҳукмдорлиги 315 ҳ.қ бўлиб, мусулмонлик номи Абдукарим қўйилган эди.[10, 335-337-б] Бартольд шундай келтиради: “Хонзодалардан биринчи бўлиб ислом келтирган киши Сатук Буғрохон 344\955-956 йили вафот этган”.[2, 26-б] Кейинги қорахонийлар ҳукмдори Томғажхон Абумузаффар Иброҳим ибн Наср Илакхон Самарқанд ва Фарғонага ҳукм сурган. Унинг отаси зоҳид ва порса булган [4, 9-ж. 300-б].

Наршахий қарлуқ подшоҳлари ва уларнинг айрим ишлари ҳақида ўз асарида ёзган. У айтадики, бу қишлоқда илгари ҳеч қачон жомеъ масжид бўлмаган. То Шамсулмулк Наср ибн Иброҳим ибн Тамғочхон давригача. У ўз шахсий маблағи ҳисобидан жуда чиройли жомеъ масжид қурдирди, катта бойлик сарф қилди ва у ерда жумъа намози ўқилди.[8, 15-б] Аҳмад ибн Муҳаммад Наср айтади: хатиб Шарғ хабар бердики, бу масжидда жума намози кўп ўқилмади. Кейин Бухоро уламолари рухсат бермадилар ва у ерда жума намози ўқилишини маъқул кўрмадилар. Масжид ташланди. То Қадирхон Жаброил ибн Умар ибн Туғрулхон Бухорога амир бўлган даврга ча. Унинг лақаби Туғрулбек, яна Кўлортегин деб ҳам аталган. У Солор ворисларидан масжиднинг ёғочларини сотиб олиб, масжидни буздирди ва ёғочларни Бухорога олиб келиб, Чўбаи Баққолон яқинида мадраса қурдирди. Бу мадраса “Мадрасаи Кўлортегин” деб аталди. Амирнинг қабри ҳам шу мадрасада [7, 41-б].

Арслонхон Муҳаммад ибн Сулаймон даврида унинг буйруғи билан пишиқ ғиштдан мустаҳкам кўприк қурилди ва у ҳам ўз шахсий маблағига жоме масжид бунёд эттирди. Искажкат томон сафарчилар

учун работ ҳам қурдирди. Бу қишлоқ катта қалъага эга бўлиб, катталиги жиҳатидан шаҳарга тенглаша оларди.[8, 16-б] Арслонхон ўз даврида Байкандни ҳам обод қилди. Одамлар у ерга тўпланиб, яхши иморатлар қурдилар. Хоқон ўзи учун жуда ҳашаматли сарой қурдирди. Ҳаромком суви ўша ердан оқарди. Байканд атрофи қамишзорлар ва катта кўллар билан ўралган бўлиб, “Поргини фарох” ёки “Қарокўл” деб аталган. Айтишларича, узунлиги тахминан йигирма фарсанг.[7, 47-б] Бухорода илгари дорулмулк фақат ҳисор ичида эди.

Шамсулмулк Наср ибн Иброҳим Тамғочхон “Шамсобод”-ни қурдиргунча.

Кейинги подшоҳлар бу жойни турлича обод ёки вайрон қилдилар.

Маликшоҳ келиб, кўп вайронгарчилик қилди. Кейинги даврларда турли саройлар, ҳаммомлар, мадрасалар қурилди, баъзилари вақф қилинди.[8, 35-б] Бухородаги мақсура, минбар ва меҳробни Шамсулмулк Самарқандда ишлаттириб, наққошлатиб, Бухорога олиб келтирган. Арслонхон кейин жоме масжидни ҳисордан узоқроқ жойга кўчирдирди. Янги манора қурдирди, лекин аввалги манора қулаб тушиб, масжиднинг учдан бир қисми вайрон бўлди. Кейин яна мустаҳкам қилиб, пишиқ ғиштдан қайта қурдирди. Бу ишлар 515\1121 йилда бўлган. Арслонхон Шаристонда кўплаб уйлар сотиб олди, жомеъ масжид қалъага яқинроқ қурдирди. Ва манора ҳам баланд қилиб кутарди ва унга ўхшаш бу атрофда йўқ эди. Арслонхон ўзининг шахсий маблағидан пишиқ ғиш билан 1121 йилда жомеъ масжид қурди [7, 64-б].

Малик Шамсулмулк “Дарвозаи Иброҳим” атрофида кўп ер-мулклар сотиб олди. Дарвозадан тахминан ярим фарсанг масофагача боғ-бўстонлар барпо этилди. У жуда гўзал боғлар қурдириб, бу иморатларга катта бойлик ва хазина сарф қилдива уни Шамсобод деб атади. Шамсободга туташ жойда махсус туялар учун ўтлоқ ҳам барпо этди ва уни Ғуруқ деб номлади. Бу Ғуруқда ёввойи ҳайвонлар сақланар эди. Улар ўргатилган бўлиб баланд деворлар туфайли қоча олмас эдилар.[8, 36-б] Қачонки Малик Шамсулмулк дунёдан ўтди, унинг укаси Хизрхон тахтга ўтирди ва Шамсободни янада кўпроқ иморатлар билан обод қилди, у жуда ҳам хушманзара жой эди. У ҳам вафот этгач, унинг ўғли Аҳмадхон подшоҳ бўлди. У Шамсободга эътибор бермади ва у вайрон бўлиб кетди [7, 65-б].

Бир неча йилдан кейин Арслонхон Дарвозача маҳалласида, Булойс кўчасида сарой қурдирди ва унинг ичида махсус ҳаммом солдирди. Сарой дарвозаси олдида яна бир ҳаммом қурдирдики, унга ўхшаши йўқ эди. Узоқ йиллар давомида бу сарой ҳам Бухоронинг пойтахти бўлиб турди. Кейин у бу саройни фақиҳлар мадрасасига айлантиришни буюрди, сарой олдидаги ҳаммом ва бир неча қишлоқни шу мадрасага вақф қилди[8, 36-б] Арслонхон ўз даврида қадимий рабаз олдида яна бир янги рабаз қурдиришни буюрди. Иккаласи туташ ва мустаҳкам бўлди. 560\1165 йилда адолатли хоқон Рукнуд-дунё вад-дин Масъуд Қилич Томғачхон Бухоронинг қадимий рабази ташқарисида янги рабаз қурдирди. Бу ҳам кейинчалик вайрон бўлди [7, 75-б].

Қутайба ибн Муслим 94\713 йилда Бухоро қалъасини ичида жомеъ масжид қурдирди. Бу жой аввал бутхона эди. У жумъа номози учун одамларни шу ерга тўплашни буюрди. Ҳар жумъа куни жарчи: “Ким жумъа номозига келса, икки дирҳамбераман”, деб эълон қилар эди. Бухоро аҳолиси исломнинг дастлабки даврида номозда Қуръонни форсий тилда ўқир, арабчани ҳали ўрганмаган эди.[8, 57-б] Бу жомеъ масжид Иброҳим Томғачхон давригача қалъа ичида эди. Унинг ўғли Шамсулмулк Наср Бухорони эгаллашга ҳаракат қилди ва қалъани мустаҳкамлади. Қалъа дарвозаси олдида жанг бўлди. Жомеъ масжид миноридан қалъа аҳлига ўқ узилди ва уларга зарар етди. Шамсулмулк қалъадан ўт қўйишни буюрди. Минорнинг юқори қисми ёғоч бўлгани учун ёниб кетди ва ёнаётган парчалар жомеъ масжидга тушиб, масжид ҳам ёниб кетди.[7, 99-б] Бугунги тарихчиларнинг ёзишларича Томғочхон Иброҳим ниҳоятда тақводор бўлган. Унинг отаси Наср ҳам ўз даврида зоҳидликни ихтиёр этган эди. Томғачхон фақиҳлардан сўрамасдан, уларнинг фикрини билмай туриб, ҳеч қачон ўз ҳолича халқ бошига янги солиқлар солмас экан. Унинг уламоларга бўлган ҳурмати юксаклиги ҳам келтирилган.[12, 269-б] Низоми Арузий дан келтирилган матнда қорахоний ҳукмдор уламолардан сўралдики: дин нима? Ислом нима? Нубувват нима? Вилоят нима? Имон нима? Эҳсон нима? Тақво нима? Сирот нима? Мизон нима?

Адл нима? Фазл нима? Амри маъруф ва наҳи мункар нима? Раҳм ва шафқат нима? Шу мавзуларда китоб ёзиш топширилди. Уларга тўрт ой муҳлат берилди [9, 66-б].

Шамсулмулк қалъани эгаллагач, жомеъ масжидни қайта қурдиришни буюрди. Қалъа билан масжид орасида хандақ қаздирди, минорнинг тепасини пишиқ ғиштдан қурдирди. Мақсура ва унинг саройини қалъадан узоқроқ жойга кўчирди. Бойлар ва амалдорлар ёрдам бериб, иморат тугалланди. Жомеъ масжиднинг ёшини 460\1068 йилда, қайта қурилиши эса 461\1069 йилда тугалланди.[8, 60-б] Ибн Асир айтишича Шамсулмулк Алпарслоннинг қизига уйланиб, амакиси Исохоннинг қизини Султон Маликшоҳга узатди. Шамсулмулк 1080 йилда вафот этиб, унинг ўрнига укаси Хизрхон подшоҳ бўлган [4, 9-ж. 301-302-б]. Бундан маълум бўладики, Қорахонийлар билан Салчуқийлар робиталарини мустаҳкамлаш учун иккала томон қизларини бир-бирларига узатишган.

Бухородаги бу мақсура, минбар ва меҳробни Малик Шамсулмулк буюриб, Самарқандда тошдан ўйдириб, нақшлатиб, Бухорога олиб келтирган. Бу масжид шу ҳолда Арслонхон Муҳаммад ибн Сулаймон давригача турди. У жомеъ масжидни қалъадан узоқроқ жойга кўчиришни буюрди, токи Шамсулмулк давридаги каби зарар етмасин. Арслонхон шаҳар ичида кўп уйларни сотиб олди ва жомеъ масжидни қалъага яқин жойдан кўчиртирди. Минорни ҳам қалъа ёнидан кўчириб, шаҳар ичида қурдирди – бундай гўзал ва мукаммал минора ҳеч ерда йўқ эди. Аммо у тугатилишига оз қолганда қулаб тушди ва жомеъ масжиднинг учдан бир қисми вайрон бўлди, нақшли ёғочлар ҳам синди. Кейин Арслонхон минорани қайта қурдирди, уни мустаҳкам қилди ва юқори қисмини пишиқ ғиштдан қилди. Бу ишларнинг барчасини ўз маблағи ҳисобидан бажартди. Арслонхон қурдирган бу жомеъ масжид 1121 йилга тўғри келади [7, 99-100-б].

Қутайба ибн Муслим жомеъ масжидни қалъа ичида қурганида, шаҳар ичидаги Регистон ҳудудини ид намозгоҳи қилди. Мусулмонларни шаҳар ташқарисига чиқариб ид намозини ўқитди. Ислом янги бўлгани учун мусулмонлар душмандан хавфсиз эмас эди, шу сабабли қурол билан чиқиш буюрилди. Кейин намозгоҳ торлик қилди. Бу намозгоҳ Арслонхон давригача ишлатилди. Арслонхон намозгоҳни шаҳарга яқинроқ жойга кўчиришни буюрди, токи одамларга қийин бўлмасин ва душман хавфи бўлса, шаҳар аҳли йўқолиб кетмасин.[8, 61-62-б] Дарвозаи Иброҳим яқинидаги Шамсобод боғи вайрон бўлиб, деҳқончилик қилинар эди. Турк хоқони уни қайта тиклаб, баланд девор билан ўратди, пишиқ ғиштдан минор ва меҳроб қурдирди, мукаббирлар учун устунлар барпо этди [7, 102-б].

Ўрта аср тарихчилари Ибн Халдун ва Аувфи ёзишича: “Қарлуқ-Қорахонийлар Сатук Буғрохон фарзандларидан, Қадархон, Насрхон, Буғрохон, Арслонхон ва Қилич Томғачхон бўлиб, Хоразмшоҳлар давлати томонидан Хония давлати барҳам берилди”.[5, 4-ж. 112-122-б] Нусраттуддин Қилиҷ Арслон Усмон охирги Хон 600 йил ҳукмдори ва 609 йилда яқинлари билан Муҳаммад Хоразмшоҳ томонидан қатл қилинди.[6, 1-ж. 302-б] Бу Усмон Улуғ Султон бўлиб, 1212 йили қатл бўлгани маълум. Арслонхон-II 1221 йилда ҳаётда бўлиб,[14, 1-ж. 52-125-б] суннати унвони билан қарлуқ хонадонидан Фарғона хони Арслонхон Хоразмшоҳнинг қатлидан қутулиб, Йеттисувда панагоҳ топган [3, 164-б].

Таҳлиллар шуни корсатди ки Қорахонийлар даври марказий осиё хусусан Бухоро шаҳри меъмори қиёфасининг шаклланишида муҳим босқич босқич бўлган. Нархашийнинг “Тарихи Бухоро” асарида келтирилган маълумотлар Қорахоний ҳукмдоралари томонидан жомеъ масжидлар, мадрасалар, маноралар, саройлар ва бошқа жамоат иморатларини қуриш ва қайта таъмирлаш ишлари изчил амалга оширилганини тасдиқлайди.Бу жараён шаҳар инфратузилмаси, диний ҳаёт ва илм маърифат тараққиёти билин узвий боғлиқ бўлган. Манба маълумотлари Қорахонийларнинг ҳукмдорлари меъморчилик сиёсатида бир неча муҳим хусусиятларни намоён қилади: масжидларни стратегик жойлаштириш, вайрон бўлган иморатларни қайта қуриш, мадрасаларни вақф мулклари билан таъминлаш ва диний муассасаларни шаҳар ҳаёти марказига айлантириш.

Шамсулмулк, Арслонхон ва бошқа ҳукмдорлар фаолияти мисолида диний маърифий инҳоотлар қурилиши давлат сиёсатининг муҳим йўланишларидан бири бўлгани кўринади. Хулоса қилиб айтганда, Нархаший асари Қорахонийлар давридаги масжид ва мадраса қурилишлари тарихини ўрганишда ишончли ва бевосита манба ҳисобланади. Унда келтилирган маълумотлар Қорахонийлар даври

шаҳарсозлиги ва исломий меъморчилик анъаналарини тиклаш ҳамда ўрта асрлар Марказий Осиё маданий меросини тадқиқ этишда муҳим илми аҳамиятга эгадир.

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COMPARATIVE-TYPOLOGICAL ASPECT OF THE STUDY OF THE CATEGORY OF DENIAL

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Abstract. *The article discusses the relevance of the comparative-typological study of the category of negation on the example of the English and Uzbek languages, provides an overview of scientific and theoretical materials devoted to the study of this problem.*

Key words: *comparative grammar, English language, Uzbek language, category of negation, functional semantics*

Introduction. Recently, the interest of linguists in comparative and typological studies has increased. Evidence of this can be the appearance of a number of fundamental scientific theoretical studies: monographs, books, manuals, articles and the holding of scientific and theoretical conferences devoted to the problems of comparative, typological and general linguistics. The closest attention of scientists to the study of problems of a comparative and typological nature is explained by the fact that comparative and typological linguistics have proven themselves as a reliable and competent source for establishing both general and distinctive patterns of development, formation and functioning of a language.

Literary review and methodology. The importance of comparative studies was noted by the following researchers: V.V.Vinogradov, A.I.Smirnitsky, V.N.Yartseva, A.V.Isachenko, Sh. Bally. S. Bally believed that "thanks to comparative studies, the native language is illuminated with an unexpected light". Acad. V.V.Vinogradov notes that "along with the comparative historical study of related languages, it is possible and even necessary to make a comparative or comparative study of languages of different systems" [11]. A comparative study of languages of different systems, along with common features, reveals differences between them, enriches linguistics with new scientific facts. According to the fair remark of V.N.Yartseva and A.V.Isachenko, the subject of comparative studies should not be separate disparate facts, but important and typical categorical phenomena characteristic of the systems of both compared languages.

The independence of our country has created favorable conditions for the development of all branches of science and technology, as well as the implementation of the National Program for the Training of Personnel. "Today, for our country, striving to take a worthy place in the world community, it is difficult to overestimate the importance of the perfect knowledge of foreign languages by our people, all our people see their great future in harmony, cooperation with foreign partners" [9]. In the era of development of international cooperation, the study of foreign languages is of particular importance. That is why in the national republics there is a need for a comparative analysis of native and foreign languages. The last decades are characterized by the increased interest of linguists in comparative and typological studies. At the present stage of development of the Republic of Uzbekistan, a well-thought-out policy of the state plays a huge role in solving a complex of economic, social and cultural problems, one of which is language.

All this, in general, determines the need to intensify research in the field of typological study of the cardinal problems of the English and Uzbek languages, the development and enrichment of linguistic methods. This is extremely necessary because many issues of the comparative typological characteristics of the English and Uzbek languages remain unexplored, which fully applies to the comparative characteristics of the expression of negation and affirmation in English and Uzbek. A comparative study of the facts of languages of different systems responds to topical issues of general linguistics, is determined by the need for theory and practice, theory of translation and linguistic methodology, teaching native and foreign languages. The comparative study of two languages of different systems is of great importance in translation work. When comparing two or more languages, their originality and patterns are especially clearly manifested. As for the

study of questions of the theory and practice of translation, it cannot advance successfully at all if it is not based on the data of comparative typological studies. The growing interest in typological research in modern linguistics is associated with the achievements of the structural direction, which strives to develop a universal theory of linguistic analysis and pays more and more attention to the study of the interaction of language systems. A feature of comparative typological research is the desire for consistent implementation of the principle of consistency in the analysis and comparison of linguistic facts. This method is universal in that it goes beyond related languages and aims at a systematic comparison of the similarities and differences of language structures. According to V.N. Yartseva, "contrastive studies help to penetrate into the essence of linguistic processes and to better understand the laws that govern these processes: therefore, contrastive linguistics is the area of study where the paths of theory and practice intersect" [4].

Typological studies of languages of different systems is a relatively new problem and is the brainchild of system-structural linguistics of the mid-twentieth century. Until that time, multi-system languages and their single-tier phenomena were considered only in a comparative sense and pursued mainly scientific and methodological goals - ways of transmitting information encoded by the lexical and grammatical system of one language through another. System-typological studies of languages with different structures are a direct continuation of comparative research and pursue scientific and theoretical goals - a comparison of individual microsystems of languages with different structures in order to identify their structural, systemic commonalities and differences. Structural-typological studies, which have found wide distribution in the interpretation of structural features, mainly Western and Eastern European languages, have been greatly developed in comparing the structure of the Uzbek and Western European (primarily English and, in part, German) languages. In this area, some progress has been made in identifying the typological features of the English and Uzbek languages. This is a considerable merit of V.D.Arakina, S.N.Ivanova, G.P.Melnikova, A.A.Abduazizova, Zh.Buranova, A.A.Yuldasheva, D.M.Nasilova and others. In the light of the above, the problem of studying the structural typology of the English and Uzbek languages on the basis of the lexicogrammatic system appears relevant, as it anticipates new types of linguistic research in the field of languages of different systems.

The comparative-typological aspect of linguistics has at all times been the subject of careful and in-depth analysis by many researchers and scientists. Comparison as a research method has always been of scientific interest. Therefore, it is no coincidence that in recent years many major works and collections have appeared on the comparative study of related and unrelated languages (Russian and Uzbek, Russian and Turkic languages, German and Uzbek, English and Azerbaijani, etc.). English and Uzbek languages in a comparative typological aspect, which are of great relevance, both in theoretical and practical terms. A number of valuable studies have appeared on the comparative study of English and Uzbek languages.

The methodological basis of the work of M.A.Salieva is connected primarily with the lack of knowledge of the phonological structure of the word in Uzbek and the lack of its comparison with the English language. In this regard, M.A. Salieva studied the phonemic, phonotactic and prosodic structure of the word of different system languages. M.A.Salieva notes that the diversity of languages is established not only with the help of morphological classification, but also "... individual languages differ not in different features, but in different degrees of manifestation of certain features or properties". When analyzing such languages as English and Uzbek, which are considered non-syllabic, it is necessary to be based on the word, because this allows a deeper analysis due to the inclusion of a morpheme, syllable and phoneme at the same time. In his work, M.A. Salieva made an attempt to find sufficiently effective methods and principles of comparative typological study of the phonological structure of a word in English and Uzbek with the involvement of some other languages, and, if possible, to establish differences and similarities in the use of phonemic and prosodic means.

The purpose of the study A.A.Abduazizova - to determine whether paralinguistic means are universal in English, Russian and Uzbek languages and what distinguishing features they are characterized in these languages, as well as how they function in verbal and non-verbal communication and written texts. The main objective of the work is a comparative analysis of paralinguistic means in English, Russian and Uzbek. The

relevance of the study lies in the fact that in modern linguistics there are theoretically and practically no studies on the comparison of paralinguistic means in different languages [10].

In the work of Sh.S.Ashurov, the semantic features of elementary syntactic units in the position of the predicate in the sentence structure of the English and Uzbek languages are illustrated. The aim of the work is to carry out a typological study of the predicate in English and Uzbek, a component and syntactic analysis of syntactic units in the position of the predicate, and to identify isomorphic and allomorphic features of elements. Elementary syntactic units were also considered in the position of the nuclear predicating component (predicate) in the comparative typological terms of the English and Uzbek languages based on modeling in the syntagmatic and paradigmatic terms. Differential syntactic-semantic features, their variants on the basis of the method-experiment are revealed, and their main convergences and divergences are determined from the point of view of syntactic topics.

The methodological basis of T.Ergashev's work is the problem of comparative-typological study of the category of causation on the material of languages of different typological affiliation. The relevance of this study is dictated by the fact that, firstly, the general linguistic status of the category of causation has not yet been identified, based on its place in the voice system; secondly, a general methodology for its comparison in linguistic typology has not been developed; thirdly, there is still no complete analysis of language systems, based on the presence and absence of special language forms expressing causation; fourthly, causation in interlingual translation activity has been little studied, based on the general categorical essence of this phenomenon [8].

The research work of M.I.Gadoeva is devoted to the typological category of uncertainty, which is of great interest from the point of view of comparative linguistics, since the compared languages have a certain formal heterogeneity in the expression of the chosen categorical concept, which is expressed in the fact that in one language there are special units, while they are absent in another language. In almost all Germanic and Turkic languages, various aspects of certainty and uncertainty were considered. In typological terms, in the analyzed languages, uncertainty has not been studied taking into account the different levels and different bits, and on this basis, many aspects of this categorical concept still remain unresolved.

In the research work of T.A.Madrakhimov, the structural-semantic and functional-pragmatic features of the spoken language of English and Uzbek were analyzed from the point of view of communicative linguistics and comparative typology. The role and factors that determine the characteristics of colloquial speech in the compared languages are considered. The general and special features of the spoken language of English and Uzbek are explained, the study of their structural and semantic features and the identification of similarities and differences between them [12]. It should be noted that a comparative analysis of the English and Uzbek languages was also carried out by other researchers: U.K.Yusupov, Yu.Saidov, Kh.S. Barnakhodzhaeva, N.Z.Zufarova and others. After analyzing a number of works aimed at studying the English and Uzbek languages in a comparative typological aspect, we noticed that interest in the study of languages of different systems remains increased, there is a relevance and scientific novelty of research.

When analyzing such languages as English and Uzbek, we would like to note that the problem of studying the ways of expressing negation in English and Uzbek has not yet received a comprehensive analysis. This is primarily due to the lack of knowledge of this issue in the comparative typological aspect, and this issue was not the object of a special study. The relevance of the study will be due to the exceptional importance for the structure of any language, which has the category of negation. The need to study such an obligatory characteristic of language is obvious, and the importance of the problem of negation for theoretical linguistics and semiotics, for the semiosis of a language follows from the obligatory category of negation for any language. The study of the category of negation necessarily leads to the disclosure of the problem of "language and thinking"; in this regard, questions about the relationship between logic and linguistics, judgments and sentences, words and concepts are considered - all these are topical and most controversial problems of modern theoretical linguistics. There are a number of works aimed at studying the category of negation in the English

and Uzbek languages in a general aspect, but studies in the comparative typological aspect have not been carried out.

Conclusions and perspective. Taking into account the above, we can conclude that, despite the existence of a number of studies devoted to the consideration of negation in both languages, this problem has not yet received a comprehensive analysis. Thus, we can conclude that the issue of studying the expression of ways of negation in the English and Uzbek languages in a comparative typological aspect was not the object of a special study and today it seems to be an urgent problem in this area of linguistics.

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CHET TILINI O‘QITISHDA PEDAGOGLARNING KASBIY KOMPETENSIYALARI

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Annotatsiya: *Mazkur maqolada chet tilini o‘qitishda pedagoglarning kasbiy kompetensiyalarining mazmuni, tuzilishi va ahamiyati tahlil qilinadi. Shuningdek, zamonaviy ta’lim tizimida kompetensiyaviy yondashuvning o‘rni, o‘qituvchilarning metodik, kommunikativ, psixologik va innovatsion kompetensiyalarini rivojlantirish masalalari yoritiladi. Ilmiy manbalar asosida nazariy qarashlar va amaliy tavsiyalar keltiriladi.*

Kalit so‘zlar: *kasbiy kompetensiya, chet tilini o‘qitish, pedagogik mahorat, kommunikativ yondashuv, AKT, innovatsion metodlar, ta’lim sifati*

Hozirgi globallashuv davrida chet tillarini bilish nafaqat individual rivojlanish, balki jamiyatning iqtisodiy, siyosiy va madaniy taraqqiyoti uchun ham muhim omil hisoblanadi. Shu sababli chet tilini o‘qitish tizimi va unda faoliyat yuritayotgan pedagoglarning kasbiy tayyorgarligiga yuqori talablar qo‘yilmoqda. Bugungi kunda o‘qituvchi faqat bilim beruvchi emas, balki ta’lim jarayonini tashkil etuvchi, yo‘naltiruvchi va motivatsiya beruvchi shaxs sifatida namoyon bo‘lmoqda.

Ayniqsa, chet tilini o‘qitishda pedagogning kasbiy kompetensiyalari o‘quvchilarning kommunikativ qobiliyatlarini shakllantirishda hal qiluvchi rol o‘ynaydi. Kasbiy kompetensiya tushunchasi pedagogika va tilshunoslikda keng o‘rganilgan bo‘lib, u o‘qituvchining o‘z faoliyatini samarali amalga oshirish uchun zarur bo‘lgan bilim, ko‘nikma, malaka va shaxsiy sifatlar yig‘indisini anglatadi. Ko‘plab tadqiqotchilar [1] (Hymes, Canale & Swain, Richards) kompetensiyani quyidagi asosiy komponentlarga ajratadi: bilim (knowledge); ko‘nikma (skills); malaka (abilities); shaxsiy sifatlar (personal qualities).

Chet tili o‘qituvchisi uchun kasbiy kompetensiya kompleks xarakterga ega bo‘lib, u lingvistik, metodik, kommunikativ va texnologik jihatlarni o‘z ichiga oladi.[2] Lingvistik kompetensiya o‘qituvchining o‘rganilayotgan tilni mukammal bilishini anglatadi. Bu quyidagilarni o‘z ichiga oladi:

grammatika qoidalarini chuqur bilish; so‘z boyligi (leksika); fonetik va fonologik xususiyatlar; stilistik va pragmatik jihatlar.

O‘qituvchi tilni nafaqat nazariy jihatdan, balki real hayotiy vaziyatlarda qo‘llay olishi zarur. Bu esa o‘quvchilarga autentik til muhitini yaratishga yordam beradi.

Metodik kompetensiya o‘qituvchining darsni rejalashtirish, tashkil etish va samarali olib borish qobiliyatini bildiradi.[3] Zamonaviy chet tili o‘qitish metodlari quyidagilarni o‘z ichiga oladi:

kommunikativ yondashuv (Communicative Language Teaching); task-based learning; interaktiv metodlar (role play, debate, discussion); student-centered approach.

Metodik kompetensiyaga ega o‘qituvchi turli metodlarni o‘quvchilarning darajasi va ehtiyojiga mos holda tanlay oladi. Kommunikativ kompetensiya chet tilini o‘qitishda eng muhim omillardan biridir. Bu kompetensiya quyidagilarni o‘z ichiga oladi:

nutq faoliyatining barcha turlari (tinglash, gapirish, o‘qish, yozish); muloqot strategiyalari; ijtimoiy va madaniy moslashuv.

O‘qituvchi dars davomida o‘quvchilarni faol muloqotga jalb etishi, ularni erkin fikr bildirishga undashi zarur. Bu kompetensiya o‘qituvchining o‘quvchilar bilan ishlash jarayonidagi pedagogik va psixologik yondashuvlarini o‘z ichiga oladi. U quyidagilarni qamrab oladi: o‘quvchilarning yosh va individual xususiyatlarini hisobga olish; motivatsiyani oshirish; ijobiy psixologik muhit yaratish; konfliktlarni boshqarish.

Zamonaviy o‘qituvchi empatiya, sabr-toqat va moslashuvchanlik kabi sifatlarni namoyon qilishi kerak. Raqamli texnologiyalar rivojlanishi ta’lim tizimiga ham katta ta’sir ko‘rsatdi. Chet tili o‘qituvchisi quyidagi vositalardan foydalanishi zarur:

onlayn platformalar (Google Classroom, Moodle); mobil ilovalar (Duolingo, Quizlet); multimedia vositalari (video, audio, prezentatsiyalar).

AKTdan foydalanish darsni qiziqarli, interaktiv va samarali qiladi. Chet tili o‘qituvchilarining kasbiy rivoji uzluksiz jarayon hisoblanadi. [4] Uni rivojlantirish quyidagi yo‘llar orqali amalga oshiriladi:

1. Malaka oshirish va treninglar. O‘qituvchilar muntazam ravishda seminar va treninglarda qatnashib, yangi metodlarni o‘rganishlari zarur [5].

2. Ilmiy-tadqiqot faoliyati. Ilmiy maqolalar yozish, konferensiyalarda qatnashish pedagogning nazariy bilimlarini oshiradi.

3. Xalqaro tajribani o‘rganish. Chet el tajribasini o‘rganish orqali o‘qituvchi yangi yondashuvlarni amaliyotga joriy etishi mumkin.

4. O‘z-o‘zini rivojlantirish. Kitob o‘qish, onlayn kurslarda qatnashish va refleksiya qilish muhim ahamiyatga ega. Zamonaviy ta’lim tizimida kompetensiyaviy yondashuv ustuvor yo‘nalishlardan biri hisoblanadi. Xulosa qilib aytganda, chet tilini samarali o‘qitish pedagogning kasbiy kompetensiyalariga bevosita bog‘liqdir. Zamonaviy o‘qituvchi lingvistik bilim bilan bir qatorda metodik, kommunikativ va texnologik ko‘nikmalarga ham ega bo‘lishi zarur. [6]Kasbiy kompetensiyalarni doimiy rivojlantirish orqali o‘qituvchi ta’lim sifatini oshiradi va o‘quvchilarning chet tilini egallash jarayonini samarali tashkil etadi.

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ABU RAYHON BERUNIYNING "QADIMGI XALQLARDAN QOLGAN YODGORLIKLAR" ASARIDA ILMIY METODOLOGIYA: KOMPARATIV VA XRONOLOGIK YONDASHUVLAR TAHLILI

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Annotatsiya: *Mazkur maqolada Abu Rayhon Beruniyning "Qadimgi xalqlardan qolgan yodgorliklar" asari ilmiy-metodologik nuqtai nazardan kompleks tarzda tahlil qilinadi. Tadqiqotda allomaning komparativ-tarixiy yondashuvi, xronologik tizimni shakllantirishdagi ilmiy usullari, empirik kuzatuvga asoslangan metodlari hamda tanqidiy fikrlash tamoyillari chuqur o'rganilib, Beruniy metodologiyasining zamonaviy tarixshunoslik, etnologiya va madaniyatshunoslikda tutgan yuksak o'rni takidlanadi. Tadqiqot natijalari shuni ko'rsatadiki, Beruniy o'z davrida ilmiy obyektivlik, dalillarga asoslanganlik va madaniyatlararo xolis yondashuvni shakllantirgan ilg'or olimlardan biri bo'lgan.*

Kalit so'zlar: *Beruniy, komleks, metodologiya, tarixshunoslik, xronologiya, komparativ tahlil, empirik kuzatuv, etnografiya, obyektivlik, ilmiy obyektivlik*

Kirish. Abu Rayhon Beruniy (973–1048) Sharq uyg'onish davrining eng yirik qomusiy olimlaridan biri sifatida jahon ilm-fani tarixida alohida o'rin tutadi. Uning ilmiy faoliyati astronomiya, matematika, geografiya, tarix va etnografiya kabi ko'plab fan sohalarini qamrab olgan. Ayniqsa, uning "Qadimgi xalqlardan qolgan yodgorliklar" ("Al-Āthār al-bāqiya 'an al-qurūn al-xāliya") asari tarixiy tafakkur va ilmiy metodologiya rivojida muhim bosqich hisoblanadi[8].

Mazkur asar turli xalqlarning vaqtni hisoblash tizimlari, diniy marosimlari, bayramlari va tarixiy voqealarini qiyosiy asosda o'rganishga bag'ishlangan. Beruniy bu asar orqali tarixni faqat voqealar ketma-ketligi sifatida emas, balki ilmiy tahlil talab qiluvchi murakkab tizim sifatida ko'rsatadi. Bugungi kunda tarixshunoslik va ijtimoiy fanlarda qo'llanilayotgan ko'plab metodologik yondashuvlar - xususan, komparativ tahlil, xronologik aniqlik, empirik dalillarga tayanish va tanqidiy fikrlash - o'z ildizlarini aynan Beruniy kabi allomalarning ilmiy merosida topadi. Mazkur maqolaning asosiy maqsadi ham Beruniyning "Qadimgi xalqlardan qolgan yodgorliklar" asarida qo'llanilgan ilmiy metodologiyani tilshunoslik asosida chuqur tahlil qilish va uning zamonaviy ilm-fan uchun ahamiyatini aniqlashdan iborat.

Metodologiya. Beruniy o'z asarida bir nechta fundamental ilmiy metodlardan foydalangan bo'lib, ular bugungi kunda ham o'z dolzarbligini saqlab qolgan. Bular quyidagilar bo'lib:

1. Komparativ (taqqoslash) metod: Beruniy turli xalqlarning jumladan hindlar, forslar, yunonlar, yahudiylar va arablarning taqvim tizimlari, diniy e'tiqodlari va urf-odatlarini bir biri bilan xolisona solishtiradi[9]. Bu orqali u madaniyatlar o'rtasidagi umumiylik hamda farqli jihatlarni aniqlaydi. Mazkur yondashuv zamonaviy komparativ tarixshunoslikning asosiy metodlaridan biri hisoblanadi. Buyuk alloma Beruniy bu metod orqali etnosentrizmga yo'l qo'ymasdan, har bir madaniyatni o'z kontekstida baholagan.

2. Xronologik tahlil va matematik aniqlik: Beruniyning eng katta yutuqlaridan biri bu tarixiy voqealarni aniq vaqt tizimiga joylashtirishga bo'lgan intilishidir. U turli xalqlarning kalendar tizimlarini solishtirib, ularni yagona xronologik tizimga keltirishga harakat qiladi. Bu jarayonda u astronomik kuzatuvlar va matematik hisob-kitoblar borasidagi bilimlaridan samarali foydalangan. Natijada tarixiy voqealarning aniq vaqtini belgilash imkoniyati paydo bo'ladi.

3. Empirik kuzatish va dalillarga tayanish: Beruniy nazariy ma'lumotlar bilan cheklanib qolmasdan, balki o'z kuzatuvlariga ham tayangan. Ayniqsa, Hindistonda olib borgan tadqiqotlari uning empirik metoddan

[8] **Al-Biruni.** ***The Chronology of Ancient Nations,*** **- London, 1879.**
[9] Kennedy E.S., "Al-Biruni's Chronology", *Journal of Near Eastern Studies*

keng foydalanganligini ko‘rsatadi [10] . Bu yondashuv zamonaviy ilm-fanning asosiy prinsiplaridan biri hisoblanadi.

4. Tanqidiy yondashuv: Beruniy har bir manbani tanqidiy tahlil qilib ishonchsiz yoki noto‘g‘ri deb topgan ma’lumotlarni rad etadi va faqat dalillarga asoslangan xulosalar chiqargan. Bu esa ilmiy obyektivlikni ta’minlashda eng muhim rol o‘ynaydi.

5. Interdisiplinar yondashuv: Beruniy tarixni o‘rganishda turli fanlarni birlashtiradi yani astronomiya, matematika, geografiya, etnografiya kabi fanlarni bir-biri bilan **birlashtirib o‘rganish usulidan foydalangan b**u esa uning tadqiqotlarini yanada mukammal va qiziqarliroq bo‘lishiga olib keladi.

Natijalar. Tadqiqot natijalari Beruniy metodologiyasining quyidagi asosiy xususiyatlarini ko‘rsatdi. Birinchidan, Beruniy tarixni ilmiy asosda o‘rganishga harakat qilgan yani tarixiy voqealarni shunchaki bayon qilish bilan cheklanmay, ularni tahlil ham qilib bergan. Ikkinchidan, u madaniyatlararo xolislikni saqlagan bu bilan turli xalqlarni baholashda u tarafkashlikdan qochgan. Uchinchidan, xronologik aniqlikni ta’minlash uchun matematik usullardan foydalangan bu esa tarixshunoslikda katta yangilik edi. To‘rtinchidan, u ilmiy obyektivlik tamoyiliga qat’iy amal qilgan.

Muhokama. Beruniy metodologiyasi zamonaviy ilm-fan bilan bevosita uyg‘unlik kasb etadi desak juda to‘g‘ri bo‘ladi. Chunki bugungi tarixshunoslikda qo‘llaniladigan komparativ tahlil aynan Beruniy yondashuviga juda yaqindir. Shuningdek, empirik dalillarga tayanish va tanqidiy fikrlash ham zamonaviy ilmiy metodologiyaning asosini tashkil etadi. Beruniy yondashuvining yana bir muhim jihati shundaki bu-madaniyatlararo hurmat tamoyilidir. U boshqa xalqlarning e’tiqod va urf-odatlarini kamsitmasdan, ularni tushunishga harakat qilgani zamonaviy global ilmiy tafakkurga juda mos keladi.

Xulosa. Xulosa qilib aytganda, “Qadimgi xalqlardan qolgan yodgorliklar” asari nafaqat tarixiy manba, balki ilmiy metodologiya namunasi hamdir. Yuqorida takidlanganidek Abu Rayhon Beruniy tomonidan qo‘llangan metolar hisoblanmish komparativ metod, xronologik tahlil, empirik kuzatish, tanqidiy yondashuv usullari bugungi ilm-fan uchun ham dolzarb hisoblanadi. Shu bois, Beruniyni zamonaviy ilmiy metodologiyaning asoschilaridan biri sifatida baholash mumkin.

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INGLIZ TILI TA'LIMIDA GENDER TENGLIK TAFAKKURINI SHAKLLANTIRISHNING INNOVATSION PEDAGOGIK TEXNOLOGIYALARI

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SamDCHTI mustaqil izlanuvchisi

Annotatsiya: *Mazkur maqolada ingliz tili ta'limi jarayonida gender tenglik tafakkurini shakllantirishning nazariy asoslari, pedagogik shart-sharoitlari va innovatsion texnologiyalari tahlil qilinadi. Tadqiqotda kommunikativ yondashuv, interfaol metodlar, tanqidiy fikrlashni rivojlantirish strategiyalari hamda genderga sezgir didaktik materiallardan foydalanish masalalari yoritilgan. Shuningdek, ingliz tili darslarida mavjud gender stereotiplarini aniqlash va ularni bartaraf etish yo'llari ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy pedagogik texnologiyalar asosida tashkil etilgan ta'lim jarayoni o'quvchilarda gender tenglikka oid ongli va tanqidiy munosabatni shakllantirishda samarali vosita hisoblanadi.*

Kalit so'zlar: *gender tenglik, ingliz tili ta'limi, innovatsion pedagogika, interfaol metodlar, stereotiplar, tanqidiy fikrlash, kommunikativ kompetensiya, ijtimoiy ong*

Zamonaviy globallashuv sharoitida ta'lim tizimi jamiyatning ijtimoiy, madaniy va axloqiy rivojlanishida hal qiluvchi rol o'ynaydi. Ayniqsa, gender tenglik masalasi bugungi kunda nafaqat ijtimoiy siyosatning, balki pedagogikaning ham ustuvor yo'nalishlaridan biriga aylangan. Gender tenglik - bu erkak va ayollarning jamiyatdagi imkoniyatlari, huquqlari va majburiyatlarining tengligini anglatadi.

Ta'lim jarayoni esa ushbu tenglikni shakllantirishning eng samarali vositalaridan biridir. Ingliz tili ta'limi bu borada alohida ahamiyat kasb etadi, chunki u global madaniyatlararo muloqot vositasi sifatida o'quvchilarning dunyoqarashini kengaytiradi. Ko'plab tadqiqotlar shuni ko'rsatadiki, o'quv materiallarida gender stereotiplari yashirin yoki ochiq shaklda mavjud bo'lib, ular o'quvchilarning ongiga sezilarli ta'sir ko'rsatadi. Masalan, erkaklarning faol va yetakchi, ayollarning esa passiv yoki yordamchi rollarda tasvirlanishi keng tarqalgan. Shu sababli ingliz tili ta'limida genderga sezgir yondashuvni joriy etish, innovatsion pedagogik texnologiyalarni qo'llash orqali o'quvchilarda tenglik tafakkurini shakllantirish dolzarb ilmiy muammo hisoblanadi.

Gender va til masalasi tilshunoslik va pedagogika kesishgan nuqtada o'rganiladigan murakkab fenomen hisoblanadi. Kramsch [1] tilni nafaqat kommunikativ vosita, balki madaniy va ijtimoiy qadriyatlarni aks ettiruvchi tizim sifatida talqin qiladi. Unga ko'ra, til o'rganish jarayonida o'quvchilar ma'lum ijtimoiy stereotiplarni ham o'zlashtiradilar. Sunderland [2] ingliz tili darsliklarini tahlil qilib, ularda gender nomutanosiblik mavjudligini aniqlagan. U ayollar ko'pincha an'anaviy rollarda tasvirlanishini qayd etadi. Talbot [3] gender va til o'rtasidagi munosabatni ijtimoiy konstruksiya sifatida izohlaydi. Unga ko'ra, gender bu biologik emas, balki ijtimoiy shakllangan tushuncha bo'lib, til orqali mustahkamlanadi. Mahalliy olimlar ham ta'limda innovatsion metodlarning ahamiyatini ta'kidlab, o'quvchilarda tanqidiy fikrlashni rivojlantirish gender tenglikni shakllantirishning muhim omili ekanligini qayd etadilar.

Gender tushunchasining lingvistik talqini. Gender lingvistikasida erkak va ayol nutqi, til birliklari va diskursdagi gender xususiyatlari o'rganiladi. Til - bu nafaqat fikr ifodalash vositasi, balki ijtimoiy ongni shakllantiruvchi mexanizmdir. Gender lingvistikasida erkak va ayol nutqi, til birliklari hamda diskursdagi genderga xos xususiyatlar kompleks tarzda o'rganiladi. Ushbu yo'nalish tilshunoslikning sotsiolingvistika, pragmalingvistika va diskurs tahlili bilan uzviy bog'liq bo'lib, til orqali gender identifikatsiyasi va ijtimoiy rollarning qanday shakllanishi va mustahkamlanishini tadqiq etadi. Gender lingvistikasining asosiy vazifalaridan biri - erkaklar va ayollar nutqidagi farqlarni aniqlash va ularning ijtimoiy-madaniy omillar bilan bog'liqligini izohlashdir. Masalan, ayrim tadqiqotlarda ayollar nutqida muloyimlik, ehtiyotkorlik va emotsionallik elementlari (hedging, tag questions, intensifiers) ko'proq uchrashi, erkaklar nutqida esa qat'iylik, qisqalik va buyruq ohangining ustunligi qayd etiladi [4]. Biroq zamonaviy yondashuvlarda bu farqlar biologik emas, balki ijtimoiy konstruksiya sifatida talqin qilinadi. Til birliklari darajasida gender xususiyatlari leksik, grammatik va stilistik vositalar orqali namoyon bo'ladi. Xususan, ayrim tillarda jinsni ifodalovchi grammatik

kategoriyalar mavjud bo‘lsa (masalan, ingliz tilida “actor/actress”, “waiter/waitress”), zamonaviy tendensiyalar ushbu farqlarni neytrallashtirishga qaratilgan (“actor” umumiy shakl sifatida qo‘llanilishi). Bu esa tilning ijtimoiy tenglikka mos ravishda evolyutsiyalashayotganini ko‘rsatadi. Diskurs darajasida esa gender stereotiplari matnlar, ommaviy axborot vositalari, reklama va ta’lim materiallari orqali uzatiladi. Masalan, darsliklarda erkaklarning faol, yetakchi rollarda, ayollarning esa ko‘proq oilaviy yoki yordamchi rollarda tasvirlanishi ijtimoiy ongda muayyan stereotiplarni shakllantiradi [5]. Shu bois diskurs tahlili gender tenglikni ta’minlashda muhim metodologik vosita hisoblanadi. Til - bu nafaqat fikr ifodalash vositasi, balki ijtimoiy ongni shakllantiruvchi, qadriyatlar va me’yorlarni uzatuvchi kuchli mexanizmdir. U orqali jamiyatdagi gender rollari, ijtimoiy kutishlar va stereotiplar shakllanadi hamda avloddan-avlodga uzatiladi. Shu nuqtai nazardan, ta’lim jarayonida, xususan ingliz tili darslarida til materiallarini tanlash va taqdim etishda genderga sezgir yondashuvni qo‘llash muhim ahamiyat kasb etadi.

Natijada, gender lingvistikasi nafaqat til tizimini o‘rganadi, balki ijtimoiy tenglikni ta’minlash, diskriminatsiyani kamaytirish va inklyuziv kommunikativ muhitni shakllantirishga xizmat qiluvchi muhim ilmiy yo‘nalish sifatida namoyon bo‘ladi. Ta’limda gender yondashuvi- bu ta’lim jarayonida erkaklar va ayollar, o‘g‘il bolalar va qizlarning teng huquq va imkoniyatlarga ega bo‘lishini ta’minlashga qaratilgan pedagogik yondashuvdir. Ushbu yondashuv nafaqat ta’lim mazmunini, balki o‘qitish metodlari, baholash tizimi, o‘quv muhiti va o‘qituvchi-tinglovchi o‘rtasidagi munosabatlarni ham qamrab oladi [6]. Ta’limda gender yondashuvi quyidagi asosiy komponentlarni o‘z ichiga oladi:

1. Teng imkoniyatlar yaratish. Ta’limda gender yondashuvining eng muhim jihatlaridan biri barcha o‘quvchilar uchun teng ta’lim imkoniyatlarini ta’minlashdir. Bu quyidagilarni anglatadi:

-o‘quv jarayonida jinsga qarab farqlashning oldini olish; -barcha o‘quvchilarning darsdagi faolligini rag‘batlantirish; -baholash jarayonida adolat va xolislikni ta’minlash; -fanlar va kasblarni tanlashda gender cheklovlarini bartaraf etish. Masalan, ingliz tili darslarida o‘qituvchi nafaqat o‘g‘il bolalarni faol suhbatga jalb qilishi, balki qizlarning ham teng darajada fikr bildirishiga sharoit yaratishi zarur. Bu esa o‘quvchilarda o‘ziga ishonch va ijtimoiy faollikni rivojlantiradi.

2. Gender stereotiplarini bartaraf etish. Ta’lim jarayonida gender stereotiplari ko‘pincha yashirin shaklda namoyon bo‘ladi. Masalan: “erkaklar yetakchi bo‘ladi”, “ayollar uy ishlariga mas’ul” kabi qarashlar.

Genderga sezgir ta’lim ushbu stereotiplarni aniqlash va ularni tanqidiy tahlil qilishni nazarda tutadi.

3. Inklyuziv o‘quv muhitini shakllantirish. Inklyuziv ta’lim muhiti - bu har bir o‘quvchi o‘zini hurmat qilingan, qadrlangan va xavfsiz his qiladigan pedagogik makondir [7]. Ta’limda gender yondashuvida sezgir muhit quyidagi xususiyatlarga ega bo‘ladi:

-o‘quvchilar o‘rtasida o‘zaro hurmat va tenglikni ta’minlash;

-diskriminatsiya va kamsitish holatlarining oldini olish;

-barcha fikrlar va qarashlarga ochiq bo‘lish;

-psixologik jihatdan qulay va qo‘llab-quvvatlovchi atmosfera yaratish.

Bunday muhitda o‘quvchilar o‘z fikrlarini erkin ifoda etadi, bu esa ularning kommunikativ kompetensiyasi va tanqidiy fikrlash ko‘nikmalarini rivojlantiradi.

Innovatsion pedagogik texnologiyalar mohiyati. Innovatsion texnologiyalar - bu o‘quv jarayonini samarali tashkil etishga qaratilgan zamonaviy metod va vositalar majmuasidir. Ingliz tili ta’limida gender tenglik tafakkurini shakllantirish zamonaviy pedagogikaning muhim yo‘nalishidir. Tadqiqot natijalari shuni ko‘rsatadiki, innovatsion pedagogik texnologiyalar o‘quvchilarda ijtimoiy adolat, tenglik va tanqidiy fikrlashni rivojlantirishda samarali vosita hisoblanadi. Kelgusida bu yo‘nalishda yanada chuqur tadqiqotlar olib borish zarur.

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KASBIY KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHDA KONTEKSTGA ASOSLANGAN O'QITISHNING NAZARIY-AMALIY ASOSLARI

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Annotatsiya. *Maqolada kasbiy kommunikativ kompetensiyani rivojlantirishda kontekstga asoslangan o'qitishning ilmiy-pedagogik asoslari, didaktik modeli va amaliy samaradorligi tadqiq etilgan. Zamonaviy mehnat bozori talablari sharoitida mutaxassislarning kasbiy faoliyatida muloqot jarayonlarining murakkablashishi an'anaviy til o'rgatish yondashuvlarining cheklovlarini ochib berdi. Tadqiqotda Vygotskiy ijtimoiy-madaniy nazariyasi, situatsion kognitiv yondashuv va ESP (English for Specific Purposes) tamoyillari integratsiyasi asosida kontekstga asoslangan o'qitish modeli ishlab chiqildi. Pedagogik tajriba natijalari ko'rsatishicha, kontekstual yondashuv o'quvchilarning kasbiy nutqiy ko'nikmalarini o'rtacha 34,7% ga, kommunikativ moslashuvchanligini 41,2% ga oshiradi. Maqolada ushbu yondashuvni joriy etishning pedagogik shart-sharoitlari, baholash mezonlari va ta'lim amaliyotiga tatbiq qilish mexanizmlari ilmiy dalillar asosida yoritilgan.*

Kalit so'zlar: *kasbiy kommunikativ kompetensiya, kontekstga asoslangan o'qitish, situatsion kognitiv yondashuv, professional ta'lim, kommunikativ didaktika, ESP, pedagogik model, ta'lim samaradorligi.*

Kirish. Global iqtisodiyotning raqamlashishi, transmilliy hamkorlikning kengayishi va kasbiy faoliyatning interdisipliner xarakati mutaxassislarning nafaqat texnik bilimlarga, balki yuqori darajadagi kommunikativ kompetensiyaga ega bo'lishini talab etmoqda. Zamonaviy ta'lim standartlarida kasbiy kommunikativ kompetensiya mutaxassisning kasbiy faoliyatida ma'lumot almashish, jamoaviy ishlash, mijozlar va hamkorlar bilan o'zaro munosabat o'rnatish, kasbiy vaziyatlarda lingvistik va paralingvistik vositalardan maqsadga muvofiq foydalanish qobiliyati sifatida belgilanmoqda. Shu bilan birga, an'anaviy til o'rgatish tizimlari ko'pincha grammatik tuzilmalarni izolyatsiyalashgan holda o'rgatishga qaratilgan bo'lib, ularning real kasbiy kontekstga integratsiyasi sust. Bu esa bitiruvchilarning mehnat bozoriga moslashuv davrini uzaytirishga, kommunikativ xatoliklar tufayli kasbiy samaradorlikning pasayishiga olib kelmoqda.

Ushbu muammo kontekstga asoslangan o'qitish (Context-Based Learning) metodologiyasining dolzarbligini shakllantiradi. Kontekstual yondashuv bilimlarni izolyatsiyalashgan holda emas, balki ularning kelib chiqishi, qo'llanilishi va ma'nosini belgilovchi real yoki modellashgan vaziyatlar ichida o'zlashtirishni nazarda tutadi. Tadqiqotning maqsadi kasbiy kommunikativ kompetensiyani rivojlantirishda kontekstga asoslangan o'qitishning nazariy asoslarini tahlil qilish, pedagogik modelini ishlab chiqish va uning amaliy samaradorligini ilmiy jihatdan asoslashdan iborat.

Adabiyotlar tahlili. Kasbiy kommunikativ kompetensiya tushunchasi pedagogika, psixologiya va tilshunoslikning kesishma nuqtasida shakllangan.

L.S.Vygotskiyning ijtimoiy-madaniy tarixiy nazariyasiga ko'ra, insonning yuqori ruhiy funksiyalari, jumladan nutqiy faoliyat, ijtimoiy o'zaro ta'sir jarayonida shakllanadi va rivojlanadi. Vygotskiyning "yaqin rivojlanish zonasi" (ZRZ) konsepsiyasi kontekstual o'qitishning asosini tashkil etadi: o'quvchi murakkabroq vazifalarni malakali rahbarlik yoki hamkorlik sharoitida o'zlashtiradi.

Savignon (1972) va Canale & Swain (1980) tomonidan ishlab chiqilgan kommunikativ kompetensiya modeli grammatik, sotsiolingvistik, diskursiv va strategik komponentlarni o'z ichiga oladi. Professional ta'lim kontekstida bu model Hymesning "nutqiy voqelik" (speech event) tushunchasi va Lave & Wenger (1991) ning "situatsion o'rganish" (situated learning) nazariyasi bilan boyitiladi. Ularga ko'ra, bilim va ko'nikmalar faoliyatning o'zi bilan ajralmas bog'liq bo'lib, "qatnashuv va legitim periferik a'zolik" orqali shakllanadi.

O‘zbekiston pedagogika fanida N.M.Murodov, A.A.Abdullayev, D.A.Alimova va boshqa olimlar kasbiy ta’limda kommunikativ yondashuvni joriy etish, o‘quv jarayonini amaliyotga yaqinlashtirish masalalarini ko‘rib chiqishgan. Zamonaviy tadqiqotlar shuni ko‘rsatadiki, an’anaviy darsliklarga asoslangan o‘qitishda o‘quvchilarning kasbiy vaziyatlarda lingvistik tanlov qilish qobiliyati pastligicha qolmoqda. Kontekstga asoslangan o‘qitish esa ushbu bo‘shliqni to‘ldirishga qaratilgan bo‘lib, quyidagi tamoyillarga tayanadi:

Realistiklik – o‘quv vazifalari kasbiy faoliyatning tipik vaziyatlariga moslashtiriladi;

Integrativlik – til ko‘nikmalari kasbiy bilimlar, texnologik jarayonlar va professional etika bilan birlashtiriladi;

Faol ishtirok – o‘quvchi passiv qabul qiluvchi emas, balki kommunikativ jarayonning subyekti sifatida harakat qiladi;

Refleksivlik – har bir vaziyatdan keyin nutqiy strategiyalar, xatolar va muvaffaqiyat omillari tahlil qilinadi.

Shu bilan birga, mavjud adabiyotlarda kontekstga asoslangan yondashuvning kasbiy kommunikativ kompetensiya tarkibiy qismlariga ta’sirini kvantitativ va sifatiy jihatdan kompleks o‘lchash mexanizmlari yetarli darajada ishlab chiqilmagan. Ushbu tadqiqot aynan shu ilmiy bo‘shliqni to‘ldirishga qaratilgan.

Tadqiqot metodlari. Tadqiqotda quyidagi usullar qo‘llanildi:

Nazariy tahlil – pedagogika, psixologiya, til o‘rgatish metodikasi sohasidagi ilmiy manbalarning qiyosiy tahlili;

Modellashtirish – kasbiy kommunikativ kompetensiyani rivojlantirishda kontekstga asoslangan o‘qitishning didaktik modeli ishlab chiqish;

Pedagogik tajriba – eksperimental va nazorat guruhlari asosida yondashuvning samaradorligini sinovdan o‘tkazish;

Diagnostik usullar – kirish va yakuniy kesimlar, kommunikativ vaziyatlar testi, ekspert baholash shkalasi, sotsiometrik so‘rov;

Statistik tahlil – SPSS 26 dasturi yordamida o‘rtacha qiymatlar, standart og‘ish, Student t-me’zoni va Kohen d ko‘rsatkichi hisoblash.

Tajriba bazasi sifatida texnik va iqtisodiy yo‘nalishlardagi bitiruvchi kurs o‘quvchilari (jami 120 nafar) jalb qilindi. Eksperimental guruh (EG, n=60) kontekstga asoslangan o‘qitish modeli asosida, nazorat guruhi (NG, n=60) an’anaviy darslikka asoslangan yondashuvda o‘qitildi. Tajriba davomiyligi – bir o‘quv yili (320 soat). Diagnostika uchun kasbiy kommunikativ kompetensiyaning
4 komponenti baholandi: lingvistik, sotsiolingvistik, diskursiv-strategik, pragmatik-moslashuvchanlik. Baholash 10 ballik shkala va rubrikalar asosida amalga oshirildi.

Tajriba natijalari kontekstga asoslangan o‘qitishning barcha kommunikativ komponentlarga ijobiy ta’sirini ko‘rsatdi. Kirish kesimida EG va NG o‘rtasida statistik jihatdan ahamiyatli farq kuzatilmadi ($p>0,05$). Yakuniy kesimda esa quyidagi dinamikalar qayd etildi:

Komponent	NG (o‘rtacha ball)	EG (o‘rtacha ball)	Farq (%)	p-qiymat	Kohen d
Lingvistik	6,8	7,9	+16,2	0,012	0,64
Sotsiolingvistik	6,1	8,4	+37,7	0,001	0,92
Diskursiv-strategik	6,5	8,7	+33,8	0,001	0,88
Pragmatik-moslashuvchanlik	5,9	8,3	+40,7	<0,001	1,01
Umumiy ko‘rsatkich	6,3	8,3	+31,7	<0,001	0,86

Natijalar shuni ko‘rsatadiki, eng yuqori o‘sish pragmatik-moslashuvchanlik (d=1,01 – katta effekt) va sotsiolingvistik komponentlarda kuzatildi. Bu kontekstual vaziyatlarning talabalarga nutqiy rejim, auditoriya xususiyati, kasbiy etik normalar va noverbal signallarni hisobga olish ko‘nikmalarini shakllantirishdagi ustunligi bilan izohlanadi. Lingvistik komponentdagi o‘sish nisbatan pastroq (d=0,64) bo‘lib, bu kontekstual yondashuvning asosiy e’tibori ma’noni etkazish va vaziyatga moslashishga qaratilganligi, grammatikani izolyatsiyalashgan holda mashq qilishga emasligi bilan bog‘liq. Biroq, integrativ yondashuv tufayli lingvistik ko‘nikmalar ham statistik jihatdan ahamiyatli darajada oshdi.

Sifatiy tahlil natijalariga ko‘ra, EG o‘quvchilari quyidagi o‘zgarishlarni namoyon etdilar:

Kasbiy vaziyatlarda nutqiy strategiyalarni (parafraz, so‘rov, aniqlashtirish, kompensasiiya) ongli ravishda qo‘llash;

Real mijozlar, hamkasblar va rahbarlar bilan simulyatsiya qilingan uchrashuvlarda psixologik to‘siqlarning kamayishi;

Kasbiy hujjatlar, hisobotlar, taqdimotlar va raqamli kommunikatsiyada aniq, lo‘nda va maqsadga yo‘naltirilgan nutq qurish;

Xatolarni metakognitiv tahlil qilish va o‘z-o‘zini baholash ko‘nikmalarining shakllanishi.

Pedagogik model quyidagi tarkibiy qismlardan iborat:

Kontekstni aniqlash – kasbiy faoliyatning tipik vaziyatlari, kommunikativ maqsadlar, auditoriya profillari, vosita va kanallar tahlili;

Vazifa dizayni – realga yaqin ssenariylar, rolli o‘yinlar, keyslar, simulyatsiyalar, raqamli platformalar orqali kommunikativ topshiriqlar;

Sotsial konstruksion jarayon – juftlikda, kichik guruhlarda, ko‘p rolli munozaralar, ekspert-nazorat mexanizmi;

Refleksiv baholash – rubrikalar, portfoliolar, video-tahlil, o‘z-o‘zini va hamkasblarni baholash, mentorlik;

Transfer mexanizmi – amaliyot korxonalarida kommunikativ kuzatuvlar, kasbiy stajirovkalarda nutqiy jurnal yuritish.

Muhokama qismida ta’kidlash lozimki, kontekstga asoslangan o‘qitishning samaradorligi bir qator pedagogik shart-sharoitlarga bog‘liq: birinchidan, o‘qituvchining kasbiy kommunikativ kompetensiyasi va kontekstual dizayn qilish malakasi; ikkinchidan, o‘quv muhitining real kasbiy jarayonlarga yaqinligi (laboratoriyalar, simulyatsion markazlar, raqamli platformalar); uchinchidan, baholash tizimining natijaga emas, jarayonga va kompetensiyalar dinamikasiga qaratilganligi. Tadqiqot shuni ko‘rsatdiki, ushbu shartlar bajarilganda, kommunikativ xavf (communication apprehension) 38% ga, nutqiy to‘siqlar esa 45% ga kamayadi.

Cheklovlar sifatida quyidagilarni ko‘rsatish mumkin: tajriba bitta mintaqaviy ta’lim muassasasi bazasida o‘tkazilgan, kasbiy yo‘nalishlar soni cheklangan, uzoq muddatli transfer effekti kuzatilmagan. Kelgusi tadqiqotlar longitudinal dizayn, turli kasbiy sohalar (tibbiyot, muhandislik, pedagogika, IT) qiyosiy tahlili va sun’iy intellektga asoslangan kontekstual simulyatorlarning integratsiyasini o‘z ichiga olishi maqsadga muvofiq.

Xulosa. Kontekstga asoslangan o‘qitish kasbiy kommunikativ kompetensiyani rivojlantirishning ilmiy asoslangan, metodologik jihatdan izchil va amaliy jihatdan samarali yondashuvi hisoblanadi. U an’anaviy til o‘rgatishdagi “bilim-ko‘nikma” uzilishini bartaraf etib, nutqni kasbiy faoliyatning ajralmas elementi sifatida shakllantiradi.

Tadqiqot natijalari statistik ahamiyatli ($p<0,001$) va katta effekt hajmiga (Kohen d=0,86) ega bo‘lib, yondashuvning kommunikativ moslashuvchanlik, diskursiv strategiyalar va sotsiolingvistik idrokni rivojlantirishdagi ustunligini tasdiqlaydi.

Kasbiy ta’lim tizimida kontekstga asoslangan o‘qitishni joriy etish uchun quyidagi tavsiyalar ilmiy jihatdan asoslanadi:

O‘quv dasturlariga kasbiy kommunikativ modullarni integratsiyalash, ularni aniq kontekstlar, rolli ssenariylar va real korxona hamkorligi bilan boyitish;

O‘qituvchilarni kontekstual dizayn, simulatsion usullar va kompetensiyaviy baholash bo‘yicha muntazam qayta tayyorlashdan o‘tkazish;

Baholash tizimini natijaviy imtihonlardan jarayoniy portfoliolar, rubrikalar va metakognitiv refleksiyaga o‘tkazish;

Raqamli ta’lim platformalarida sun’iy intellektga asoslangan kommunikativ simulyatorlar va virtual kasbiy muhitlarni joriy etish.

Kelgusi tadqiqotlar yo‘nalishlari: kontekstual o‘qitishning turli kasbiy guruhlarga differensial ta’siri, raqamli va gibrid muhitlarda kommunikativ transfer mexanizmlari, o‘qituvchi kompetensiyasining samaradorlikka mediativ roli.

Xulosa qilib aytganda, kontekstga asoslangan o‘qitish kasbiy kommunikativ kompetensiyani nafaqat til ko‘nikmalari majmui, balki professional faoliyatning muvaffaqiyatli subyekti sifatida shakllantiruvchi strategik yondashuvdir. Uning ta’lim amaliyotiga tizimli joriy etilishi bitiruvchilarning mehnat bozoriga moslashuvini tezlashtiradi, kasbiy samaradorlikni oshiradi va milliy ta’lim tizimining raqobatbardoshligini mustahkamlaydi.

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XORIJIY TIL O'QITUVCHISINING KASBIY KOMPETENSIYALARI

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Annotatsiya. *Mazkur maqolada xorijiy til o'qituvchisining kasbiy kompetensiyalari, ularning mazmuni, tarkibiy qismlari hamda zamonaviy ta'lim tizimida tutgan o'rni tahlil qilinadi. Shuningdek, pedagogning lingvistik, metodik, kommunikativ va axborot-kommunikatsion kompetensiyalarini rivojlantirishning dolzarb masalalari yoritiladi. Bugungi globallashuv sharoitida xorijiy tillarni o'qitish samaradorligi ko'p jihatdan o'qituvchining kasbiy salohiyatiga bog'liq ekani asoslab beriladi. Maqolada ilg'or pedagogik texnologiyalar, interfaol metodlar va innovatsion yondashuvlar orqali o'qituvchining kompetentligini oshirish yo'llari ko'rsatib o'tiladi. Xorijiy til o'qituvchisining kasbiy kompetensiyalari tizimli va kompleks xarakterga ega bo'lib, ular o'zaro bog'liq holda shakllanishi ta'kidlanadi.*

Kalit so'zlar: *kasbiy kompetensiya, xorijiy til o'qituvchisi, lingvistik kompetensiya, kommunikativ kompetensiya, metodik kompetensiya, pedagogik mahorat, innovatsion texnologiyalar, ta'lim sifati.*

Xorijiy tillarni o'qitish bugungi kunda ta'lim tizimining eng muhim yo'nalishlaridan biri hisoblanadi. Globallashuv jarayonlari, xalqaro aloqalarning kengayishi va axborot oqimining ortib borishi xorijiy tillarni mukammal egallagan mutaxassislarni tayyorlash zaruratini yuzaga keltirmoqda. Bu esa o'z navbatida xorijiy til o'qituvchisining kasbiy kompetensiyalariga yuqori talablar qo'yadi. O'qituvchi nafaqat til bilimlariga ega bo'lishi, balki ularni samarali o'qita olish, o'quvchilarda motivatsiya uyg'otish, zamonaviy metodlardan foydalana olish kabi ko'nikmalarga ham ega bo'lishi zarur.

Kasbiy kompetensiya tushunchasi pedagogika va psixologiya fanlarida keng o'rganilgan bo'lib, u shaxsning muayyan faoliyatni samarali bajarishga imkon beruvchi bilim, ko'nikma, malaka va shaxsiy sifatlar majmuasini anglatadi. Xorijiy til o'qituvchisining kasbiy kompetensiyalari esa uning pedagogik faoliyatini muvaffaqiyatli amalga oshirishga xizmat qiluvchi kompleks xususiyatlar tizimidir.

Avvalo, xorijiy til o'qituvchisining lingvistik kompetensiyasi muhim ahamiyat kasb etadi. Bu kompetensiya o'qituvchining o'qitilayotgan tilning fonetikasi, leksikasi, grammatikasi va stilistik xususiyatlarini mukammal bilishini nazarda tutadi. O'qituvchi til tizimini chuqur anglagan holda uni o'quvchilarga tushunarli va samarali tarzda yetkazib bera olishi kerak. Lingvistik kompetensiya nafaqat nazariy bilimlarni, balki amaliy nutq ko'nikmalarini ham o'z ichiga oladi.

Shuningdek, kommunikativ kompetensiya xorijiy til o'qituvchisining asosiy kasbiy ko'rsatkichlaridan biridir. Bu kompetensiya o'qituvchining turli kommunikativ vaziyatlarda samarali muloqot qila olish qobiliyatini ifodalaydi. O'qituvchi dars jarayonida o'quvchilar bilan interaktiv muloqot olib borishi, ularni erkin fikr bildirishga undashi, bahs-munozaralarni tashkil eta olishi zarur. Kommunikativ kompetensiya o'quvchilarda ham nutq faoliyatini rivojlantirishda muhim rol o'ynaydi.

Metodik kompetensiya esa xorijiy tilni o'qitish usullari va texnologiyalarini chuqur bilishni talab qiladi. Zamonaviy ta'lim jarayonida o'qituvchi turli metodlardan – kommunikativ yondashuv, loyihaviy ta'lim, muammoli o'qitish, interfaol metodlardan samarali foydalanishi lozim. Har bir darsni puxta rejalashtirish, o'quvchilarning yosh va individual xususiyatlarini hisobga olish metodik kompetensiyaning muhim jihatlaridan biridir.

Bugungi kunda axborot-kommunikatsion texnologiyalar (AKT) xorijiy til o'qitishda keng qo'llanilmoqda. Shu bois o'qituvchining AKT kompetensiyasi ham dolzarb ahamiyat kasb etadi. O'qituvchi kompyuter, internet resurslari, multimedia vositalari va onlayn platformalardan foydalanishni bilishi, ularni dars jarayoniga integratsiya qila olishi zarur. Masalan, videodarslar, interaktiv testlar, virtual sinflar o'quvchilarning qiziqishini oshiradi va ta'lim samaradorligini ta'minlaydi.

Pedagogik va psixologik kompetensiyalar ham xorijiy til o'qituvchisining kasbiy tayyorgarligida muhim o'rin tutadi. O'qituvchi o'quvchilarning psixologik xususiyatlarini bilishi, ularning qiziqishlari va ehtiyojlarini

hisobga olgan holda ta’lim jarayonini tashkil etishi kerak. Ijobiy psixologik muhit yaratish, o‘quvchilarni rag‘batlantirish va qo‘llab-quvvatlash o‘qituvchining pedagogik mahoratini namoyon etadi.

Bundan tashqari, xorijiy til o‘qituvchisining madaniy kompetensiyasi ham alohida e’tiborga loyiqdir. Til o‘rganish jarayoni bevosita madaniyat bilan bog‘liq bo‘lgani sababli, o‘qituvchi o‘rganilayotgan til mamlakatining madaniyati, urf-odatlari, qadriyatlari haqida ham ma’lumot bera olishi zarur. Bu esa o‘quvchilarning tilni chuqurroq anglashiga va madaniyatlararo muloqot ko‘nikmalarini rivojlantirishga yordam beradi. Kasbiy kompetensiyalarni rivojlantirish uzluksiz jarayon bo‘lib, o‘qituvchi doimiy ravishda o‘z ustida ishlashi, malakasini oshirib borishi kerak. Seminarlar, treninglar, ilmiy konferensiyalar va malaka oshirish kurslari bu borada muhim ahamiyatga ega. Shuningdek, o‘z-o‘zini rivojlantirish, yangi adabiyotlar bilan tanishish va tajriba almashish ham o‘qituvchining kasbiy o‘sishini ta’minlaydi.

Xulosa qilib aytganda, xorijiy til o‘qituvchisining kasbiy kompetensiyalari ko‘p qirrali va murakkab tizimdan iborat bo‘lib, ular o‘zaro uyg‘un holda shakllanishi lozim. Zamonaviy ta’lim talablari o‘qituvchidan nafaqat chuqur bilim, balki yuqori darajadagi pedagogik mahorat, innovatsion fikrlash va moslashuvchanlikni talab etadi. Shunday ekan, xorijiy til o‘qituvchilarini tayyorlash va ularning kasbiy kompetensiyalarini rivojlantirish masalasi ta’lim tizimining ustuvor yo‘nalishlaridan biri bo‘lib qoladi.

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INNOVATIVE COMMUNICATIVE AND STRATEGIC APPROACHES TO ENHANCING INDEPENDENT LEARNING IN PRIMARY ENGLISH EDUCATION

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Abstract: *This article examines modern communicative and strategic methods aimed at improving independent learning in primary English education. It emphasizes the importance of learner autonomy through interactive tasks, student- centered approaches, and practical activities. The study underlines the significance of motivation, critical thinking, and effective classroom interaction in developing self-learning abilities. Furthermore, it discusses the teacher's role in creating a positive learning environment that supports young learners in becoming more responsible for their own progress. The results indicate that combining communicative techniques with well-planned strategies enhances learners' participation, confidence, and overall language proficiency.*

Keywords: *Independent learning, learner autonomy, primary English education, communicative approach, learning strategies, student-centered learning*

Developing learner autonomy in primary English education is crucial for nurturing self-directed learning habits from an early age. Autonomy allows students to take responsibility for their own learning, set personal goals, and reflect on their progress. At the primary level, independent learning should be understood as a guided process in which young learners gradually learn to manage, monitor, and evaluate their own learning with appropriate support. This includes simple actions, such as completing tasks independently, choosing vocabulary to learn, and reviewing lessons at home. Motivation plays a key role in this process, as enthusiastic learners are more likely to engage actively with learning tasks. Both intrinsic motivation (interest, curiosity) and extrinsic motivation (rewards, praise) should be used to encourage independent learning habits.

Critical thinking is equally important; children should be encouraged to analyze, question, and explore ideas rather than simply memorize facts. Teachers can support this by asking open-ended questions and encouraging prediction and reasoning. Learner-centered activities, such as project-based tasks, role-plays, and peer collaboration, provide practical opportunities for students to practice autonomy. These activities help young learners make decisions, solve problems independently, and become more aware of their learning strategies. Additionally, teaching simple learning strategies (repetition, using visuals, guessing meaning) helps students understand how to learn effectively. Self-monitoring should also be introduced through simple self-assessment tools like checklists or smiley-face evalutions, enabling learners to track their progress. Furthermore, the role of parents and home environment is crucial, as independent learning continues beyond the classroom through activities, such as reading practice and vocabulary revision. Overall, these elements help young learners gradually become responsible and autonomous in their English learning journey.

Integrating communicative and strategic approaches in the classroom enhances both engagement and learning outcomes. Communication-based methods, such as dialogues, discussions, and interactive games allow students to practice language in meaningful contexts. These activities encourage learners to express themselves with less reliance on the teacher. Task-based learning further strengthens independence by giving students clear goals while allowing them to choose how to complete tasks, such as describing a picture or introducing a friend. Strategic planning is also essential, as lessons should be purposeful and aligned with learning objectives. Teachers should design tasks that gradually increase in complexity, helping learners move from guided practice to independent performance. Scaffolding is a key technique in this process: teachers provide support through instructions, modeling, and feedback, while gradually reducing assistance so students can work independently.

Classroom strategies, such as group work, pair activities and interactive exercises not only increase participation but also encourage peer learning. Students learn to rely on each other before asking the teacher,

which reduces dependence and builds confidence. The use of materials, including flashcards, worksheets, and digital tools enables students to practice independently both inside and outside the classroom. Feedback also plays an important role: teachers monitor progress and provide constructive feedback, while encouraging self-correction by asking guiding questions instead of directly giving answers. Finally, a supportive classroom environment, where students feel motivated and engaged, should also promote risk-taking, choice, and independent exploration, ensuring that learners become active participants in their own learning.

The integration of communicative and strategic approaches aimed at fostering independent learning leads to significant positive outcomes in primary English education. Learners demonstrate greater confidence, increased motivation, and improved participation in classroom activities. As students engage in independent and interactive tasks, they develop essential self-learning skills, such as practicing English on their own, reviewing vocabulary, and using learning tools like pictures or dictionaries.

Language proficiency is improved as well: students enhance their speaking, listening, and overall communication skills through active use of the language. Independent practice increases exposure to English beyond the classroom, leading to better retention and fluency. Moreover, learners show stronger critical and analytical thinking abilities, while also developing problem-solving and decision-making skills through independent task completion.

In addition, independent learning contributes to personal development. Students become more responsible for their learning and gain confidence in their abilities, while also building self-discipline, initiative, and resilience. Motivation increases significantly, as learners begin to enjoy learning English through songs, games, and engaging activities outside the classroom.

From a pedagogical perspective, teachers should integrate communicative methods with well-planned strategies, while placing greater emphasis on developing learners' independent learning abilities and metacognitive awareness (understanding their own learning process). In the long term, this approach prepares students for lifelong learning, future academic success, and adaptability in using English in real-life situations.

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BO‘LAJAK O‘QITUVCHILARDA RAQAMLI KOMPETENSIYANI SHAKLLANTIRISH METODIKASI

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Annotatsiya. *Ushbu maqolada bo‘lajak o‘qituvchilarda raqamli kompetensiyani shakllantirish masalalari yoritilgan. Raqamli kompetensiya tushunchasining mazmuni ochib berilib, uning tarkibiy qismlari tahlil qilingan. Yevropa Ittifoqi tomonidan ishlab chiqilgan DigCompEdu modeli asosida o‘qituvchining raqamli kompetensiya darajalari tavsiflangan. Shuningdek, mazkur tadqiqot pedagogik yo‘nalishdagi talabalarda raqamli texnologiyalar bo‘yicha nazariy bilimlar mavjud bo‘lishiga qaramay, ularni ta’lim jarayonida metodik maqsadlarda samarali qo‘llash ko‘nikmalarining yetarli darajada shakllanmaganligi muammosini o‘rganishga bag‘ishlanadi. Mavjud muammolardan kelib chiqib, bo‘lajak o‘qituvchilarda raqamli kompetensiyani shakllantirishga qaratilgan metodik yondashuvlar va amaliy tavsiyalar berilgan.*

Kalit so‘zlar: *raqamli kompetensiya, bo‘lajak o‘qituvchi, raqamli ta’lim, DigCompEdu modeli, raqamli pedagogika, raqamli vositalar, innovatsion ta’lim.*

Kirish. Bugungi kunda raqamli texnologiyalar jamiyat hayotining barcha sohalariga jadal sur’atlarda kirib bormoqda. Ta’lim tizimini raqamlashtirish O‘zbekiston Respublikasining milliy taraqqiyot strategiyasida ustuvor yo‘nalishlardan biri sifatida belgilangan. O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev ta’lim tizimida raqamli texnologiyalarni joriy etish zarurligini alohida ta’kidlab, zamonaviy o‘qituvchi raqamli kompetensiyalarga ega bo‘lishi lozimligini qayd etgan [1; 304]. Zamonaviy ta’lim sharoitida o‘qituvchi nafaqat bilim beruvchi, balki raqamli muhitda ta’lim jarayonini samarali tashkil eta oladigan, innovatsion yondashuvlarni qo‘llay oladigan mutaxassis bo‘lishi talab etiladi. Shu sababli bo‘lajak o‘qituvchilarda raqamli kompetensiyani shakllantirish dolzarb pedagogik muammo sifatida qaralmoqda.

Prezidentimiz ta’lim tizimini raqamlashtirishni milliy taraqqiyotining muhim yo‘nalishi sifatida belgilab barcha o‘qituvchilarning zamonaviy raqamli ko‘nikmalarga ega bo‘lishini davlat siyosatining ustuvor vazifasi sifatida e’tirof etgan. Shu sababli bo‘lajak o‘qituvchilarni raqamli kompetensiyalar bilan qurollantirish ta’lim sifatini oshirishning asosiy mezonlaridan biri hisoblanadi.

Asosiy qism. *Raqamli kompetensiya tushunchasi va uning mazmuni.* Bugungi kunda o‘qituvchi nafaqat bilim beruvchi, balki raqamli texnologiyalarni puxta biluvchi innovatsion yondashuvni amaliyotda qo‘llay oluvchi mutaxassis bo‘lishi talab etiladi. *Raqamli kompetensiya* – bu o‘qituvchining ta’lim jarayonida kompyuter va mobil texnologiyalari hamda internet tarmoqlaridan samarali, xavfsiz va maqsadga muvofiq foydalanish qobilyatidir. Ta’limda bu kompetensiyani shakllantirish zamonaviy pedagogik tayyorlanishning muhim yo‘nalishidir. Raqamli kompetensiya tushunchasiga yanada chuqurroq yondashsak – bu shaxsning axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitish, o‘rganish va o‘quv jarayonini samarali boshqarish qobilyatidir [3; 64].

Raqamli kompensatsiyaning tarkibiy qismlari quyidagilardan iborat:

Axborot izlash va tahlil qilish ko‘nikmalari; Raqamli vositalardan foydalanish malakasi; Raqamli xavfsizlikni ta’minlash madaniyati; Yaratish (kreativlik) va muammolarni yechish qobilyati; Onlayn muloqot madaniyati; Yevropa ittifoqi tomonidan ishlab chiqilgan *DigCompEdu* modeli o‘qituvchining raqamli kompetensiyasini 5 bosqichda pastdan yuqoriga qarab belgilaydi [4; 95]:

1. Newcomer (A1) - boshlang‘ich foydalanuvchi bosqichida o‘qituvchi raqamli texnologiyalar haqida cheklangan bilimga ega. U asosan taqdimotlarni ochish, fayllarni yuborish kabi eng oddiy raqamli amallarni bajarish bilan cheklanadi.

2. Explorer (A2) - izlanuvchi bosqichida o‘qituvchi raqamli texnologiyalardan foydalanishni faol o‘rganadi. U ayrim raqamli o‘quv vositalarini mustaqil ravishda sinab ko‘rishga harakat qiladi va ularni dars jarayoniga qisman tatbiq eta boshlaydi.

3. Integrator (B1) – tadbiq etuvchi bosqichida o‘qituvchi raqamli texnologiyalarni dars jarayoniga tizimli ravishda joriy etadi. Interaktiv mashqlar yaratish, onlayn platformalardan foydalanish va raqamli resurslarni o‘quv jarayoniga integratsiyalash ushbu bosqichning asosiy belgilaridan hisoblanadi.

4. Expert (B2) – ekspert bosqichida o‘qituvchi turli raqamli vositalarni pedagogik maqsadga muvofiq tanlay oladi. U raqamli muhitda baholash, o‘quvchilarni rag‘batlantirish hamda hamkorlik faoliyatini samarali tashkil eta oladi.

5. Leader (C1) – yetakchi, ilg‘or bosqichida o‘qituvchi raqamli ta’lim jarayonlarida yetakchi rolni bajaradi. U boshqa pedagoglarga raqamli vositalardan foydalanish bo‘yicha metodik yordam ko‘rsatadi hamda ta’lim muassasasida raqamlashtirish jarayonlarini rivojlantirishga qaratilgan tashabbuslar bilan chiqadi.

***DigCompEdu* modeli asosida raqamli kompetensiyani aniqlash testi (o‘z-o‘zini baholash)ning maqsadi b**o‘lajak o‘qituvchilarning raqamli texnologiyalarni bilish darajasi hamda ularni ta’lim jarayonida metodik maqsadlarda qo‘llash salohiyatini aniqlashdan iborat. Quyida DigCompEdu modeli asosida ishlab chiqilgan testni yangi ishga qabul qilinayotgan pedagogik kadrlarga taqdim etib, ishlatilsa ularning raqamli texnologiyalardan qay darajada bilim va malakaga ega ekanligi aniqlanib, ish beruvchi va u yerda faoliyat olib borayotgan metod birlashma rahbari yoki kadrlar bilan ishlovchi mas’ul shaxslar tomonidan aniq ko‘rsatma va tavsiyalar berilishi mumkin.

Ko‘rsatma: Quyidagi bayonotlarga qanchalik mos ekanligingizni baholang.

Baholash shkalasi:

1 – umuman bilmayman
2 – qisman bilaman
3 – o‘rtacha darajada bilaman
4 – yaxshi bilaman
5 – juda yaxshi bilaman

Test savollari:

Dars uchun raqamli taqdimot va o‘quv materiallarini mustaqil tayyorlay olaman.
Onlayn platformalarda (Google Classroom va boshqalar) dars jarayonini tashkil eta olaman.
Raqamli vositalar yordamida interaktiv mashqlar va testlar yarata olaman.
O‘quvchilarning bilimini raqamli vositalar orqali baholay olaman.
Internet resurslarini didaktik maqsadda tanlab foydalanaman.
Raqamli xavfsizlik va axborot madaniyatiga rioya qilaman.
Sun’iy intellekt vositalaridan (masalan, ChatGPT) o‘quv materiallari yaratishda foydalanaman.
Raqamli vositalardan foydalangan holda o‘quvchilar bilan hamkorlik faoliyatini tashkil etaman.
Dars jarayonini raqamli shaklda loyihalashda qiyinchilik sezmayman.
Boshqa o‘qituvchilarga raqamli vositalardan foydalanish bo‘yicha maslahat bera olaman.

Test natijalarini talqin qilish

10–20 ball → Newcomer (A1) 21–30 ball → Explorer (A2)
31–40 ball → Integrator (B1) 41–45 ball → Expert (B2)
46–50 ball → Leader (C1)

Demak, "DigCompEdu" modeli asosida ishlab chiqilgan diagnostik test majmuasi bo‘lajak o‘qituvchilarning raqamli kompetensiya darajasini aniqlash, shuningdek, raqamli texnologiyalarni pedagogik faoliyatda qo‘llash salohiyatini baholash imkonini berdi.

O‘zbekiston Respublikasida ham "Raqamli O‘zbekiston – 2030" dasturi asosida raqamli ta’lim infratuzilmasini kengaytirish, o‘qituvchilarni zamonaviy texnologiyalarning foydalanishga o‘rganish masalalariga alohida e’tibor qaratilmoqda [2]. Yurtimiz o‘qituvchilarida raqamli kompetensiyaning hozirgi holati pedagogik yo‘nalishdagi talabalarning raqamli tayyorgarlik darajasini aniqlash maqsadida so‘rovnoma o‘tkazilganda aksariyat talabalar ofis dasturlari va ijtimoiy tarmoqlardan foydalanish bo‘yicha yaxshi ko‘nikmaga ega ekanligi, biroq ta’lim jarayonida raqamli vositalarni metodik maqsadda ishlatish bo‘yicha tajriba yetarli emasligi ma’lum bo‘ldi. Bunga sabab bo‘lgan muammolar quyidagilardir:

Raqamli vositalarni didaktik maqsadda qo‘llashda tajribaning yetishmasligi; Onlayn platformalarda mustaqil o‘qitish malakasining sustligi; Dars jarayonini raqamli shaklda loyihalashdagi qiyinchiliklar; Internet resurslarini tanlab maqsadli foydalanish bo‘yicha malakaning pastligi; Shuningdek, ayrim o‘qituvchilar darsda raqamli vositalardan foydalanishni faqat texnik jarayon deb bilishadi. Xolbuki, bu jarayon metodik yondashuvni ham talab qiladi.

Bo‘lajak o‘qituvchilarda raqamli kompetensiyani shakllantirish uchun quyidagi metodik yondashuvlar tavsiya etiladi [7; 168]:

1. Raqamli vositalar asosida amaliy mashg‘ulotlar: *Canva* – dars taqdimotlari va plakatlar yaratish; *Google Cassroom* – topshiriqlarni onlayn shaklda tashkil etish; *Kahoot* – test orqali o‘quvchilarni faollashtirish; *Pedlet* – guruh ishlari va g‘oyalar almashinuvi uchun;

2. ChatGPT yoki SI vositalari yordamida matn hosil qilish va o‘quv materiallarini yaratish bo‘yicha turli mashqlar bajarish ham o‘quvchilarning raqamli kompetensiyasini oshirishga xizmat qilishi mumkin. Masalan, a) **SI asosida moslashtirilgan leksik mashq bajarish.** *Mashq nomi:* **Smart Vocabulary Builder. Vazifa:** Talabalar ChatGPT yoki boshqa SI vositasi yordamida ingliz tili mavzusi asosida (masalan, *Education and Technology*): 10 ta yangi so‘z tanlaydi; har bir so‘z uchun kontekstli gap tuzadi; SI yordamida so‘zlarning darajasini (A2–B2) aniqlaydi.

Metodik yangilik: Mashq talabaga individual til darajasiga mos leksik material yaratish imkonini beradi va differensial ta’limni ta’minlaydi.

b) SI yordamida yozma nutqni rivojlantirish vazifasi. *Vazifa nomi:* AI-**Guided Writing Task. Vazifa:** Talaba SI vositasi yordamida quyidagi bosqichlarda ishlaydi:

- Ingliz tilida qisqa insho yozadi (*“The Role of Digital Technology in Education”*);
- SI orqali grammatika va uslubiy xatolarini tahlil qildiradi;
- SI tavsiyalari asosida matnni qayta ishlaydi;
- o‘z-o‘zini refleksiya qiladi (qanday xatolar ko‘p uchradi?).

Metodik yangilik: Yozma nutqni rivojlantirishda **avtomatik teskari aloqa (feedback)** mexanizmi joriy etiladi.

c) Sun’iy intellekt asosida og‘zaki nutq mashqi. *Mashq nomi:* **AI speaking Partner. Vazifa:** Talabalar SI bilan ingliz tilida dialog olib boradi: berilgan mavzu asosida savollarga javob beradi; SI tomonidan berilgan teskari aloqani (lug‘at, talaffuz, mantiq) tahlil qiladi; o‘z nutqini yaxshilash bo‘yicha xulosa chiqaradi.

Metodik yangilik: Real muloqot muhitini sun’iy tarzda yaratish orqali **kommunikativ kompetensiya**ni rivojlantiradi.

d) Raqamli loyihaviy ta’lim. Talabalarga kichik guruhlarda *“Virtual dars loyihasi”* ishlab chiqish topshiriladi. Bu jarayonda ular darsning barcha bosqichini raqamli vositalar yordamida rejalashtiradilar. **Raqamli dars loyihasi (integrativ vazifa).** *Vazifa nomi:* **SI-Based Lesson Design. Vazifa:** Talabalar kichik guruhlarda:

ingliz tili darsi uchun to‘liq raqamli dars ishlanmasini ishlab chiqadi; SI vositalari yordamida mashqlar, matnlar va baholash mezonlarini yaratadi; Canva yoki Google Classroom orqali darsni vizuallashtiradi.

Metodik yangilik: Pedagogik dizayn va raqamli kompetensiya birlashtiriladi.

e) *Raqamli baholash tizimlari.* Masalan, *“Google Form Quizizz”* orqali avtomatik testlar yaratish va natijalarni tashkil qilish. **SI asosida reflektiv baholash vazifasi.** *Vazifa nomi:* **Digital Reflection and Assessment. Vazifa:** Talaba SI yordamida: o‘z raqamli faoliyatini baholaydi; kuchli va rivojlantirilishi zarur bo‘lgan jihatlarni aniqlaydi; shaxsiy raqamli rivojlanish rejasini tuzadi.

Metodik yangilik: Metakognitiv yondashuv va o‘z-o‘zini baholash ko‘nikmalari rivojlantiriladi. Metodik tajribalar o‘tkazganda experimental guruhda o‘qigan talabalar o‘z darslarini interfaol platformada tashkil etishga tayyorgarligi bilan ajralib turadi.

Xulosa o‘rnida shuni aytish mumkinki, bo‘lajak o‘qituchilarda raqamli kompetensiyani shakllantirish – bu faqat texnik bilimlarni egallash bilangina cheklanmaydi, balki raqamli vositalarni pedagogik maqsadga

yo‘naltira olishni ham talab etadi. Talabalarda mavjud texnik bilimlar ***metodik kompetensiyaga aylantirilishi*** lozim.

Metodik tavsiya: Har bir raqamli vosita ***"Qanday ishlaydi?" emas,***
"Qaysi dars bosqichida va nima uchun ishlatiladi?" savoli asosida o‘rgatilishi kerak. Har bir amaliy mashg‘ulot yakunida ***metodik refleksiya*** o‘tkazish:

Bu vosita darsning qaysi maqsadiga xizmat qildi?

Qaysi o‘quv kompetensiyasini rivojlantirdi?

Sun’iy ong vositalaridan metodik maqsadda foydalanish uchun, ularni erkin metodik yondashuv sifatida qo‘llash tavsiya etiladi. Misol uchun, ChatGPT’ni leksik va grammatik mashqlar yaratishda, differensial topshiriqlar tayyorlashda, yozma va og‘zaki nutq uchun teskari aloqa olishda ishlatish mumkin. *Har bir bo‘lajak o‘qituvchi* ***raqamli rivojlanish bo‘yicha individual reja tuzib,*** o‘zining raqamli rivojlanish trayektoriyasiga ega bo‘lishi kerak. Misol uchun, DigCompEdu testi asosida kuchli tomonlar yokida rivojlantirilishi zarur kompetensiyalar aniqlanishi, 1-6 oylik ***shaxsiy raqamli rivojlanish rejasi*** tuzilishi mumkin. **Metodik tavsiyalarga asoslanib, xulosa sifatida shuni aytish mumkinki, b**o‘lajak o‘qituvchilarda raqamli kompetensiyani shakllantirish faqat texnik bilim emas balki, **pedagogik dizayn, metodik tafakkur va refleksiya** bilan uyg‘unlashgan jarayon bo‘lishi lozim.

Taklif etilgan metodik tavsiyalar orqali bo‘lajak o‘qituvchilar raqamli vositalarni ongli tanlash bilan bir qatorda ularni dars maqsadiga xizmat qildira oladi va zamonaviy, innovatsion va samarali darsni tashkil etadi. O‘qituvchilarda raqamli kompetensiyani shakillantirish ta’limning barcha jabhalarida zamonaviy o‘qituvchi shaxsini tayyorlashning ajralmas qismi sifatida qaralishi lozim. Raqamli kompetensiyani o‘zida shakillantirib, uni pedagogik maqsadga yo‘naltira olgan o‘qituvchi har bir olib bormoqchi bo‘lgan darsini innovatsion shaklda tashkil eta oladi. Shunday ekan, raqamli kompetensiyani shakllantirish ta’limda zamonaviy o‘qituvchi shaxsini tayyorlashning ajralmas qismi sifatida qaralishi lozim.

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THE IMPACT OF SOCIAL NETWORKS ON LISTENING AND SPEAKING SKILLS

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Annotation. *This study examines how social networks improve EFL students' listening and speaking skills. Platforms like YouTube, TikTok, Instagram, and Telegram provide authentic input and interactive practice. Observations and interviews show that social media enhances comprehension, fluency, pronunciation, and confidence. Guided use is needed to complement formal learning and maintain academic quality.*

Keywords: *social networks, listening, speaking, EFL, authentic input*

Listening and speaking are often the most challenging components of language learning for EFL students due to limited exposure to authentic communication. Traditional classroom methods, including textbook exercises and pre-recorded audio, often fail to provide the spontaneity and variety found in real-life conversations. Social networks partially bridge this gap by exposing learners to natural language in varied contexts. Stephen Krashen argues that "Acquisition requires meaningful interaction in the target language natural communication in which speakers focus on conveying messages rather than grammatical form" [1, 202].

This principle underlines the potential of social media to provide comprehensible input slightly above the learners' level, promoting natural language acquisition. Platforms such as YouTube and TikTok present learners with native-speaker pronunciation, connected speech, intonation, and situational vocabulary. Instagram and Telegram add interactive features that encourage learners to respond, imitate, and communicate. This study examines how such engagement influences listening comprehension, speaking fluency, and overall oral competence. Comparison of listening and speaking performance between active and less active users; Informal interviews to understand students' habits and perceptions. The study focused solely on listening and speaking skills to allow for in-depth analysis. Specific activities, such as shadowing, voice messaging, and short video creation, were recorded and analyzed to determine their effects on oral proficiency. Students exposed to regular English content improved in the following areas: Recognizing main ideas in speech; Understanding reduced forms and natural intonation; Following speech at native speed; Gaining confidence in comprehension tasks. Michael Rost emphasizes that "Listening is not merely hearing; it is an active process of constructing meaning from spoken input". Social networks enhance this process through multimodal input combining audio, visual cues, and context allowing students to internalize meaning more effectively.

Active engagement, including repeating phrases from videos, recording voice messages, and responding to prompts, led to improvements in fluency, pronunciation, and confidence. Dell Hymes noted that communicative competence involves both grammatical correctness and the appropriate use of language in social contexts [2, 72]. Social networks expose learners to these rules through informal interaction, allowing them to practice pragmatically appropriate speech in a low-pressure environment. Students who participated in voice chats, shadowed native speakers, and created TikTok responses reported: Reduced anxiety in speaking; More natural intonation and rhythm; Faster lexical retrieval; Greater willingness to initiate conversations in English.

Summary Table of Findings

Platform	Activity	Skill Developed	Observed Outcome
YouTube	Watching lessons & shadowing	Listening, Pronunciation	Improved comprehension, intonation, and rhythm
TikTok	Short video replies	Fluency	Faster speech processing, increased confidence
Instagram	Mimicking native speakers	Pronunciation & Rhythm	More natural and expressive speech

Telegram	Voice messages	Communicative Confidence	Reduced anxiety, smoother delivery

The results indicate that social networks provide authentic and varied spoken language that supplements traditional instruction. According to David Crystal, "Digital communication reshapes language practices but requires critical awareness from learners" [3, 256]. Teachers' guidance is essential to help students select valuable content, correct errors, and distinguish informal expressions from formal English.

While informal platforms foster fluency, confidence, and listening skills, they do not automatically improve grammatical accuracy. Therefore, social networks should be integrated with structured classroom activities, including corrective feedback, explicit grammar instruction, and guided discussion tasks. Social networks play an important role in developing EFL students' listening and speaking skills. Platforms like YouTube, TikTok, Instagram, and Telegram offer authentic input, interactive practice, and low-pressure communication opportunities. With consistent, guided use, students improve comprehension, pronunciation, fluency, and confidence. Their effectiveness depends on pedagogical supervision to maintain academic rigor. Thoughtful use makes social media a strong supplement to traditional instruction.

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AXBOROT TEXNOLOGIYALARI TERMINLARI

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Annotatsiya: *Ushbu maqolada zamonaviy axborot texnologiyalari sohasida keng qo'llaniladigan terminlar haqida so'z boradi. Har bir atama inglizcha va o'zbekcha shaklda keltirilib, ularning izohi va amaliy qo'llanilishi batafsil tushuntirilgan. Maqolada sun'iy intellekt, kiberxavfsizlik, bulutli texnologiyalar, dasturiy ta'minot va tarmoq xavfsizligi kabi sohalardagi muhim terminlar yoritilgan. Ushbu lug'at IT mutaxassislari, talabalar va sohaga qiziquvchilar uchun foydali manba bo'lib xizmat qiladi.*

Kalit so'zlar: *axborot texnologiyalari, sun'iy intellekt, bulutli hisoblash, kiberxavfsizlik, dasturiy ta'minot, blokcheyn, buyumlar interneti, ma'lumotlar tahlili.*

KIRISH. Axborot texnologiyalari (IT) hozirgi kunda jadal rivojlanayotgan sohalardan biri bo'lib, u turli terminlar va tushunchalarni o'z ichiga oladi. IT sohasi global miqyosda rivojlanganligi sababli, uning terminlari asosan ingliz tilida shakllangan va xalqaro standart sifatida qo'llaniladi. Biroq, o'zbek tilida bu terminlarni tushunarli va aniq tarjima qilish muhim ahamiyatga ega. Ushbu maqolada axborot texnologiyalari sohasida keng qo'llaniladigan asosiy terminlar inglizcha va o'zbekcha shaklda keltirilgan bo'lib, ularning izohi va amaliy qo'llanilishi batafsil yoritiladi.

Asosiy IT terminlari va ularning tushunchalari

1. **Sun'iy intellekt (Artificial Intelligence - AI).** Tushunchasi: Sun'iy intellekt - bu kompyuter tizimlarining insonning aqliy qobiliyatlarini taqlid qilishiga imkon beruvchi texnologiyalar majmuasi. Amaliy qo'llanilishi: AI tibbiyot, avtomatlashtirilgan tizimlar, ovozli yordamchilar (Alexa, Siri) va avtomobillarni boshqarish tizimlarida qo'llaniladi.

2. **Bulutli hisoblash (Cloud Computing).** Tushunchasi: Bulutli hisoblash - foydalanuvchilarga internet orqali IT resurslari va xizmatlarini taqdim etuvchi texnologiya. Amaliy qo'llanilishi: Google Drive, Dropbox, Microsoft Azure kabi xizmatlar bulutli hisoblashga misol bo'la oladi.

3. **Kiberxavfsizlik (Cybersecurity).** Tushunchasi: Kiberxavfsizlik - ma'lumotlarni ruxsatsiz kirishdan, hujumlardan va buzilishlardan himoya qilish tizimlari. Amaliy qo'llanilishi: Parol menejerlari, ikki bosqichli autentifikatsiya, xavfsizlik devorlari (firewalls) kiberxavfsizlik elementlaridir.

4. **Dasturiy ta'minot muhandisligi (Software Engineering).** Tushunchasi: Dasturiy ta'minot muhandisligi - dasturlarni yaratish, ishlab chiqish va optimallashtirish bilan bog'liq jarayon. Amaliy qo'llanilishi: Web va mobil ilovalarni yaratish, o'yin dasturlash va avtomatlashtirilgan tizimlarni ishlab chiqish.

5. **Blokcheyn texnologiyasi (Blockchain Technology).** Tushunchasi: Blokcheyn - markazlashmagan, xavfsiz va shaffof ma'lumotlar bazasi tizimi. Amaliy qo'llanilishi: Kriptovalyutalar (Bitcoin, Ethereum), smart-kontraktlar, yetkazib berish zanjiri boshqaruvi.

6. **Buyumlar interneti (Internet of Things - IoT).** Tushunchasi: IoT - internet orqali bog'langan va ma'lumot almashadigan qurilmalar tarmog'i. Amaliy qo'llanilishi: Aqlli uy tizimlari (aqlli muzlatgich, aqlli kameralar), sanoat avtomatlashtirish.

7. **Ma'lumotlar tahlili (Data Analytics).** Tushunchasi: Ma'lumotlar tahlili - katta hajmdagi ma'lumotlardan foydali xulosalar chiqarish jarayoni. Amaliy qo'llanilishi: Moliyaviy tahlillar, marketing strategiyalarini ishlab chiqish, ilmiy tadqiqotlar. Axborot texnologiyalari dunyoni o'zgartirayotgan eng muhim sohalardan biri hisoblanadi. Zamonaviy IT terminlarini to'g'ri tushunish va ulardan foydalana olish nafaqat mutaxassislar, balki umumiy foydalanuvchilar uchun ham katta ahamiyatga ega. IT terminlarining xalqaro ahamiyati. Ingliz tili IT sohasi uchun universal til hisoblanadi. Ko'plab dasturiy ta'minot va tizimlar, shuningdek, ilmiy maqolalar ham ingliz tilida yoziladi. Shu sababli, o'zbek tiliga ushbu terminlarni to'g'ri tarjima qilish va izohlash sohaga oid bilimlarni kengaytirishda muhim rol o'ynaydi. IT terminlarini o'zbek tiliga moslashtirish muammolari. Ba'zi terminlar o'zbek tilida to'g'ridan-to'g'ri tarjima qilinishi mumkin bo'lsa, ba'zilari asl shaklda saqlanadi yoki moslashtiriladi. Masalan:

“Firewall” – “Xavfsizlik devoir” deb tarjima qilinadi.

“Cloud Computing” – “Bulutli hisoblash” deb nomlanadi.

“Artificial Intelligence” esa ba’zan “AI” qisqartmasi bilan ham ishlatiladi.

Kelajakda IT terminlarini o‘zbek tilida rivojlantirish. IT sohasidagi o‘zbekcha terminlarni shakllantirish va ularni ommalashtirish kelajakdagi muhim vazifalardan biridir. Bu nafaqat o‘zbek tilining rivojlanishiga, balki IT bilimlarining kengroq tarqalishiga ham xizmat qiladi.

Xulosa. Axborot texnologiyalari rivojlanishi bilan yangi terminlar paydo bo‘lmoqda va ularni to‘g‘ri tarjima qilish hamda tushunish juda muhim. Ushbu maqolada zamonaviy IT sohasida keng qo‘llaniladigan asosiy terminlar va ularning amaliy qo‘llanilishi batafsil yoritildi. O‘zbek tilida IT terminlarini to‘g‘ri ishlatish va ulardan foydalana olish sohaga oid bilimlarni kengaytirishda muhim rol o‘ynaydi. Kelajakda IT sohasidagi o‘zbekcha terminlar yanada rivojlanib, xalqaro miqyosda ham qo‘llanilishi kutilmoqda.

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DIFFICULTIES IN ENGLISH SPEAKING

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Abstract: *In today's rapidly developing technological era, the demand for learning foreign languages especially English as a global language is steadily increasing. This article discusses common speaking problems faced by both young and adult learners and proposes several practical strategies and solutions to overcome them.*

Keywords: *English speaking, communication problems, fluency, pronunciation, anxiety, language learning.*

The demand for learning foreign languages is growing day by day. Where there is demand, innovation and competition naturally follow. Communicating in English, which is considered a global language, and mastering pronunciation, spelling, and grammar are not easy tasks, as these processes are essential in any language. In foreign language teaching, every stage is crucial; one stage cannot be skipped to move on to the next. Once a language is learned, if the acquired knowledge is not used in practice, it gradually declines. Therefore, fluency, accurate pronunciation, and proper intonation play a vital role in effective communication.

Researchers from a private university in Bangladesh examined changes in the implementation of Communicative Language Teaching (CLT). According to their findings, many learners face difficulties in communication due to emotions such as fear, anxiety, boredom, and excitement. Through surveys, researchers identified both the problems learners encounter and the solutions they suggest. The results showed that fear, stress, and pressure during conversations often lead to poor performance. As a solution, participants emphasized the importance of a friendly communication environment and constructive feedback after speaking activities. This research contributed to identifying effective solutions to speaking-related problems.

While learning to communicate in English as a second language, learners may face the following challenges: Making long pauses to think before speaking in English; Remaining silent for too long during conversations; Taking a long time to get started when speaking; Poor pronunciation skills; Inability to communicate effectively when tired; Making mistakes in speaking that do not occur in writing; Losing opportunities to speak while others dominate conversations; Inability to speak outside the classroom environment; Speaking too quietly or lacking confidence; Being misunderstood by listeners; Losing fluency during conversation; Lack of ideas even in the native language; To overcome these challenges, several practical solutions can be implemented.

Creating a Supportive Learning Environment. A friendly and non-judgmental environment plays a crucial role in improving speaking skills. Teachers should encourage students to speak freely without fear of making mistakes. Peer support and group discussions can significantly reduce anxiety. Regular Speaking Practice. Practice is the key to fluency. Learners should engage in daily speaking activities such as: Speaking with friends, practicing in front of a mirror, recording and listening to their own speech, participating in speaking clubs. Consistency helps reduce hesitation and builds confidence over time.

Improving Pronunciation. Pronunciation can be improved by: listening to native speakers (podcasts, movies, interviews), repeating phrases and sentences (shadowing technique), using phonetic tools and dictionaries, clear pronunciation enhances understanding and boosts confidence.

Reducing Anxiety and Fear. Fear is one of the biggest barriers in language learning. To overcome it: learners should accept that making mistakes is part of learning, breathing and relaxation techniques can help reduce stress, starting with simple conversations can build confidence. Expanding Vocabulary and Ideas. Sometimes learners cannot speak because they lack ideas rather than language skills. To solve this: reading

books, articles, and watching videos regularly, practicing speaking on different topics, learning topic-based vocabulary, this helps learners express their thoughts more effectively.

Using Technology in Language Learning. Modern technology offers many tools to improve speaking skills: language learning apps (e.g., speaking practice apps), online conversation platforms, AI-based speaking assistants. These tools provide opportunities to practice anytime and anywhere. Developing Fluency through Thinking in English. Many learners translate from their native language, which slows down speech. Instead, they should try to think directly in English, use simple sentences at first, gradually increase complexity. This approach improves fluency significantly.

In conclusion, speaking difficulties in English are common among learners, but they can be overcome with the right strategies and consistent practice. Psychological factors such as fear and anxiety play a major role and should be addressed alongside linguistic challenges. Creating a supportive environment, practicing regularly, improving pronunciation, and using modern technology are effective ways to enhance speaking skills. Moreover, learners should remain patient and persistent, as language learning is a gradual process. By applying these solutions, learners can improve their communication skills and become confident English speakers.

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THE ROLE OF AGE DIFFERENCES IN THE DEVELOPMENT OF TEACHING MATERIALS

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Annotation. *This article analyzes the role of age differences in the development of teaching materials. It examines the psychological, cognitive, and social characteristics of learners from different age groups and highlights ways to design effective educational materials based on these features. The study also considers the impact of age-appropriate methods and approaches on learning effectiveness.*

Keywords: *age differences, teaching materials, pedagogical approach, learning effectiveness, cognitive development*

INTRODUCTION. Age differences play a fundamental role in the learning process, influencing how learners perceive, process, and retain information. Learners at different developmental stages have distinct cognitive abilities, emotional maturity, social skills, and learning preferences, which directly affect their interaction with educational materials. Therefore, understanding these differences is crucial for designing teaching materials that are effective, engaging, and supportive of learning outcomes. For young children, learning materials should be interactive, visually appealing, and activity-based. Play-based exercises, colorful illustrations, and hands-on activities help develop foundational skills such as literacy, numeracy, and problem-solving while fostering curiosity and active engagement. These strategies align with constructivist learning principles, which emphasize learning through exploration and experience. Structured and challenging activities help adolescents develop intellectual, social, and decision-making skills while promoting independent thought. Adult learners require materials that are practical, goal-oriented, and self-directed. Resources that connect learning to real-world tasks, professional development, or personal growth are most effective. Adults benefit from opportunities to reflect, apply knowledge, and learn independently, consistent with principles of andragogy. Technology and multimedia tools have become essential in adapting teaching materials for all age groups. Digital platforms, interactive applications, and multimedia resources enhance engagement, provide flexibility, and allow learners to progress at their own pace. However, challenges such as limited resources, time constraints, and diverse abilities within the same age group remain, requiring careful planning and continuous evaluation.

METHODOLOGY. This study employs a qualitative research approach to investigate the role of age differences in the development of teaching materials. The methodology focuses on analyzing how learners' developmental stages influence the design, adaptation, and effectiveness of educational resources across different age groups. The research process consisted of three main components: a literature review, material analysis, and educator consultation. First, a comprehensive review of existing literature was conducted, examining theories of cognitive development, developmental psychology, instructional design, and age-appropriate pedagogy. This review provided a theoretical foundation for understanding how teaching materials can be tailored to suit learners of different ages. Second, a systematic analysis of existing teaching materials was performed. The analysis identified which features were most effective for young children, adolescents, and adults. Third, semi-structured interviews and surveys were conducted with educators who have experience teaching multiple age groups. Participants shared practical insights on challenges, strategies, and best practices for adapting materials to meet age-specific needs. The collected data were analyzed using thematic analysis to identify common patterns, effective strategies, and obstacles in creating age-appropriate teaching materials. Ethical considerations were carefully observed throughout the study. All participants were informed about the purpose of the research, provided consent, and were assured of confidentiality. Data collected were used exclusively for research purposes. By combining theoretical research, material analysis, and educator

perspectives, this methodology provides a comprehensive understanding of how age differences influence the development of effective teaching materials and identifies strategies for improving learning outcomes across age groups.

RESULT. The study identified several key findings regarding the role of age differences in the development of teaching materials. Analysis of educational resources, literature, and educator feedback highlighted effective strategies and challenges for creating age-appropriate materials for different learner groups. For young children, teaching materials that are visually engaging, interactive, and play-based were found to be the most effective. Storytelling, colorful illustrations, and hands-on activities helped maintain attention, foster curiosity, and support the development of foundational skills such as literacy, numeracy, and problem-solving. Educators reported that short, varied tasks and frequent transitions between activities increased engagement and motivation in young learners. Adolescent learners benefited from materials that promoted critical thinking, collaboration, and practical application of knowledge. Activities such as group discussions, problem-solving exercises, and real-life scenarios encouraged learners to analyze information, express their ideas, and work together. These approaches were effective in developing both intellectual and social skills, preparing adolescents for independent decision-making and complex problem-solving. Adult learners showed a preference for goal-oriented, self-directed, and practical materials. Case studies, task-based exercises, and real-world problem-solving activities were particularly effective, as they allowed adults to apply new knowledge directly to personal or professional contexts. Adults also valued learning resources that supported independent study and flexible pacing. The integration of technology and multimedia tools enhanced the effectiveness of teaching materials across all age groups. Digital platforms, interactive applications, and multimedia resources increased engagement, provided flexibility, and allowed learners to receive immediate feedback. Technology also supported differentiated instruction, enabling educators to address the needs of learners with varying abilities.

Challenges were also observed, including limited resources, time constraints, and the wide range of abilities within the same age group.

DISCUSSION. The findings of this study highlight the critical role of age differences in shaping effective teaching materials. Learners at different developmental stages have distinct cognitive abilities, emotional maturity, and social skills, which directly influence how they interact with educational content. Recognizing these differences is essential for designing instructional resources that are engaging, effective, and supportive of learning outcomes. For young learners, the effectiveness of interactive, play-based, and visually engaging materials aligns with constructivist learning principles, which emphasize active participation and learning through exploration. Hands-on activities, storytelling, and visual aids not only help children acquire foundational skills, such as literacy and numeracy, but also encourage curiosity and intrinsic motivation. This supports previous research suggesting that engagement and enjoyment are key factors in early learning success. Adult learners prefer practical, goal-oriented, and self-directed resources. Case studies, task-based exercises, and application-focused materials address adults' need for relevance and autonomy, reflecting key principles of andragogy. Adults are motivated when learning directly applies to their personal or professional goals and when they have opportunities to direct their own learning pace. This emphasizes the importance of creating materials that support self-directed learning and allow flexible engagement. The study also underscores the role of technology and multimedia tools in adapting teaching materials for diverse age groups. In summary, age differences are a crucial factor in the development of teaching materials. Tailoring resources to learners' developmental stages, integrating interactive and technological tools, and addressing diverse learning needs can significantly enhance engagement, comprehension, and overall learning outcomes across all age groups.

CONCLUSION. In conclusion, this study emphasizes that age differences play a vital role in the development of effective teaching materials. Learners at different stages of development children, adolescents, and adults possess unique cognitive, emotional, and social characteristics that significantly influence how they engage with educational content. Recognizing and addressing these differences is essential for promoting meaningful learning and improving educational outcomes. The integration of technology and multimedia resources enhances the effectiveness of age-appropriate materials, providing flexible, interactive, and

personalized learning experiences. Despite challenges such as resource limitations, time constraints, and the diversity of learner abilities, careful planning, creativity, and ongoing evaluation can ensure that teaching materials meet the needs of all age groups. Ultimately, designing instructional resources that account for age differences fosters engagement, understanding, and long-term learning. By adopting a learner-centered and developmentally informed approach, educators can create teaching materials that support effective learning for learners of all ages.

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DIGITAL MEDICINE: TELEMEDICINE AND GENETIC RESEARCH

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Annotation. *This article discusses digital medicine and its importance. Digital medicine refers to the use of evidence-based, scientifically validated digital tools such as software, hardware, and artificial intelligence to measure and improve human health. It goes beyond general wellness applications by enhancing patient outcomes, supporting diagnosis, and managing chronic diseases through technologies like wearable devices and digital therapeutics, which often require FDA approval.*

Key words. *Digital medicine, telemedicine, wearable devices, artificial intelligence, digital health, diagnostics*

Digital technologies have transformed many aspects of our lives, including how we share information, communicate, and access services. The healthcare sector is no exception. Digital health tools play a crucial role in improving and strengthening national health systems, enabling better health outcomes for a larger population. However, for these tools to be sustainable and effective, they must be implemented using a holistic, country-led, and context-specific approach.

PATH applies a systematic approach to digital transformation and data use. This approach focuses on supporting countries in developing digital health leadership, governance, strategy, investment, and system architecture, moving from fragmented tools to integrated digital healthcare systems.

In fact, the field of digital health lacks a unified terminology. Various disciplines use different terms such as Digital Medicine, Digital Health, eHealth, and mobile health interchangeably, which can lead to confusion and misunderstanding.

Recently, the Digital Medicine Society and other international organizations proposed a classification of digital health technologies. According to this classification, Digital Medicine is a subset of Digital Health.

Digital Medicine is defined as the use of software and hardware products that are based on clinical evidence and capable of measuring health conditions and delivering interventions to prevent or treat diseases. Unlike general digital health tools, digital medicine focuses more on patients, diseases, and clinical outcomes rather than general well-being.

These technologies, similar to traditional medical tools, are developed through research, testing, and clinical trials and often require regulatory approval.

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AGE AND COGNITIVE CHARACTERISTICS OF SENIOR STUDENTS

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Abstract. *This article examines the age and cognitive characteristics of senior students and their significance in the educational process. Senior school age is considered a crucial stage in personality formation, intellectual growth, and social development. At this period, learners demonstrate greater independence, abstract thinking, emotional sensitivity, and a stronger need for self-expression. The article analyzes the main age-related features of senior students, including their psychological maturity, motivation, self-awareness, and social orientation. Special attention is also given to cognitive characteristics such as memory, attention, perception, imagination, analytical thinking, and problem-solving abilities. It is emphasized that understanding these developmental features is essential for organizing effective teaching and learning, especially in foreign language education. The study concludes that age and cognitive characteristics of senior students should be carefully considered in the selection of teaching methods, educational materials, and classroom interaction.*

Keywords: *Senior students, age characteristics, cognitive development, adolescence, abstract thinking, memory, attention, motivation, personality development, educational psychology*

Introduction: The effectiveness of the teaching and learning process largely depends on how well teachers understand the developmental characteristics of learners. In modern pedagogy and psychology, age and cognitive characteristics are considered essential factors in organizing successful education. Senior students, who usually belong to the later stage of adolescence or the beginning of early adulthood, represent a particularly important group in the educational system. At this stage, students undergo significant physical, psychological, emotional, and intellectual changes that directly influence their learning behavior, communication style, motivation, and academic performance.

Senior school age is a transitional period between childhood and adulthood. During this period, learners begin to develop a stronger sense of identity, self-awareness, responsibility, and independence. Their interests become more stable, their goals more conscious, and their thinking more analytical. These developmental changes create both opportunities and challenges for teachers. On the one hand, senior students are capable of more complex reasoning, deeper reflection, and independent learning. On the other hand, they may also experience emotional instability, social pressure, self-doubt, or fluctuating motivation.

Understanding the age and cognitive characteristics of senior students is especially important in the context of language education. At this stage, students are expected to perform more advanced academic tasks, including critical reading, structured writing, interpretation, discussion, and problem-solving. Therefore, educational methods should correspond to their developmental needs and intellectual capacities. The study of these characteristics allows teachers to create a more supportive, motivating, and effective learning environment.

Senior students are generally characterized by a higher level of psychological and intellectual maturity compared to younger learners. This stage of development is marked by important transformations in personality, self-perception, and cognitive functioning. These changes influence not only how students learn, but also how they interact with teachers, peers, and educational content.

A significant psychological characteristic of senior students is their strong orientation toward social relationships and peer interaction. At this age, friendships, group identity, and social recognition become highly important. Students are often influenced by peer opinions and may be more motivated when learning activities involve collaboration, communication, or group participation. At the same time, social comparison and peer pressure may also affect their confidence and emotional state. This means that the classroom environment should be psychologically safe, respectful, and supportive.

Senior students are also characterized by the gradual formation of life goals, professional interests, and future orientation. Unlike younger learners, they often begin to connect school subjects with future careers, university entrance, and personal ambitions. As a result, they are more likely to value learning when they see its practical significance. In foreign language education, for example, students may become more motivated if they understand how language skills can help them in higher education, employment, travel, or communication.

In addition to age-related psychological changes, senior students show important cognitive characteristics that influence their academic abilities. One of the most significant is the development of abstract thinking. At this stage, students are increasingly capable of understanding theoretical concepts, analyzing relationships between ideas, and thinking beyond concrete or immediate experiences. They can interpret symbolism, discuss hypothetical situations, and evaluate arguments more critically. This cognitive shift is especially important in subjects that require analysis, reasoning, and interpretation, including literature, essay writing, and foreign language learning.

Memory also develops significantly during this period, although its effectiveness depends on motivation, attention, and learning strategies. Senior students are generally better able to memorize meaningful information than isolated facts. They can also use more advanced memory strategies such as categorization, association, repetition, and note-taking. In foreign language learning, this allows them to retain vocabulary, grammar patterns, and textual structures more efficiently. However, memory performance can be affected by emotional stress, overload, or lack of interest. Therefore, teachers should present material in meaningful, organized, and engaging ways.

Another important cognitive characteristic is attention, especially the ability to maintain concentration for longer periods and focus on complex tasks. Senior students are more capable of sustained attention than younger learners, but their concentration can still be influenced by internal and external factors such as fatigue, stress, digital distractions, or emotional concerns. For this reason, effective teaching should include varied activities, clear task goals, and interactive methods that maintain interest and mental engagement.

Perception in senior students also becomes more selective and meaningful. They are better able to interpret information critically, identify important details, and connect new material with previous knowledge. This makes them more capable of understanding authentic texts, academic content, and nuanced meanings. In language education, for example, senior students can analyze context, tone, and implied meaning more successfully than younger learners. This opens the possibility for more sophisticated reading, listening, and writing tasks.

Another significant cognitive feature is the development of imagination and creative thinking. Although creativity is often associated with younger children, it remains highly important in adolescence and can become more intellectually refined. Senior students are capable of producing original ideas, interpreting concepts in personal ways, and engaging in imaginative problem-solving. Creative thinking supports not only artistic expression but also academic performance, especially in writing, project work, and language use. Teachers should therefore provide opportunities for creative tasks, reflective activities, and open-ended assignments.

Senior students also demonstrate a growing capacity for metacognition, which refers to the awareness and regulation of one's own thinking and learning processes. At this age, learners become more capable of planning their work, monitoring progress, identifying weaknesses, and choosing appropriate strategies for learning. This is a highly important cognitive development because it supports independent learning and academic self-regulation. In writing, for example, metacognitive learners are more likely to plan before writing, revise drafts critically, and evaluate the effectiveness of their own texts.

Despite these advanced cognitive abilities, senior students may also face certain developmental difficulties. Emotional instability, anxiety about the future, low self-esteem, academic pressure, and identity conflicts may interfere with concentration, motivation, and performance. This means that intellectual maturity does not always guarantee emotional stability. Teachers must therefore balance academic expectations with emotional understanding and pedagogical sensitivity.

The educational implications of these age and cognitive characteristics are highly important. Since senior students are capable of deeper thinking and more independent learning, teaching methods should move beyond simple memorization and mechanical exercises. Instruction should include discussion, problem-solving, project work, reflective writing, collaboration, and analytical tasks. At the same time, teachers should provide emotional support, positive feedback, and meaningful learning experiences that correspond to students' personal and academic interests.

In foreign language education especially, the age and cognitive characteristics of senior students create favorable conditions for communicative and intellectually rich instruction. At this stage, learners are ready for more complex speaking, reading, writing, and interpretation tasks. They can discuss social issues, analyze texts, write essays, express personal opinions, and use language for both academic and practical purposes. Therefore, senior school age offers significant potential for language development when instruction is adapted to learners' developmental profile.

Conclusion: In conclusion, senior students possess a range of age-related and cognitive characteristics that significantly influence their learning process and academic development. Their stage of development is marked by increased self-awareness, emotional sensitivity, social orientation, independence, and future-focused thinking. These age characteristics shape their attitudes toward education, communication, and personal growth.

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PROJECT BASED LEARNING FOR INTEGRATING LANGUAGE AND SUBJECT CONTENT

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Abstract. *Project Based Learning has increasingly become a method through which different disciplines are meaningfully joined within educational contexts, especially in systems aiming to improve communicative and subject-based competencies simultaneously. When language teaching, particularly English as a foreign language, is combined with discipline-specific content through long-term projects, learners begin to see language as a medium of thinking, producing, structuring knowledge, and communicating results rather than as isolated grammar topics, word memorization sequences or artificial dialogues detached from real-world application. The idea that the language classroom can serve as a space for integrated learning was developed within the framework of constructivist pedagogy, learner-driven inquiry, authentic evaluation, and problem-based research cycles.*

Key words: *Project Based Learning; language integration; content learning; constructivism; academic literacy; student autonomy; inquiry-based instruction; communicative competence; subject-based language use; authentic assessment; multimodal learning; cognitive development; collaboration.*

Several scholars emphasized that Project Based Learning develops independence, critical exploration, and responsibility, while allowing language to function as a cognitive tool in content acquisition rather than its end target. Thomas defined Project Based Learning as sustained engagement in task cycles built around inquiry, production and reflection, rather than short-term answers to teacher-provided questions (Thomas, 2000, p.13). In language classrooms, this means that grammatical structures, vocabulary and academic interaction skills emerge because the learner needs them to communicate ideas, negotiate solutions, collect and interpret data, design presentations or write research-based reports.

The effectiveness of integrating language and subject content using Project Based Learning can be understood through theoretical ideas of Vygotsky's learning principles, where language is a mediator of conceptual development and internalization of knowledge. Vygotsky emphasized that the relationship between symbolic systems and intellectual development makes language central in learning academic content, not simply in interacting socially (Vygotsky, 1986, p.49). When subject-based content such as biology, technology, environmental science or mathematics is introduced through project tasks, the learner is placed in a setting where conceptual understanding cannot grow unless language is used to express, compare, transfer and reshape knowledge. Instead of studying language discretely, communicative skills, grammar structures, academic vocabulary and discourse organization appear naturally because they are needed in research summaries, group discussions and presentations. Thus, language develops in tandem with content knowledge.

Integrating subject learning with English also contributes to learner motivation. In conventional classes, learners may struggle to see why repeated grammar exercises matter, especially when texts used are unrelated to their interests. However, when students conduct environmental surveys, design digital applications, explore sustainable solutions, produce public posters, carry out interviews or create instructional materials for the school community, language becomes purposeful. Larsson found that Project Based Learning promotes sustained interest because learning is driven by a goal students personally value and simultaneously perceive as socially meaningful (Larsson, 2001, p.10). This also influences learner autonomy, since decisions related to design, resource use, information validity or product format require negotiation and responsibility, not passive compliance.

The integration mechanism works largely because projects define what communication is required; thus, language input becomes contextualized rather than abstract. For example, when learners design a water-

purification model within a science-oriented curriculum, the teacher introduces lexical categories such as contamination, filtration processes, measurement units, experimental steps, tabulation, comparison structures and cause-effect linkers. The teacher does not simply teach vocabulary lists; instead, the language is presented as a textual layer serving the project reporting process. Beckett observed that language instruction becomes embedded when linguistic elements occur alongside phases of data collection, drafting, revising, public presentation and reflection (Beckett, 2002, p.59). At the same time, the subject becomes more accessible because language scaffolding reduces conceptual confusion.

Another reason why Project Based Learning is appropriate for integrating language and content is connected with cognitive depth. Long-term projects do not end with simple research summaries; learners must support claims, illustrate evidence, defend interpretations, justify decisions and evaluate data credibility. All these processes require academic discourse markers, logical sequencing, persuasive tone, clarity of definitions and accuracy. These demands correspond to communicative competencies described within CEFR-based academic standards including argumentation structure, coherence-building and rhetorical development. Wolff argued that acquisition of subject knowledge during bilingual or content-integrated instruction occurs at deeper conceptual levels because linguistic articulation enhances cognitive processing (Wolff, 2012, p.131). Therefore, projects increase mental engagement through cycles of verbalizing analysis, negotiating meaning with peers and reframing ideas through teacher feedback.

The learning environment under Project Based Learning necessarily modifies teacher and learner roles. Traditionally, the teacher controls sequencing, correctness and knowledge delivery. Under project implementation, the teacher functions as consultant, guide and language facilitator. Keane notes that teachers provide methodological support, language scaffolding and research strategies but do not dictate outcomes (Keane, 2016, p.24). Learners must take responsibility for planning, material selection, time management, division of labor and quality of product. This shift encourages social interaction patterns such as group meetings, peer review and collaborative drafting. The communicative exchanges produced while organizing tasks become authentic language practice. Language emerges not because it is scheduled in a syllabus but because it naturally appears when coordinating roles or negotiating disagreements.

Authenticity also influences assessment. Conventional language tests operate through grammar correctness, sentence identification, translation or short responses. Integrated assessment examines effectiveness of communication within completed projects. Mergendoller and colleagues highlight that assessment shifts toward evaluating clarity of research explanation, organization of written reports, coherence of visual materials and logical justification (Mergendoller et al., 2006, p.41). Such evaluation criteria require language accuracy, but accuracy becomes part of overall effectiveness rather than isolated scoring targets. When a student describes engineering steps clearly, uses correct terminology and presents sequential structure, their language accuracy strengthens because clarity is necessary for the scientific meaning, not merely grammatical obligation.

Empirical research supports that integrating English and subject content through projects leads to measurable linguistic improvement. In one study analyzing science-based PBL units in EFL environments, students demonstrated increased use of academic verbs, connectors, comparative structures and modality forms during their presentations (Beckett & Miller, 2006, p.67). Similarly, extended written outputs such as research reports, experiment logs and proposal documents improved fluency and structure because they followed authentic rhetorical purposes like persuading, informing or evaluating. Research also noted increased learner willingness to communicate, especially when presentations targeted audiences beyond the classroom, such as parents, teachers or community groups. Motivation emerged largely because students recognized that communication influenced how others perceived their product quality.

The integration of language and content also shapes literacy skills. Project reading materials involve manuals, guides, journal abstracts, statistical tables, online data sets, authentic websites and instructions. Unlike textbook passages simplified for classroom use, project resources are heterogeneous and multimodal. Learners learn to interpret charts, diagrams, infographics, photographs and procedural texts, which expands comprehension beyond narrative or descriptive reading. Grabe argued that academic literacy involves

interpretation of varied texts where information appears visually and linguistically (Grabe, 2009, p.223). Thus integrated projects develop visual-linguistic literacy, especially when students convert data into written arguments, explanatory captions or summary paragraphs.

Project Based Learning also supports equity and differentiated learning. In traditional contexts, advanced learners often dominate oral activities while weaker learners remain silent. However, research notes that project-collaboration produces meaningful participation opportunities for all students. Students who possess technical creativity can design prototypes even when their language proficiency is emerging, while stronger linguistic peers support through explanations and refinement. This collaborative reciprocity establishes co-dependent skill exchange rather than hierarchical categorization. Blumenfeld explained that student diversity becomes beneficial when roles are distributed functionally across production stages (Blumenfeld, 1991, p.370). Consequently, integration supports inclusivity and peer-mediated learning.

When linking language and subject areas through projects, teachers typically adopt specific planning strategies; however, the structure remains fluid rather than rigid. A frequently observed implementation flow includes idea generation, question formulation, research plan creation, material selection, data gathering, report writing, oral presentation and reflective analysis. Yet the central feature is not the sequence but the sustained inquiry. Language emerges throughout the cycle, not during predetermined segments. Research ethics also become part of language learning, because academic reporting requires citation, acknowledgement of digital sources and precise terminology. For instance, a student cannot describe a scientific experiment vaguely; linguistic precision mirrors scientific rigor.

Technology integration further enhances project outcomes. Many projects culminate in digital portfolios, online posters, interactive presentations, infographics, short documentary videos or websites. These genres require coherent written content, oral narration and caption design. Students learn multimodal communication, and several studies found that technology-based products increase linguistic independence since drafts can be continuously revised, scaffolded, edited collaboratively and supported by digital dictionaries. According to Martínez, digital platforms stimulate linguistic elaboration because students manipulate text repeatedly while modifying layout, sequence and accuracy (Martínez, 2018, p.56). Thus, project environments transform writing from an isolated assignment into evolving public knowledge artifacts.

Another dimension of integration concerns learning transfer. When learners acquire vocabulary inside a grammar-focused lesson, transfer into real-world contexts may not occur. However, when vocabulary is acquired because it explains mechanical resistance, climate patterns or human physiology, the lexical item attaches to conceptual meaning and thus becomes retained long-term. Cognitive researchers emphasized that memory consolidation strengthens when new language is semantically anchored to novel content rather than memorized arbitrarily (Nation, 2013, p.104). The meaningful connection between language and thought stabilizes retention and encourages repeated retrieval because students continue using terminology across project phases.

At the same time, integration requires careful teacher competence. Teachers must have linguistic expertise, instructional design capability, collaboration management and subject literacy. Evidence suggests that adequate planning time is necessary; otherwise, projects collapse into loosely coordinated activities without academic rigor. Teachers also need to monitor language development intentionally, providing micro-instruction when needed, even though the overarching environment is inquiry-based. When language problems arise, teachers can design targeted mini-lessons addressing discourse connectors, tense consistency or vocabulary formation, but applied directly to student writing samples rather than abstract examples. This immediacy increases relevance and retention.

Ultimately, the integrated use of Project Based Learning is an educational model where language is never detached from subject learning or thinking. When students investigate real-world problems, communicate evidence-based claims, structure coherent reports, design tangible solutions and disseminate results publicly, language becomes the vehicle of intellectual representation. Subject knowledge becomes validated when articulated clearly, and language becomes meaningful because it expresses content richness. Several researchers

refer to this reciprocal strengthening as cognitive-linguistic interdependence, meaning that conceptual clarity feeds linguistic sophistication and linguistic clarity feeds conceptual formulation. When applied systematically, project integration shapes learners into producers of knowledge rather than passive receivers, which aligns with contemporary competency frameworks emphasizing creativity, collaboration, critical thinking and communication. Within multilingual and multicultural learning environments, Project Based Learning not only improves accuracy and fluency, but situates language as an active instrument for knowledge creation.

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SELF-STUDYING AS AN EFFECTIVE LEARNING METHOD IN MODERN EDUCATION

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Abstract: *This article examines self-studying as an effective and increasingly important learning method in modern education. The study provides a comprehensive analysis of the concept of self-directed learning, including its theoretical foundations, key principles, and practical strategies. Special attention is given to learner autonomy, intrinsic motivation, time management, and the role of digital technologies in facilitating independent learning. The research also highlights the major advantages of self-studying, such as flexibility, individualized learning pace, and the development of critical thinking, problem-solving, and self-regulation skills. At the same time, the study addresses potential challenges, including the lack of external guidance, decreased motivation, and difficulties in maintaining discipline and organization. Based on the analysis of scientific literature and modern educational practices, the article concludes that self-studying is an essential component of lifelong learning and should be effectively integrated with traditional teaching methods to achieve better educational outcomes.*

Keywords: *self-studying, self-directed learning, learner autonomy, motivation, time management, digital learning, critical thinking, lifelong learning.*

Introduction. In modern education, new approaches to learning are becoming increasingly important due to rapid technological development and easy access to information. Traditional teacher-centered methods are gradually being supplemented by more flexible and learner-centered approaches. One of the most effective and widely used approaches today is self-studying. Self-studying, also known as self-directed learning, refers to the process in which learners take responsibility for their own learning. In this method, students independently set their goals, choose learning materials, manage their time, and evaluate their progress. It allows learners to

study at their own pace and focus on their individual needs without constant supervision from a teacher. The importance of self-studying lies in its ability to develop essential skills such as independence, critical thinking, and self-discipline. It also supports lifelong learning, which is necessary in today's fast-changing world. By encouraging learners to become active participants in their education, self-studying helps improve both academic performance and personal development.

Literature Review. The concept of self-studying has been widely discussed in educational research, particularly within the framework of self-directed learning. Many scholars have emphasized the importance of learner autonomy and independent study in the learning process. One of the key contributors to this field, Malcolm Knowles, defined self-directed learning as a process in which individuals take the initiative in diagnosing their learning needs, formulating goals, identifying resources, and evaluating outcomes. His work laid the foundation for understanding self-study as an essential component of adult education. Similarly, Henri Holec introduced the concept of learner autonomy and argued that students should be responsible for their own learning decisions. According to Holec, autonomy is not an inborn ability but a skill that can be developed through practice. Research by Barry Zimmerman further expanded this idea by focusing on self-regulated learning. He emphasized that successful learners actively control their cognitive, motivational, and behavioral processes during learning.

In addition, David Little highlighted the role of reflection and self-assessment in independent learning, particularly in language education. His studies show that learners who reflect on their progress achieve better results. Previous studies have also demonstrated that self-studying is closely linked to the use of digital technologies. Online platforms, educational applications, and multimedia resources provide learners with opportunities to study independently and access a wide range of materials.

Overall, the existing literature confirms that self-studying is an effective approach that promotes autonomy, motivation, and lifelong learning skills. However, researchers also note that learners may face challenges such as lack of guidance and low self-discipline, which should be addressed in the learning process.

Methodology. This study is based on qualitative research methods aimed at analyzing self-studying as an effective learning approach. The research primarily employs descriptive and analytical methods to examine theoretical concepts and practical aspects of self-directed learning. The data for this study were collected from various academic sources, including scientific articles, educational books, and online learning platforms. A comparative analysis was also used to evaluate different perspectives on self-studying provided by leading scholars such as Malcolm Knowles and Barry Zimmerman.

In addition, observational insights were applied to understand how learners engage in independent study in modern educational environments. The study focuses on identifying key principles, strategies, advantages, and challenges associated with self-studying. This methodological approach allows for a comprehensive understanding of the effectiveness of self-study as a learning method.

Main Body. Advantages of Self-Studying. Self-studying has many important advantages in modern education. First of all, it gives learners freedom and flexibility. Students can choose when, where, and how they want to study. This helps them learn at their own pace without pressure. Another advantage is that self-studying develops independence and responsibility. Learners become more active in their education and learn how to manage their time effectively. In addition, self-study improves critical thinking and problem-solving skills because students need to understand and analyze information on their own.

Disadvantages of Self-Studying. Despite its benefits, self-studying also has some disadvantages. One of the main problems is lack of motivation. Without a teacher or supervision, some learners may lose interest or become lazy. Another disadvantage is misunderstanding of the material. If students do not use reliable sources, they may learn incorrect or incomplete information. Also, self-studying can be difficult for complex topics because learners may need explanation or guidance from a teacher.

How to Study Effectively. To make self-studying effective, students should follow several important strategies. First, they need to set clear goals for what they want to learn. Second, time management is very important; learners should create a study schedule and follow it regularly. Third, using reliable learning

resources such as textbooks, online courses, and educational videos helps improve understanding. In addition, taking notes, repeating information, and testing oneself are useful methods for better memory. Finally, staying motivated and avoiding distractions are key factors for successful learning.

Examples. Self-studying can be seen in many real-life situations. For example, a student learning English through mobile apps, online courses, or YouTube videos is practicing self-study. Another example is a learner who studies programming using online platforms and builds small projects on their own. Also, students preparing for exams often study independently by solving practice tests and reading textbooks without direct teacher help. These examples show that self-studying is widely used and very effective in real life.

Results. The results of this study show that self-studying is an effective learning method when it is used correctly and consistently. The analysis indicates that learners who practice self-study regularly tend to develop stronger independence, better time management skills, and improved critical thinking abilities compared to those who rely only on traditional classroom learning. The findings also reveal that self-studying significantly increases learners' motivation when clear goals and structured study plans are applied. Students who used digital tools such as online courses, educational videos, and learning applications showed higher engagement and better understanding of the material. However, the results also show that self-studying can lead to difficulties if learners lack discipline or access to reliable resources. Some participants experienced challenges such as misunderstanding of topics and decreased motivation over time.

Overall, the study confirms that self-studying is highly beneficial for academic success, especially when combined with proper planning, self-discipline, and the use of quality learning materials.

Conclusion. In conclusion, self-studying is an important and effective learning method in modern education. It helps learners become more independent, responsible, and confident in their learning process. The study shows that self-study not only improves academic performance but also develops essential skills such as time management, critical thinking, and self-discipline. However, it also requires strong motivation and proper learning strategies to be successful. Based on the findings, it is recommended that learners set clear goals before starting their studies and follow a well-structured study plan. They should also use reliable learning resources such as textbooks, online courses, and educational platforms to avoid misunderstanding of information. In addition, regular practice, self-assessment, and maintaining motivation are essential for achieving better results. Combining self-study with occasional teacher guidance can make the learning process even more effective.

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INGLIZ TILINI O‘RGATISHDA QO‘LLANILADIGAN DIDAKTIK VA INTERFAOL O‘YINLAR

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Annotatsiya. *Hozirgi kunda xorijiy tillarni o‘qitishda innovatsion metodlardan foydalanish muhim ahamiyat kasb etmoqda. Ayniqsa ingliz tilini o‘rganish jarayonida o‘quvchilarning faolligini oshirish, ularning nutqiy ko‘nikmalarini rivojlantirish hamda dars jarayonini samarali tashkil etish muhim pedagogik vazifalardan biri hisoblanadi. Ta’lim jarayonida didaktik va interfaol o‘yinlardan foydalanish o‘quvchilarning motivatsiyasini oshirish, mustaqil fikrlash qobiliyatini rivojlantirish hamda kommunikativ kompetensiyasini shakllantirishga yordam beradi. Ushbu maqolada ingliz tilini o‘qitishda didaktik va interfaol o‘yinlarning pedagogik ahamiyati, ularning turlari, o‘quv jarayonidagi o‘rni hamda o‘quvchilarning til ko‘nikmalarini rivojlantirishdagi roli tahlil qilinadi. Shuningdek, xorijiy va mahalliy olimlarning ilmiy qarashlari hamda pedagogik tadqiqotlar natijalari asosida o‘yin metodlarining samaradorligi yoritiladi.*

Kalit so‘zlar: *ingliz tilini o‘qitish, didaktik o‘yinlar, interfaol o‘yinlar, kommunikativ yondashuv, til ko‘nikmalari, pedagogik texnologiyalar, motivatsiya, innovatsion metodlar.*

Zamonaviy ta’lim tizimida chet tillarini o‘qitish jarayonini takomillashtirish muhim vazifalardan biri hisoblanadi. Globalizatsiya jarayonining rivojlanishi natijasida ingliz tili xalqaro muloqot vositasi sifatida keng qo‘llanilmoqda. Shu sababli ta’lim muassasalarida ingliz tilini samarali o‘qitish dolzarb masalalardan biri hisoblanadi. An’anaviy o‘qitish metodlarida o‘qituvchi markaziy rolni egallaydi, o‘quvchilar esa asosan tinglovchi sifatida ishtirok etadi. Biroq zamonaviy pedagogik yondashuvlar o‘quvchilarning faol ishtirokini ta’minlashni talab qiladi. Shu sababli ingliz tilini o‘qitishda innovatsion pedagogik texnologiyalar va interfaol metodlardan foydalanish muhim ahamiyat kasb etadi.

Til o‘qitish metodikasi bo‘yicha taniqli olim Jeremy Harmer o‘z tadqiqotlarida o‘quvchilar faol qatnashgan darslar an’anaviy darslarga qaraganda ancha samarali bo‘lishini ta’kidlaydi. Uning fikriga ko‘ra, o‘quvchilar tilni faqat eshitish orqali emas, balki faol muloqot jarayonida tezroq o‘zlashtiradi.

Shuningdek, til o‘qitish metodikasining mashhur tadqiqotchilaridan biri Jack C.Richards kommunikativ yondashuvni chet tilini o‘rganishning eng samarali usullaridan biri deb hisoblaydi. Unga ko‘ra, til o‘rganish jarayonida o‘quvchilar real kommunikativ vaziyatlarda faol ishtirok etishi zarur.

Mahalliy olimlardan Jalolov J. ham chet tilini o‘qitishda innovatsion metodlardan foydalanish o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshirishini qayd etadi.

Didaktik o‘yinlar ta’lim jarayonini samarali tashkil etishga yordam beradigan pedagogik metodlardan biri hisoblanadi. Didaktik o‘yinlar o‘quvchilarning bilimini mustahkamlash, yangi bilimlarni o‘zlashtirish hamda mustaqil fikrlash qobiliyatini rivojlantirishga xizmat qiladi.

Pedagogika fanida o‘yin faoliyatining ahamiyati haqida ko‘plab tadqiqotlar olib borilgan. Mashhur psixolog Lev Vygotsky o‘yin faoliyatini bolaning rivojlanishida muhim omillardan biri deb hisoblaydi. Uning fikricha, o‘yin jarayonida bola o‘zining intellektual va ijtimoiy qobiliyatlarini rivojlantiradi. Didaktik o‘yinlarning asosiy vazifalari quyidagilardan iborat: o‘quvchilarda bilim olishga qiziqish uyg‘otish; yangi bilimlarni mustahkamlash; o‘quvchilarning nutqiy faolligini oshirish; mustaqil fikrlash qobiliyatini rivojlantirish.

Tadqiqotlarga ko‘ra, o‘yin asosida tashkil etilgan darslarda o‘quvchilarning darsga bo‘lgan qiziqishi 35-40% ga oshadi. Shuningdek, yangi o‘rganilgan so‘zlarni eslab qolish darajasi ham yuqori bo‘ladi. Interfaol o‘yinlar o‘quvchilar o‘rtasida hamkorlikni rivojlantirishga qaratilgan bo‘lib, ular o‘quvchilarning nutqiy faolligini oshirishga xizmat qiladi. Bunday o‘yinlar davomida o‘quvchilar bir-biri bilan muloqot qiladi, savollar beradi va javob qaytaradi. Til o‘rganishda kommunikativ yondashuvni rivojlantirish bo‘yicha tadqiqot olib

borgan olim David Nunan quyidagicha fikr bildiradi: "Til o'rganish jarayonida o'quvchilar real kommunikativ vaziyatlarda faol ishtirok etgan taqdirdagina samarali natijaga erishiladi".

Shuningdek, metodist olim Jim Scrivener interfaol o'yinlar o'quvchilarda erkin nutq muhitini yaratishini ta'kidlaydi.

Didaktik va interfaol o'yinlarning turlari. Lug'at o'yinlari. Lug'at o'yinlari o'quvchilarning so'z boyligini oshirishga xizmat qiladi. Misollar: Word Chain. Guess the Word. Word Association. Bunday o'yinlar orqali o'quvchilar yangi so'zlarni tezroq eslab qoladi. Grammatik o'yinlar Grammatik o'yinlar grammatik qoidalarni amaliy tarzda o'rganishga yordam beradi. Misollar: Sentence Builder; Find the Mistake; Grammar Auction; Nutqiy o'yinlar. Nutqiy o'yinlar o'quvchilarning gapirish ko'nikmalarini rivojlantirishga yordam beradi. Misollar: Role Play; Interview; Storytelling.

Masalan, "Role Play" o'yinida o'quvchilar turli hayotiy vaziyatlarni tasvirlab beradi: do'konda savdo qilish; mehmonxonada xona bron qilish; aeroportda suhbatlashish; yo'l so'rash. Bu mashg'ulotlar o'quvchilarning real muloqotga tayyorlanishiga yordam beradi.

Metodlarni taqqoslash

Ko'rsatkich	An'anaviy metod	O'yin asosidagi metod
O'quvchi faolligi	Past	Yuqori
Darsga qiziqish	O'rtacha	Juda yuqori
Nutqiy faollik	Cheklangan	Faol
Mustaqil fikrlash	Kam	Kuchli
Til ko'nikmalari rivoji	Sekin	Tez

Pedagogik tadqiqotlarga ko'ra, interfaol metodlardan foydalanilgan darslarda o'quvchilarning nutqiy faolligi 40-45% ga oshadi. Ingliz tili darslarida o'yinlardan samarali foydalanish uchun o'qituvchi quyidagi jihatlarga e'tibor qaratishi zarur: o'yinlarning maqsadi aniq belgilanishi; o'quvchilarning yosh xususiyatlari hisobga olinishi; o'yin qoidalari sodda va tushunarli bo'lishi; barcha o'quvchilar faol ishtirok etishi ta'minlanishi. O'yinlardan darsning turli bosqichlarida foydalanish mumkin: Dars boshida – o'quvchilarni darsga jalb qilish uchun; Yangi mavzuni tushuntirish jarayonida; Mavzuni mustahkamlash bosqichida.

Xulosa. Xulosa qilib aytganda, ingliz tilini o'qitishda didaktik va interfaol o'yinlardan foydalanish ta'lim samaradorligini oshirishda muhim rol o'ynaydi. O'yinlar o'quvchilarning darsga qiziqishini oshiradi, ularning nutqiy faolligini kuchaytiradi hamda til ko'nikmalarini rivojlantiradi. Xorijiy va mahalliy olimlarning tadqiqotlari shuni ko'rsatadiki, o'yin metodlari o'quv jarayonini qiziqarli va samarali tashkil etishga yordam beradi. Shu sababli zamonaviy ingliz tili darslarida o'yin texnologiyalaridan keng foydalanish zarur.

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MADANIYATLARARO MULOQOT VA CHET TILLARINI O‘QITISHDA KASBIY KOMPETENSIYALARNING AHAMIYATI

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Annotatsiya: *Mazkur ishda globallashuv davrida chet tillarini o‘qitish jarayonida madaniyatlararo muloqot va kasbiy kompetensiyalarni shakllantirishning o‘zaro aloqadorligi hamda ahamiyati tahlil qilinadi. Pedagoglar har qanday holda faqatgina o‘rgatishi kerak bo‘lgan tilnigina yoki fannigina emas, aynan o‘sha o‘rgatayotgan bilim ko‘nikmasini ham amaliy hamda nazariy tomonda o‘rgatishi kerakligi va uning uchun qanday strukturalardan foydalanishi aytib o‘tiladi.*

Kalit so‘zlar: *Madaniyatlararo muloqot, kasbiy kompetensiya, chet tili o‘qitish metodikasi, kommunikativ yondashuv, kasbiy kompetensiyada pedagogning o‘rni.*

Kirish. Globallashuv va madaniyatlararo integratsiya jarayonlari jadallashgan bugungi kunda chet tillarini o‘rganishga bo‘lgan talab nafaqat miqdor, balki sifat jihatidan ham yangi bosqichga ko‘tarildi. Zamonaviy til ta’limi paradigmasida til shunchaki axborot almashish vositasi emas, balki muayyan xalqning dunyoqarashi va qadriyatlarini tashuvchi jonli tizim sifatida qaralmoqda. Shu sababli, madaniyatlararo muloqot va uni shakllantirishda pedagogning kasbiy kompetensiyalari masalasi bugungi kunning eng dolzarb muammolaridan biriga aylandi.

Metodologiya. Belgilangan maqsadga erishish uchun pedagogik sharoitlarning tahlili o‘tkazildi. Biz pedagogik sharoitlarni muhandislik-texnologik yo‘nalishdagi bo‘lajak mutaxassislarning asosiy va kasbiy kompetensiyalarini samarali shakllantirishga xizmat qiluvchi chet tillarini o‘qitish metod va vositalarini qo‘llashga yo‘naltirilgan chora-tadbirlar majmuasi deb tushunamiz. Pedagogik sharoitlarga quyidagilar kiradi:

- chet tilini o‘qitish jarayoni uchun innovatsion o‘quv-uslubiy ta’minotni ishlab chiqish, bu esa o‘z tarkibining o‘zgaruvchanligi bilan ajralib turadi.

- chet tili bo‘yicha o‘quv materiallarini kasbiy-texnik fanlar mazmuni bilan integratsiyalash. - innovatsion o‘quv-uslubiy yondashuvlarni joriy etish.

- chet tilini o‘rganish uchun individualizatsiyalangan ta’lim muhitini yaratish. Chunki chet tilini o‘qitish jarayonida o‘qituvchi va talabalarning lingvodidaktik imkoniyatlarga asoslangan o‘zaro ta’siri alohida ahamiyat kasb etadi, shuning uchun interaktiv yondashuv nuqtai nazaridan talabalarning tayyorgarligini takomillashtirishga xizmat qiluvchi g‘oyalar va konsepsiyalar ayniqsa dolzarb hisoblanadi. Interaksiya jarayonida subyekt-obyekt munosabatlari subyekt-subyekt munosabatlariga o‘zgaradi, ya’ni o‘qituvchi tomonidan faqatgina bilimning yetkazilishi emas, balki talabalar kompetensiyalarining shakllantirilishi amalga oshiriladi. Shunday qilib, tadqiqotchilar ta’kidlashicha, interaktiv ta’lim – bu o‘zaro ta’sir jarayoni bo‘lib, har bir harakat boshqa harakat uchun ham turtki, ham unga javob sifatida namoyon bo‘ladi. Interaktiv ta’limning asosida ishtirokchilar o‘rtasidagi subyektli munosabatlar, o‘qituvchi va muloqotdagi hamkorlar bilan faol axborot almashinuvi, yangi bilimlarni egallash hamda kommunikativ ko‘nikmalar va malakalarni rivojlantirishga qaratilgan qo‘shma faoliyat yotadi. Chet tilini o‘qitish jarayonida ushbu metodlar:

- talabalar o‘rtasida guruh ichidagi va guruhlararo interaksiyani tashkil etishda;

- o‘qituvchining rahbarligi ostida auditoriya va auditoriyadan tashqarida mustaqil faoliyatni olib borishda;

- an’anaviy va masofaviy formatlarda ta’limni samarali tashkil etishda qo‘llaniladi. Ilmiy adabiyotlarning tahlili yangi avlod mutaxassislarida asosiy va kasbiy kompetensiyalar majmuasini shakllantirish bo‘yicha mavjud yondashuvlarni aniqlash imkonini berdi.

Asosiy yondashuvlardan biri – kompetensiyaviy yondashuv. Bir qator tadqiqotchilarning fikriga ko‘ra, kompetensiya bu nazariy va amaliy muammolarni hal qilish uchun zarur bo‘lgan bilim, ko‘nikma va malakalar majmui hisoblanadi. Asosiy kompetensiyalarning tarkibi Kognitiv komponent fundamental bilimlar majmui; Shaxsiy komponent talabaning dunyoqarashi va qadriyat yo‘nalishlarini o‘z ichiga olgan subyektiv yo‘nalishlari; Faoliyat-tahliliy komponent – nostandart vaziyatlarda samarali yechimlarni topish qobiliyati. O.O.Andronnikova tomonidan universal kompetensiyalar quyidagicha tasniflanadi: 1). Axborot kompetensiyalari Yozma axborotni qabul qilish, tushunish va talqin qilish; Mustaqil ravishda axborot olish va uni yangi matnlar yaratishda qo‘llash biz uchun eng yaxshi variantlardan biri hisoblanadi. Har bir tilni o‘rganish davomida biz uni nafaqat tilini balki o‘sha millatning o‘ziga xos an’analarini o‘rganishimiz ham kerak deb o‘ylayman. Bu har bir tilga bo‘lgan hurmat va ehtiromni, va davlatlar oarsidagi do‘stiklning yanada mustahkam bo‘lishiga yordam beradi.

ASOSIY QISM. Globallashuv sharoitida madaniyatlararo muloqotning nazariy asoslari. Zamonaviy tilshunoslik va pedagogikada chet tilini o‘qitish endilikda shunchaki lingvistik birliklarni (fonetika, leksika, grammatika) o‘rgatish bilan cheklanib qolmaydi. Globallashuv davrida til o‘rganuvchining asosiy maqsadi – o‘zga madaniyat vakillari bilan samarali muloqotga kirishishdir. Madaniyatlararo muloqot tushunchasi turli madaniyatlarga mansub kishilarning o‘zaro axborot almashinuvi bo‘lib, bunda har bir tomon o‘zining milliy qadriyatlari, dunyoqarashi va etnik xususiyatlaridan kelib chiqqan holda harakat qiladi. Pedagogning kasbiy kompetensiyasi: Strukturaviy tahlil. Chet tili o‘qituvchisining kasbiy kompetensiyasi murakkab va ko‘p qirrali fenomen bo‘lib, u quyidagi muhim tarkibiy qismlarni o‘z ichiga oladi:

Lingvistik kompetensiya: Til tizimini mukammal bilish.

Sotsiolingvistik kompetensiya: Til birliklarini vaziyatga qarab (rasmiy yoki norasmiy) to‘g‘ri tanlay olish.

Sotsiomadaniy kompetensiya: O‘rganilayotgan til mamlakatining milliy-madaniy xususiyatlarini, tarixini va an’analarini bilish.

Strategik kompetensiya**:** Muloqotda uzilish yuzaga kelganda (masalan, so‘zni unutib qo‘yganda) uni parafraza yoki imo-ishoralar bilan to‘ldirish mahorati.

O‘qituvchi o‘z ustida ishlar ekan, faqatgina fanni bilishi yetarli emas. U psixolog, madaniyatshunos va diplomat ham bo‘lishi lozim. Kasbiy kompetensiyada pedagogning o‘rni – bu talabani xalqaro maydonda o‘z fikrini erkin bayon qila oladigan, tolerant va intellektual salohiyatli shaxs sifatida tarbiyalashdir.

Kommunikativ yondashuv va lingvokulturologik integratsiya. Bugungi kunda chet tili metodikasida kommunikativ yondashuv ustuvor hisoblanadi. Bu yondashuvning markazida talaba va uning ehtiyojlari turadi. Kasbiy kompetensiyaga ega pedagog dars jarayonini shunday tashkil etishi kerakki, unda nazariya va amaliyot uzviy bog‘lanishi lozim.

Masalan, o‘quvchilarga "Salomlashish" mavzusi o‘tilayotganda, o‘qituvchi faqatgina "Hello" yoki "Hi" so‘zlarini o‘rgatibgina qolmay, ingliz madaniyatida masofa saqlash (privacy), yapon madaniyatida esa ta’zim qilishning o‘rnini ham tushuntirib o‘tishi shart. Bu lingvokulturologik yondashuv deb ataladi.

Kognitiv struktura: Madaniyatlararo farqlar haqidagi nazariy bilimlar.

Affektiv struktura: O‘zga madaniyatga nisbatan emotsional ochiqlik.

Xulq-atvor strukturasi**:** Real muloqot vaziyatlarida to‘g‘ri harakat qilish ko‘nikmasi.

Amaliy metodlar va pedagogik mahorat. O‘qituvchi o‘z darslarida quyidagi metodlardan foydalanishi uning kasbiy kompetensiyasini namoyon etadi:

Rolli o‘yinlar: Aeroportda, mehmonxonada yoki biznes muzokaralarida yuzaga kelishi mumkin bo‘lgan madaniyatlararo to‘qnashuvlarni sahnalashtirish.

Kritik insidentlar tahlili: Muloqotda yuz bergan tushunmovchiliklar bayon etilgan matnlarni tahlil qilish va ularning sabablarini aniqlash.

Madaniyatlararo muloqot – bu turli madaniyatlarning vakillari o‘rtasida ma’lumot, fikr, tuyg‘u va qadriyatlarni almashish jarayoni bo‘lib, u faqatgina til bilimlarini emas, balki madaniy kodlar, an’analar, odatlar va dunyoqarashlar o‘rtasidagi o‘zaro tushunishni ham o‘z ichiga oladi.

Xulosa. Xulosa qilib aytganda, globallashuv va madaniyatlararo integratsiya shiddat bilan rivojlanayotgan bugungi kunda chet tili o‘qituvchisining **kasbiy kompetensiyasi** shunchaki til o‘rgatish mahorati bilan cheklanib qolmaydi. Bu jarayon pedagogdan nafaqat tilshunos, balki madaniyatshunos, psixolog va sotsiolog bo‘lishni ham talab etadi. Olib borilgan tahlillar asosida quyidagi xulosalarga kelish mumkin: Til va madaniyatning uzviyligi: Chet tilini o‘qitishda lingvokulturologik yondashuv asosiy o‘rin tutadi. Tilni uning madaniy kontekstisiz o‘rgatish talabalarda "kommunikativ to‘siqlar" va o‘zga madaniyat vakillari bilan muloqotda tushunmovchiliklar yuzaga kelishiga sabab bo‘ladi.

Pedagogning roli: O‘qituvchi dars jarayonida faqatgina tayyor bilim beruvchi shaxs emas, balki talabalarda tolerantlik (bag‘rikenglik) va sotsiomadaniy moslashuvchanlikni shakllantiruvchi mediator vazifasini bajarishi lozim. U qo‘llayotgan metodik strukturalar talabani real hayotiy vaziyatlarda erkin muloqot qila olishga yo‘naltirilgan bo‘lishi shart.

Kompetensiyaviy yondashuv: Kasbiy kompetensiya – bu nazariya va amaliyotning sintezidir.

Metodik takomillashuv: O‘qitish jarayonida autentik materiallar, keys-stadi va rolli o‘yinlardan foydalanish dars samaradorligini oshirishi bilan birga, talabalarning o‘zga xalqlar an’analari va qadriyatlariga bo‘lgan hurmatini oshiradi.

Umuman olganda, madaniyatlararo muloqot va kasbiy kompetensiyaning o‘zaro uyg‘unligi zamonaviy ta’lim tizimining ustuvor yo‘nalishi bo‘lib qolishi lozim. Bu nafaqat til o‘rganish sifatini oshiradi, balki turli millat va madaniyat vakillari o‘rtasida o‘zaro anglashuv va tinch-totuv yashash tamoyillarini qaror toptirishga xizmat qiladi.

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THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE

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Abstract: *Language and culture are deeply interconnected elements that shape human communication, cognition, and identity. This paper explores the dynamic relationship between language and culture by analyzing how cultural values, beliefs, and social practices influence linguistic structures and communication patterns. Drawing on recent research in cultural linguistics and intercultural communication, the study highlights the role of language as both a reflection and a transmitter of cultural knowledge. Special attention is given to idioms, metaphors, and communication styles as cultural carriers. The findings emphasize that effective communication and language learning require not only linguistic competence but also cultural awareness.*

Keywords: *Language, Culture, Cultural identity, Communication, Cross-cultural communication, Cultural linguistics, linguistic structures.*

Introduction. Language and culture are fundamental aspects of human existence that are closely intertwined. Language is not merely a tool for communication; it is a system that encodes cultural meanings, social norms, and shared knowledge. At the same time, culture shapes how language is used, interpreted, and transmitted within a community (Kramsch, 2013).

In modern linguistics, the relationship between language and culture has become a central topic of research. Scholars argue that language cannot be fully understood without examining its cultural context. Cultural values influence linguistic expressions, communication styles, and even grammatical structures. For example, the way people express politeness, respect, or emotions varies significantly across cultures (Spencer-Oatey & Franklin, 2012). This paper aims to provide a comprehensive analysis of the relationship between language and culture. It explores theoretical perspectives, cultural influences on communication, and the role of language in shaping identity and social interaction.

Theoretical Perspectives on Language and Culture. One of the most important approaches to understanding the relationship between language and culture is cultural linguistics, which examines how cultural conceptualizations are encoded in language (Sharifian, 2017). This approach suggests that language reflects shared cultural knowledge, including beliefs, values, and norms.

Another important perspective is linguistic relativity, which proposes that language influences thought and perception. Although this theory has been debated, many scholars agree that language plays a role in shaping how individuals interpret the world. For instance, different languages may categorize colors, time, or spatial relationships in unique ways, reflecting cultural differences.

In addition, intercultural communication theory emphasizes the importance of understanding cultural differences in communication. According to Risager (2011), effective communication requires both linguistic competence and cultural awareness. Without this understanding, misunderstandings are likely to occur.

Language as a Carrier of Culture. Language serves as a primary medium for transmitting culture from one generation to another. Through language, individuals learn social norms, traditions, and values. Cultural knowledge is embedded in everyday communication, including stories, rituals, and educational practices. One of the most visible examples of this relationship is found in idioms and metaphors. These expressions often reflect cultural experiences and are difficult to translate directly. For example, English idioms related to time, such as "time is money," reflect a cultural emphasis on efficiency and productivity. In contrast, other cultures may view time more flexibly. Similarly, proverbs function as cultural guidelines that convey moral lessons and social expectations. They represent collective wisdom and play an important role in shaping behavior within a

community. Such linguistic elements demonstrate how language acts as a repository of cultural knowledge (Kramsch, 2013).

In addition, cultural differences can be clearly observed in everyday communication patterns such as greetings, expressions of respect, and social interactions. For example, in Uzbek culture, people often use longer and more polite greeting forms to show respect and maintain social harmony, while in English-speaking cultures, greetings tend to be shorter and more direct. These differences demonstrate how cultural values influence not only vocabulary but also communication behavior. Furthermore, idiomatic expressions in different languages reflect unique cultural experiences, which may not always have direct equivalents in other languages.

Cultural Influence on Communication Styles. Culture significantly influences how people communicate. Communication styles vary across cultures in terms of directness, politeness, and emotional expression. For example, in high-context cultures, meaning is often implied and depends on context, while in low-context cultures, communication tends to be more explicit and direct (Spencer-Oatey & Franklin, 2012). Politeness strategies also differ across cultures. Some languages use honorific forms to show respect, while others rely on tone or word choice. These differences reflect cultural values related to hierarchy, relationships, and social roles.

Moreover, non-verbal communication, such as gestures and facial expressions, is also culturally influenced. Although not part of language in a strict sense, these elements interact with linguistic communication and contribute to meaning.

Language and Cultural Identity. Language plays a crucial role in shaping individual and collective identity. It is a key marker of cultural belonging and social identity. Through language, individuals express their cultural background, beliefs, and values. In multilingual societies, people often engage in translanguaging, using multiple languages or language varieties in communication (García & Wei, 2014). This practice reflects the dynamic nature of identity and the influence of cultural context on language use. Language can also serve as a symbol of cultural preservation. Minority languages, for example, are often closely tied to cultural heritage. When a language disappears, valuable cultural knowledge may also be lost.

Globalization and Language Change. Globalization has significantly impacted the relationship between language and culture. Increased interaction between cultures has led to the spread of languages, particularly English as a global lingua franca. This has resulted in the exchange of linguistic features and the emergence of new communication forms. For example, social media and digital communication have introduced new vocabulary, abbreviations, and expressions. These changes reflect both global influences and local cultural adaptations. While globalization promotes cultural exchange, it may also lead to the loss of linguistic diversity. In recent years, digital communication has significantly influenced language use across cultures. Social media platforms such as Telegram, Instagram, and TikTok have introduced new forms of language, including abbreviations, emojis, and internet slang. These elements reflect a blend of global and local cultural influences. As a result, language is constantly evolving, adapting to new technological and social environments while maintaining its cultural foundations.

Therefore, it is important to balance global communication with the preservation of cultural identity and linguistic heritage. Implications for Language Learning and Teaching. The relationship between language and culture has important implications for language education. Traditional language teaching often focuses on grammar and vocabulary, but modern approaches emphasize the importance of cultural competence. Byram (2012) argues that language learners must develop intercultural communicative competence, which includes understanding cultural differences and adapting communication accordingly. This competence enables learners to interact effectively in diverse cultural contexts. Incorporating cultural elements into language teaching can improve learners' motivation and understanding. Activities such as analyzing idioms, studying cultural practices, and engaging in intercultural communication can enhance both linguistic and cultural skills.

Discussion. The analysis presented in this paper demonstrates that language and culture are deeply interconnected. Language reflects cultural values, while culture shapes linguistic behavior. This relationship is evident in communication styles, idiomatic expressions, and identity formation. However, the relationship is not

static; it evolves over time due to social, technological, and global changes. Future research should explore how digital communication and globalization continue to reshape language and culture.

Conclusion. In conclusion, language and culture constitute fundamentally interconnected and mutually reinforcing components of human communication. Language functions not only as a medium for expressing cultural values, beliefs, and social norms, but also as a primary mechanism for the transmission of cultural knowledge across generations. Simultaneously, cultural frameworks shape linguistic structures, patterns of usage, and interpretative processes, thereby demonstrating the inseparability of these two phenomena.

A comprehensive understanding of the relationship between language and culture is essential for achieving effective communication, particularly within increasingly multicultural and globalized contexts. Such understanding enables individuals to navigate cross-cultural interactions with greater sensitivity, minimize miscommunication, and foster meaningful interpersonal and intercultural relationships. Moreover, in the field of language education, the integration of cultural competence alongside linguistic proficiency is critical for developing learners' overall communicative competence. This study underscores the necessity of incorporating cultural awareness into linguistic research, pedagogical practices, and educational frameworks. Recognizing the cultural dimensions of language allows for a more nuanced and holistic approach to both language analysis and language acquisition, thereby enhancing the depth and quality of scholarly inquiry and practical application. Furthermore, within the context of globalization, the preservation of linguistic and cultural diversity has emerged as a matter of significant importance. The widespread dominance of major global languages poses a potential threat to minority languages and the cultural identities they embody. Consequently, deliberate efforts must be undertaken to safeguard and promote linguistic diversity, while simultaneously encouraging intercultural understanding, dialogue, and respect. Finally, future research should focus on examining the impact of contemporary developments particularly digital communication technologies, social media platforms, and virtual interaction on language evolution and cultural expression. Such investigations will provide valuable insights into the dynamic and evolving nature of the relationship between language and culture in the modern world.

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SOCIAL MEDIA AS A CONTEMPORARY COMMUNICATION ENVIRONMENT

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Abstract. *Social media has become one of the most significant communication environments in the modern digital era, transforming the ways people interact, exchange information, and construct meaning. This article examines the role of social media as an interactive, multimodal, and global communication environment that influences linguistic behavior, cultural exchange, and language learning. The study highlights the key characteristics of social media, including immediacy, accessibility, interactivity, and democratization of communication. Special attention is paid to the emergence of new forms of digital discourse such as abbreviations, emojis, hashtags, and memes, which reflect the dynamic nature of online language use. The article also analyzes the impact of social media on communicative competence, intercultural communication, and digital literacy. Furthermore, it explores how social media platforms provide authentic opportunities for language learners to develop linguistic and pragmatic skills through real-time interaction. The findings demonstrate that social media creates a rich and flexible environment for communication and language acquisition while also presenting challenges related to non-standard language forms, misinformation, and intercultural misunderstandings.*

Keywords: *social media, language skills, vocabulary, written communication, oral communication, grammar, pronunciation, language development, language education*

Social media has emerged as one of the most influential communication environments of the twenty-first century, fundamentally transforming the way individuals interact, share information, and construct meaning. Unlike traditional forms of communication, which are often linear and one-directional, social media platforms enable multidirectional, interactive, and real-time exchanges. This transformation has redefined communication paradigms by creating virtual spaces where users are both content consumers and producers. Platforms such as Facebook, Instagram, Twitter, Telegram, and TikTok facilitate continuous interaction across geographical boundaries, allowing individuals to participate in global conversations regardless of physical location. As a result, social media has become not only a tool for communication but also a dynamic ecosystem that shapes linguistic behavior, cultural exchange, and identity formation.

One of the defining characteristics of social media as a communication environment is its immediacy and accessibility. Users can share messages, images, videos, and opinions instantly, reaching large audiences within seconds. This immediacy fosters a sense of connectivity and engagement, making communication more spontaneous and less formal. From a linguistic perspective, this has led to the emergence of new communication styles characterized by brevity, informality, and creativity. Abbreviations, emojis, hashtags, and memes have become integral elements of digital discourse, reflecting the evolving nature of language in online contexts. These features not only enhance expressiveness but also create new challenges for maintaining standard language norms, particularly in educational settings.

Another important aspect of social media is its role in democratizing communication. In traditional media, content creation and dissemination were largely controlled by institutions such as newspapers, television networks, and publishing houses. In contrast, social media allows anyone with internet access to produce and share content, thereby reducing barriers to participation. This democratization has significant implications for language use, as it exposes users to diverse linguistic inputs, including different dialects, sociolects, and cultural expressions. Consequently, learners are able to engage with authentic language in real-world contexts, which can enhance their communicative competence. At the same time, the lack of regulation and standardization may lead to the распространение of non-standard language forms and misinformation.

The interactive nature of social media distinguishes it from other communication environments. Users do not passively receive information; instead, they actively engage through comments, likes, shares, and

discussions. This interactivity aligns with modern theories of language learning, particularly those emphasizing the importance of social interaction in cognitive development. Through online communication, users negotiate meaning, clarify misunderstandings, and co-construct knowledge. For language learners, this provides valuable opportunities to practice language skills in authentic contexts. For example, participating in online discussions or commenting on posts requires learners to formulate ideas, use appropriate vocabulary, and respond to others in a coherent manner. Such activities contribute to the development of both linguistic and pragmatic competencies.

Social media also functions as a multimodal communication environment, combining text, audio, video, and visual elements. This multimodality enhances the richness of communication by allowing users to convey meaning through multiple channels simultaneously. For instance, a single post may include written text, images, emojis, and hyperlinks, all contributing to the overall message. From a language learning perspective, this provides learners with diverse input and supports different learning styles. Visual and auditory elements can aid comprehension, particularly for beginners, while advanced learners can benefit from analyzing complex multimodal texts. However, the integration of multiple modes also requires learners to develop new literacies, such as digital literacy and media literacy, which are essential for effective participation in online communication.

The global nature of social media has significant implications for intercultural communication. Users from different cultural backgrounds interact on shared platforms, leading to increased exposure to diverse perspectives and communication styles. This fosters intercultural competence, which is an important component of communicative competence in modern linguistics. Language learners can observe how language is used in different cultural contexts, learn appropriate forms of expression, and develop sensitivity to cultural nuances. At the same time, intercultural communication on social media may also lead to misunderstandings due to differences in cultural norms, values, and communication conventions. Therefore, it is important for users to develop awareness and critical thinking skills to navigate these interactions effectively.

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THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN MODERN EDUCATION

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Abstract: *Communicative Language Teaching (CLT) has become one of the most significant approaches in modern language education. Unlike traditional methods that focus mainly on grammar and memorization, CLT emphasizes meaningful communication and the practical use of language. This paper explores the role of CLT in modern education by analyzing its impact on communicative competence, student motivation, and classroom interaction. The study applies qualitative research methods, including the analysis of academic literature and classroom practices. The findings show that CLT enhances students' ability to use language in real-life situations, promotes active learning, and supports the development of social and cognitive skills. Despite certain challenges in implementation, CLT remains a highly effective and relevant approach in contemporary language teaching.*

Keywords: *Communicative Language Teaching, CLT, communicative competence, language learning, student engagement, modern education.*

INTRODUCTION. In the modern globalized world, the ability to communicate effectively in a foreign language has become increasingly important. Language is no longer viewed only as a system of rules but as a tool for interaction and expression. As a result, teaching methods have evolved to meet the needs of learners who must use language in real-life situations.

Traditional teaching approaches, such as the Grammar-Translation Method and the Audio-Lingual Method, primarily focused on accuracy, memorization, and repetition. While these methods helped learners understand grammatical structures, they often failed to develop communicative competence. Students could form correct sentences but struggled to use them in real conversations.

Communicative Language Teaching (CLT) emerged as a response to these limitations. It focuses on enabling learners to communicate effectively and appropriately in different contexts. CLT promotes interaction, authentic materials, and student-centered learning. It encourages learners to express their ideas, negotiate meaning, and use language creatively.

The purpose of this paper is to examine the role of CLT in modern education and to evaluate its effectiveness in developing communicative skills, increasing learner motivation, and improving overall language proficiency.

METHODS. This study is based on a qualitative research design. The data were collected from secondary sources, including academic books, peer-reviewed articles, and reports from educational organizations. These sources were carefully analyzed to understand the theoretical foundations and practical applications of CLT. The research focused on four main dimensions: Development of communicative competence; Student engagement and motivation; Classroom interaction and collaboration; Challenges in implementing CLT. A descriptive analysis was used to explain the principles and benefits of CLT, while a comparative approach was applied to contrast CLT with traditional teaching methods. The study also included examples from classroom practices to illustrate how CLT is applied in real educational settings. The collected data were organized into thematic categories, allowing a systematic evaluation of the effectiveness of CLT in modern education.

RESULTS. The analysis revealed that CLT has a strong positive impact on various aspects of language learning:

Development of Communicative Competence. One of the main goals of CLT is to develop communicative competence, which includes grammatical, sociolinguistic, and strategic skills. Students learn not

only how to form correct sentences but also how to use them appropriately in different situations. Learners exposed to CLT activities such as role-plays, discussions, and problem-solving tasks demonstrate higher fluency and confidence in speaking. They are able to express their thoughts more clearly and interact more naturally.

Increased Student Motivation. CLT creates a dynamic and interactive learning environment. Activities such as group work, pair discussions, and games make lessons more engaging and enjoyable. Students feel more involved in the learning process because they actively participate rather than passively listen. This increased engagement leads to higher motivation and a more positive attitude toward language learning.

Improvement of Real-Life Communication Skills. Unlike traditional methods, CLT emphasizes authentic communication. Students practice language that they can use in real-life situations, such as ordering food, giving directions, or participating in discussions. This practical focus helps learners become more independent and confident in using the language outside the classroom.

Development of Social and Cognitive Skills. CLT encourages collaboration and interaction among students. Through group activities, learners develop important social skills such as teamwork, empathy, and active listening. At the same time, they improve cognitive skills like critical thinking and problem-solving, as many CLT tasks require analysis, decision-making, and creativity.

DISCUSSION. The results confirm that CLT is a highly effective approach in modern language education. It aligns with the needs of today's learners, who must use language in diverse and dynamic contexts. By focusing on communication rather than memorization, CLT prepares students for real-world interactions. However, the implementation of CLT is not without challenges. In many educational systems, large class sizes make it difficult to organize interactive activities. Teachers may also lack sufficient training or experience in applying CLT principles effectively.

Another challenge is the mismatch between teaching methods and assessment systems. In some cases, exams still focus on grammar and written accuracy, which discourages teachers from fully adopting communicative approaches.

Despite these difficulties, CLT can be successfully implemented with proper planning and support. Teachers should receive professional training, and educational institutions should adapt assessment methods to reflect communicative goals. The integration of technology offers additional opportunities for CLT. Online platforms, language apps, and virtual communication tools allow students to practice language in authentic and interactive ways, even outside the classroom.

CONCLUSION. In conclusion, Communicative Language Teaching plays a crucial role in modern education. It transforms language learning from a passive process into an active and meaningful experience. By focusing on communication, interaction, and real-life application, CLT helps students develop the skills they need in a globalized world. Although there are challenges in its implementation, the advantages of CLT are significant. It enhances communicative competence, increases motivation, and supports both personal and social development. Therefore, CLT should remain a central approach in language teaching. Educational systems should continue to support its development and integration to ensure that learners are well-prepared for real-life communication and future opportunities.

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EKOLOGIYA VA ATROF-MUHIT MUAMMOLARI

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Annotatsiya: *Ushbu maqolada ekologiya va atrof-muhit muammolarining dolzarb jihatlari, ularning kelib chiqish sabablari hamda inson faoliyatining tabiatga ta'siri tahlil qilinadi. Shuningdek, global iqlim o'zgarishi, havoning ifloslanishi, suv resurslarining kamayishi va biologik xilma-xillikning qisqarishi kabi muammolar yoritib beriladi. Maqolada ekologik muammolarni bartaraf etish yo'llari, jumladan, ekologik madaniyatni oshirish, tabiiy resurslardan oqilona foydalanish va zamonaviy texnologiyalarni joriy etish masalalari ko'rib chiqiladi. Natijada, atrof-muhitni muhofaza qilishda har bir insonning mas'uliyati muhim ekani asoslab beriladi.*

Kalit so'zlar: *Ekologiya, atrof-muhit, ekologik muammolar, iqlim o'zgarishi, havoning ifloslanishi, suv resurslari, biologik xilma-xillik, ekologik xavfsizlik, tabiiy resurslar, barqaror rivojlanish.*

KIRISH. Hozirgi davrda ekologiya va atrof-muhitni muhofaza qilish masalalari global ahamiyat kasb etmoqda. Insoniyat taraqqiyoti, sanoatning jadal rivojlanishi va urbanizatsiya jarayonlarining kengayishi natijasida tabiiy muhitga bo'lgan bosim tobora ortib bormoqda. Natijada tabiat va jamiyat o'rtasidagi muvozanat buzilib, turli ekologik muammolar yuzaga kelmoqda. Bu muammolar nafaqat alohida hududlarda, balki butun dunyo miqyosida inson hayoti va salomatligiga jiddiy xavf tug'dirmoqda. Ekologiya tirik organizmlar va ularning yashash muhiti o'rtasidagi o'zaro munosabatlarni o'rganuvchi fan sifatida bugungi kunda alohida ahamiyat kasb etmoqda. Atrof-muhitning ifloslanishi, iqlim o'zgarishi, tabiiy resurslarning kamayishi, cho'llanish jarayonlari va biologik xilma-xillikning qisqarishi zamonaviy jamiyat oldida turgan eng dolzarb muammolardan hisoblanadi.

Shu sababli ekologik muammolarni chuqur o'rganish, ularning kelib chiqish sabablarini aniqlash va samarali yechimlarini ishlab chiqish muhim vazifalardan biridir. Ushbu maqolada ekologiya va atrof-muhit bilan bog'liq asosiy muammolar, ularning oqibatlari hamda ularni bartaraf etish yo'llari keng yoritib beriladi.

ASOSIY QISM. Ekologik muammolar asosan inson faoliyati natijasida yuzaga kelmoqda. Sanoat korxonalarining ko'payishi, transport vositalarining ortishi va tabiiy resurslardan haddan tashqari foydalanish ekologik muvozanatning buzilishiga olib kelmoqda. Ayniqsa, yoqilg'i-energetika resurslaridan keng foydalanish natijasida atmosfera havosiga katta miqdorda zararli gazlar chiqarilmoqda. Bu esa global iqlim o'zgarishining asosiy sabablaridan biri hisoblanadi. Qishloq xo'jaligida kimyoviy o'g'itlar va pestitsidlarning me'yoridan ortiq qo'llanilishi tuproq va suv resurslarining ifloslanishiga olib kelmoqda. Natijada yer unumdorligi pasayib, ekologik tizimlar izdan chiqmoqda. Shu bilan birga, o'rmonlarning kesilishi va tabiiy hududlarning qisqarishi ham ekologik muvozanatga salbiy ta'sir ko'rsatmoqda. Atrof-muhit ifloslanishi turli shakllarda namoyon bo'ladi. Havo ifloslanishi sanoat chiqindilari va transport vositalari chiqaradigan gazlar bilan bog'liq bo'lib, bu inson salomatligiga jiddiy zarar yetkazadi. Suv ifloslanishi esa asosan sanoat va maishiy chiqindilar natijasida yuzaga keladi. Toza ichimlik suvi zaxiralarining kamayib borishi esa global muammolardan biri sifatida e'tirof etilmoqda. Tuproqning ifloslanishi esa qishloq xo'jaligida noto'g'ri agrotexnik tadbirlar va kimyoviy moddalar qo'llanilishi bilan bog'liq.

Global iqlim o'zgarishi ekologik muammolarning eng xavfli ko'rinishlaridan biridir. Yer yuzasida o'rtacha haroratning oshishi, muzliklarning erishi va dengiz sathining ko'tarilishi kabi jarayonlar kuzatilmoqda. Bu esa qurg'oqchilik, suv toshqinlari va boshqa tabiiy ofatlarning ko'payishiga olib kelmoqda. Iqlim o'zgarishi qishloq xo'jaligiga ham katta ta'sir ko'rsatib, hosildorlikning pasayishiga sabab bo'lmoqda. Biologik xilma-

xillikning kamayishi ham jiddiy ekologik muammo hisoblanadi. Tabiiy yashash muhitining buzilishi, o‘rmonlarning qisqarishi va noqonuniy ovchilik natijasida ko‘plab o‘simlik va hayvon turlari yo‘qolib bormoqda. Bu esa ekologik tizimlarning barqarorligiga salbiy ta’sir ko‘rsatadi va tabiatdagi muvozanatni buzadi. Ekologik muammolarni hal etish uchun kompleks choralar ko‘rish zarur. Aholining ekologik madaniyatini oshirish, tabiiy resurslardan oqilona foydalanish va ekologik toza texnologiyalarni joriy etish muhim ahamiyatga ega. Shuningdek, chiqindilarni qayta ishlash, energiyaning muqobil manbalaridan foydalanish va ekologik qonunchilikni kuchaytirish orqali atrof-muhitni muhofaza qilish mumkin. Bu borada xalqaro hamkorlik ham muhim rol o‘ynaydi.

Ekologik xavfsizlik masalasi bugungi kunda davlat siyosatining ustuvor yo‘nalishlaridan biriga aylanib bormoqda. Atrof-muhitning izdan chiqishi nafaqat tabiiy tizimlarga, balki iqtisodiyot va ijtimoiy hayotga ham salbiy ta’sir ko‘rsatadi. Shu sababli ekologik xavfsizlikni ta’minlash barqaror rivojlanishning muhim sharti hisoblanadi. Bu borada hududiy va milliy darajada ekologik monitoring tizimlarini rivojlantirish, zararli chiqindilarni kamaytirish hamda ekologik standartlarga qat’iy rioya etish muhim ahamiyat kasb etadi. Shaharlar va yirik sanoat markazlarida ekologik muammolar yanada keskinroq namoyon bo‘ladi. Urbanizatsiya jarayonining tezlashuvi aholi sonining ortishiga, transport vositalari va ishlab chiqarish hajmining ko‘payishiga olib keladi. Natijada havoning ifloslanishi, shovqin darajasining oshishi va yashil hududlarning qisqarishi kuzatiladi. Ayniqsa, yirik shaharlarda “issiqxona effekti” kuchayib, mikroiqlim o‘zgarishlari yuzaga keladi. Bu esa aholining salomatligiga salbiy ta’sir ko‘rsatadi va turli kasalliklarning ko‘payishiga sabab bo‘ladi. Chiqindilar muammosi ham ekologiyaning eng dolzarb masalalaridan biridir. Maishiy va sanoat chiqindilarining to‘planishi atrof-muhitni ifloslantirib, yer, suv va havoga zarar yetkazadi. Plastmassa chiqindilar ayniqsa katta muammo bo‘lib, ular tabiatda juda uzoq vaqt saqlanib qoladi va biologik parchalanmaydi. Shu bois chiqindilarni saralash, qayta ishlash va ulardan ikkilamchi xom ashyo sifatida foydalanish zamonaviy ekologik siyosatning muhim yo‘nalishiga aylanmoqda. Suv resurslarini boshqarish masalasi ham alohida e’tibor talab etadi. Aholi sonining ortishi va iqtisodiy faoliyatning kengayishi suvga bo‘lgan talabni keskin oshirmoqda. Natijada daryolar va suv havzalarining kamayishi, yer osti suvlarining pasayishi kuzatilmoqda. Suvdan oqilona foydalanmaslik esa ekologik muvozanatni yanada murakkablashtiradi. Shu sababli suvni tejash texnologiyalarini joriy etish, tomchilatib sug‘orish usullarini kengaytirish va suv resurslarini muhofaza qilish zarur.

Energetika sohasida ham ekologik muammolar mavjud. An’anaviy energiya manbalari – ko‘mir, neft va gazdan foydalanish natijasida atmosferaga katta miqdorda zararli gazlar chiqariladi. Bu esa global isish jarayonini tezlashtiradi. Shu bois quyosh, shamol va gidroenergetika kabi qayta tiklanuvchi energiya manbalaridan foydalanish muhim ahamiyat kasb etmoqda. Bu nafaqat ekologik zararlarni kamaytiradi, balki energiya xavfsizligini ham ta’minlaydi.

Qishloq xo‘jaligida ekologik yondashuvlarni joriy etish ham muhim vazifalardan biridir. Organik dehqonchilik, biologik himoya usullari va agroekologik texnologiyalarni qo‘llash orqali tuproq unumdorligini saqlash va atrof-muhitga zarar yetkazmaslik mumkin. Bundan tashqari, yer resurslaridan samarali foydalanish va degradatsiyaga uchragan hududlarni tiklash ham muhim ahamiyatga ega. Ekologik ta’lim va tarbiya masalasi ham dolzarb hisoblanadi. Yosh avlodda tabiatga nisbatan ehtiyotkorlik va mas’uliyat hissini shakllantirish kelajakda ekologik muammolarni kamaytirishga xizmat qiladi. Maktab va oliy ta’lim muassasalarida ekologik bilimlarni kengaytirish, aholiga ekologik madaniyatni singdirish orqali jamiyatda ijobiy o‘zgarishlarga erishish mumkin.

Shuningdek, raqamli texnologiyalar va innovatsiyalar ekologik muammolarni hal etishda muhim vosita bo‘lib xizmat qilmoqda. Masalan, aqlli monitoring tizimlari yordamida havoning sifati, suv resurslari holati va chiqindilar miqdorini nazorat qilish mumkin. Bu esa tezkor va samarali qarorlar qabul qilish imkonini beradi. Xalqaro darajada ham ekologik muammolarni hal etish bo‘yicha keng ko‘lamli ishlar olib borilmoqda. Turli davlatlar o‘rtasida ekologik hamkorlikni rivojlantirish, global dasturlarni amalga oshirish va tajriba almashish orqali umumiy muammolarga yechim topish mumkin. Chunki ekologik muammolar chegarani bilmaydi va ularni faqat hamkorlik orqali hal etish mumkin. Natijada ekologiya va atrof-muhit muammolari insoniyat oldida

turgan eng muhim masalalardan biri bo‘lib qolmoqda. Ularni hal etish uchun har bir sohada tizimli yondashuv, ilmiy asoslangan qarorlar va keng jamoatchilik ishtiroki zarur hisoblanadi.

Tabiiy resurslardan foydalanish samaradorligini oshirish ekologik muammolarni kamaytirishda muhim omillardan biri hisoblanadi. Bugungi kunda ko‘plab mamlakatlarda resurslarni tejash va ulardan qayta foydalanish tamoyillari asosida “yashil iqtisodiyot” konsepsiyasi rivojlanmoqda. Bu yondashuv ishlab chiqarish jarayonlarida chiqindilarni minimallashtirish, energiya va xom ashyo sarfini kamaytirish hamda ekologik toza mahsulotlar ishlab chiqarishni nazarda tutadi. Natijada iqtisodiy rivojlanish bilan bir qatorda atrof-muhitni muhofaza qilishga ham erishiladi. Transport tizimi ham ekologiyaga sezilarli ta’sir ko‘rsatadi. Avtomobillar sonining ortishi atmosfera havosiga chiqarilayotgan zararli moddalar miqdorini oshirmoqda. Shu bois jamoat transportini rivojlantirish, elektr transport vositalarini keng joriy etish va velosiped infratuzilmasini yaratish orqali ekologik yuklamani kamaytirish mumkin. Ayniqsa, ekologik toza transport vositalari kelajakda muhim ahamiyat kasb etadi.

Yashil hududlarni kengaytirish va ko‘kalamzorlashtirish ishlari ham ekologik muvozanatni tiklashda muhim rol o‘ynaydi. Daraxtlar havoni tozalaydi, kislorod ishlab chiqaradi va iqlimni yumshatadi. Shahar hududlarida bog‘ va parklar sonini ko‘paytirish, yo‘l yoqalariga daraxt ekish orqali ekologik muhitni yaxshilash mumkin. Bundan tashqari, o‘rmonlarni tiklash va yangi yashil zonalarni yaratish global ekologik muammolarni hal etishda muhim vosita hisoblanadi. Sanoatda ekologik standartlarga rioya qilish masalasi ham dolzarbdir. Zamonaviy texnologiyalarni joriy etish orqali ishlab chiqarish jarayonida chiqindilarni kamaytirish, zararli moddalarning atrof-muhitga tarqalishini oldini olish mumkin. Ekologik audit va nazorat tizimlarini takomillashtirish orqali korxonalarning ekologik javobgarligini oshirish muhim hisoblanadi. Turizm sohasida ham ekologik yondashuvlarni rivojlantirish zarur. Ekoturizm tushunchasi aynan tabiatni asrab-avaylagan holda sayyohlikni rivojlantirishni anglatadi. Tabiiy hududlarda turizmni tartibga solish, chiqindilarni kamaytirish va mahalliy ekotizimlarga zarar yetkazmaslik asosiy vazifalardan biridir. Bu orqali iqtisodiy foyda bilan birga ekologik barqarorlikni ham ta’minlash mumkin. Qurg‘oqchilik va cho‘llanish jarayonlari Markaziy Osiyo hududlari uchun alohida muammo hisoblanadi. Iqlim o‘zgarishi va noto‘g‘ri yer foydalanish siyosati natijasida unumdor yerlar kamayib bormoqda. Bu esa qishloq xo‘jaligi ishlab chiqarishiga salbiy ta’sir ko‘rsatadi. Cho‘llanishga qarshi kurashish uchun suvni tejash, tuproqni muhofaza qilish va meliorativ tadbirlarni amalga oshirish zarur.

Aholining ekologik ongini shakllantirishda ommaviy axborot vositalari va ijtimoiy tarmoqlarning roli ham katta. Ekologik muammolar haqida keng jamoatchilikni xabardor qilish, aholida tabiatga nisbatan mas’uliyat hissini kuchaytiradi. Turli aksiyalar, kampaniyalar va ekologik loyihalar orqali fuqarolarni ekologik faoliyatga jalb etish mumkin.

Shuningdek, ilmiy tadqiqotlar va innovatsion ishlanmalar ekologik muammolarni hal etishda muhim o‘rin tutadi. Yangi texnologiyalar yordamida chiqindilarni qayta ishlash, suvni tozalash va havoni filtrlash samaradorligini oshirish mumkin. Ilm-fan yutuqlarini amaliyotga joriy etish orqali ekologik muammolarni kamaytirish imkoniyati kengayadi.

Ekologik siyosatni amalga oshirishda davlat va jamiyat hamkorligi muhim ahamiyatga ega. Qonunchilik asoslarini takomillashtirish, ekologik nazoratni kuchaytirish va jamoatchilik ishtirokini ta’minlash orqali samarali natijalarga erishish mumkin. Har bir fuqaroning ekologik mas’uliyati esa bu jarayonning eng muhim tarkibiy qismi hisoblanadi.

XULOSA. Xulosa qilib aytganda, ekologiya va atrof-muhit muammolari zamonaviy jamiyat taraqqiyotining ajralmas qismiga aylanib bormoqda. Inson faoliyati natijasida yuzaga kelayotgan ekologik muammolar tabiat muvozanatini buzib, kelajak avlod hayotiga salbiy ta’sir ko‘rsatmoqda. Shu sababli ekologik muammolarni hal etish har bir davlat va har bir inson zimmasidagi muhim vazifa hisoblanadi. Atrof-muhitni muhofaza qilish, tabiiy resurslardan oqilona foydalanish va ekologik madaniyatni oshirish orqali barqaror rivojlanishga erishish mumkin. Bu yo‘lda zamonaviy texnologiyalar, ilmiy yondashuvlar va xalqaro hamkorlik muhim ahamiyat kasb etadi. Eng asosiysi, har bir inson tabiatga ehtiyotkorlik bilan munosabatda bo‘lishi va ekologik mas’uliyatni his qilishi zarur.

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PROFESSIONAL COMPETENCIES OF A FOREIGN LANGUAGE TEACHER

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Abstract. *This article analyzes the professional competencies of a foreign language teacher, their components and their significance in the educational process. It also reveals the content of the teacher's linguistic, communicative, pedagogical, methodological and information-communicational competencies. The ways of developing these competencies in the modern education system, the role of innovative technologies, as well as existing problems and their solutions are highlighted. The results of the study are of great importance in improving the professional skills of a foreign language teacher and improving the quality of education.*

Keywords: *foreign language teacher, professional competence, linguistic competence, communicative competence, pedagogical competence, methodological competence, ICT competence, quality of education, innovative technologies, teacher qualifications.*

In today's globalization process, the issue of learning and teaching foreign languages is becoming one of the priority areas of the education system. Specialists who perfectly master a foreign language play an important role in the development of society, international cooperation and cultural ties. Therefore, the professional training and competencies of a foreign language teacher are one of the most pressing issues in modern education [1]. A foreign language teacher acts not only as a language teacher, but also as a pedagogue who develops the communicative potential of students and encourages them to think independently. In order to effectively perform such complex tasks, a teacher must have a high level of professional competencies. In particular, along with linguistic knowledge, pedagogical, psychological, methodological and information and communication competencies are also important. In the modern educational process, the teacher is required to be able to use innovative approaches, new pedagogical technologies, establish effective communication with students, and take into account their individual characteristics. In this regard, the study of the professional competencies of a foreign language teacher, the identification of ways to develop them, and their implementation in practice are of significant scientific and practical importance [2].

Professional competence is a set of knowledge, skills, qualifications, and personal qualities necessary for a teacher to effectively carry out his professional activities. It includes not only the possession of theoretical knowledge, but also the ability to correctly apply them in practice.

For a foreign language teacher, professional competence includes such aspects as in-depth knowledge of the language, mastery of teaching methods, effective communication with students, and the ability to use modern educational technologies [3]. Professional competence is dynamic in nature and is constantly developing. The teacher improves these competencies by working on himself, mastering new knowledge, and improving his pedagogical skills. The concepts of "competence" and "competence" are close to each other, but differ in content. Competence is a system of knowledge, skills, and qualifications necessary to perform a certain activity. That is, it is a set of capabilities that a teacher must have. Competence is the level of manifestation of these competencies in practical activities [4]. In other words, competence is the ability to effectively apply knowledge and skills in real situations. For example, if a foreign language teacher knows grammatical rules, then his ability to teach them to students in an understandable way is a competence.

The effective work of a foreign language teacher directly depends on his professional competencies. These competencies determine not only the level of knowledge of the teacher, but also the ability to organize a lesson, work with students, and use modern technologies. The main professional competencies of a foreign language teacher are discussed below [5]. Linguistic competence means that the teacher has perfect knowledge of the language he is teaching. This competence covers all aspects of the language - phonetics, lexicon, grammar and stylistics. The teacher must not only know the rules, but also be able to correctly apply them in practical speech. Also, understanding the cultural aspects of the language and conveying them to students is an important component of linguistic competence. Communicative competence is the teacher's ability to communicate effectively through language. This includes not only speaking correctly, but also listening, understanding and expressing opinions in accordance with the situation. A foreign language teacher must involve students in active communication during the lesson, develop their speech skills. At the same time, he helps students to use the language practically by creating various communicative situations. In general, these competencies are inextricably linked to each other, and they determine the teacher's professional skills. Their regular development contributes to improving the quality of foreign language teaching.

In modern educational conditions, a teacher must constantly develop his professional competencies [6]. For this, first of all, the effective use of innovative pedagogical technologies and interactive methods is important. Also, the use of information and communication technologies can make the teaching process more interesting and effective. Improving the teacher's skills, participating in various seminars and trainings also contribute to his professional development. In addition, independent learning, acquiring new knowledge and analyzing his own activities (reflection) increase the teacher's skills. Thus, the development of competencies is a continuous and systematic process. It is also important to study international experiences and adapt to modern educational standards. This allows the teacher to master new approaches and bring his activities to a global level. In the modern educational process, foreign language teachers face various problems and difficulties. Identifying and eliminating these problems is important in increasing the effectiveness of education. One of the most common problems in the educational process is the different levels of knowledge and interests of students. This makes it difficult to organize a lesson with the same effectiveness. Also, the low speech activity of students, especially their hesitation to speak in a foreign language, is one of the important problems. In addition, in some cases, the lack of modernity of textbooks and teaching materials or the limited availability of technical equipment also negatively affects the quality of education. Time constraints prevent the equal development of all skills (listening, speaking, reading, writing). There are also a number of obstacles in the process of developing teachers' professional competencies [7].

In particular, one of the problems is the limited availability of training opportunities or their insufficient connection with practice. Also, lack of time, overload and decreased motivation of teachers also have a negative impact on self-improvement. In some cases, insufficient skills in using modern information technologies also slow down the development of competencies. To eliminate these problems, it is necessary to strengthen the

individual approach in the lesson process, use interactive methods that encourage students to actively participate. The introduction of modern educational materials and technologies is also important. It is necessary to organize practice-oriented advanced training courses for teachers, encourage them and create favorable conditions. At the same time, independent learning and exchange of experience of the teacher should be supported. In conclusion, the quality of foreign language teaching can be significantly improved by timely identification of existing problems and the application of effective solutions.

Conclusion. The professional competencies of a foreign language teacher are one of the main factors determining the quality and effectiveness of education. The development of the teacher's linguistic, communicative, pedagogical, methodological and ICT competencies is of great importance in adapting to the requirements of modern education. At the same time, by eliminating existing problems and continuously working on himself, the teacher can improve his professional skills and further improve the level of knowledge of students.

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TYPES OF DATA COLLECTION METHODS AND THEIR USE IN LEARNING ENGLISH

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Annotation: *This study explores different types of data collection methods and their role in learning the English language. It focuses on how qualitative and quantitative approaches help teachers and researchers better understand students' needs, progress, and challenges. The research highlights the importance of selecting appropriate methods such as surveys, interviews, observations, and tests in order to improve the effectiveness of English language teaching. The findings show that combining multiple data collection techniques leads to more accurate and meaningful results in language learning.*

Keywords: *Data collection methods, English language learning, qualitative research, quantitative research, surveys, interviews, observation, language acquisition, mixed methods*

Introduction: In today's globalized world, the English language has become an essential tool for communication, education, and professional development. As a result, the process of learning English has attracted significant attention from educators and researchers. One of the key aspects of improving language learning is understanding how students learn, what difficulties they face, and which teaching strategies are most effective. To achieve this, various data collection methods are used. These methods allow teachers to gather valuable information about students' performance, motivation, and learning styles. This paper aims to examine the main types of data collection methods and analyze their use in the context of English language learning.

Literature Review: Previous studies have shown that data collection plays a crucial role in language education. Researchers have generally divided data collection methods into two main categories: qualitative and quantitative. Qualitative methods focus on descriptive and detailed information, helping researchers understand

learners' experiences and attitudes. For example, interviews and classroom observations provide insights into students' behavior, participation, and emotional responses during lessons. On the other hand, quantitative methods involve numerical data and statistical analysis. Surveys and tests are commonly used to measure students' knowledge, skills, and progress. These methods are useful for analyzing large groups of learners and identifying general trends. In recent years, many researchers have emphasized the importance of mixed-method approaches, which combine both qualitative and quantitative techniques. This approach allows for a more comprehensive understanding of the learning process, as it integrates both depth and accuracy.

Methodology: This study uses a mixed-method approach to investigate the effectiveness of data collection methods in English language learning. The participants of the study included 80 students who are currently learning English at different proficiency levels. First, a survey was conducted to collect general information about students' learning habits, preferences, and difficulties. The survey included both multiple-choice and open-ended questions. Second, semi-structured interviews were carried out with selected students and teachers to gain deeper insights into their experiences and opinions. In addition, classroom observations were conducted to analyze students' participation, interaction, and engagement during lessons. Finally, language tests were used to evaluate students' proficiency levels and track their progress over time. By using these different methods, the study aimed to gather both detailed and measurable data.

Analysis and Results: The results of the study indicate that each data collection method provides unique and valuable information. The survey results showed that a majority of students prefer interactive and communicative learning activities, such as group discussions and speaking exercises. Many students also reported that they face difficulties in speaking and listening skills. The interviews revealed that students feel more motivated when teachers use engaging teaching methods and provide regular feedback. Teachers also emphasized the importance of understanding students' individual needs through continuous observation and communication. Classroom observations confirmed that students who actively participate in lessons tend to achieve better results. It was also observed that a positive classroom environment increases students' confidence and willingness to use English. The test results demonstrated a gradual improvement in students' language proficiency, especially when multiple teaching strategies and feedback mechanisms were used. Overall, the findings suggest that combining different data collection methods leads to a more accurate evaluation of the learning process.

Discussion: The findings of this study highlight the importance of using a variety of data collection methods in English language learning. Qualitative methods, such as interviews and observations, provide in-depth understanding of students' attitudes and behaviors. However, they may require more time and effort to analyze. Quantitative methods, such as surveys and tests, offer clear and measurable results, making it easier to compare data and identify patterns. Nevertheless, they may not fully capture the complexity of the learning experience. Therefore, the use of mixed methods is highly recommended. By combining qualitative and quantitative approaches, teachers and researchers can gain a more complete picture of students' learning processes. This, in turn, helps in designing more effective teaching strategies and improving overall learning outcomes.

Conclusion: In conclusion, data collection methods play a vital role in enhancing English language learning. Different methods provide different types of information, and each has its own strengths and limitations. This study demonstrates that no single method is sufficient on its own. Instead, a combination of methods should be used to achieve better results. Teachers should carefully select and apply appropriate data collection techniques based on their objectives and students' needs. By doing so, they can create a more effective and supportive learning environment. Future research can further explore new and innovative ways of collecting and analyzing data in language education. Furthermore, incorporating modern technologies into data collection practices can greatly enhance both the quality and availability of information in English language education. Tools such as online questionnaires, learning management platforms, and language-learning apps enable teachers to collect up-to-date data and track student development more effectively. In addition, these technologies support the adaptation of teaching methods to suit individual learners' preferences and abilities.

Another key factor to consider is the importance of ongoing assessment. Collecting data continuously, rather than relying on a single evaluation, allows educators to detect learning difficulties early and modify their instructional approaches when needed. This flexible strategy helps ensure that learners receive prompt assistance and stay actively involved in their studies. It is equally important to address ethical issues in the process of data collection, including the protection of students' privacy, obtaining consent, and using information responsibly. Ensuring confidentiality and being transparent in data handling fosters trust between teachers and students, which in turn enhances the overall learning environment. Moreover, cooperation among teachers can improve the efficiency of data collection methods. By exchanging ideas, experiences, and research outcomes, educators can implement more effective strategies and introduce creative solutions into their teaching practices. Such collaboration also supports continuous professional growth and raises the standard of education. In the end, the careful and balanced application of various data collection techniques not only improves classroom decision-making but also plays a significant role in helping learners achieve long-term success in acquiring English language skills.

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TYPES OF DATA COLLECTION METHODS AND THEIR USE IN LEARNING FOREIGN LANGUAGES

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Annotation. *This article provides an in-depth analysis of the main types of data collection methods used in the process of learning and teaching English. Data collection is a fundamental element of effective language education, as it enables teachers and researchers to identify learners' needs, assess language proficiency, monitor progress, and evaluate the effectiveness of instructional strategies. The article focuses on observation, interviews, and practical tasks as the most widely used data collection methods in English language learning. Each method is discussed in detail with regard to its purpose, advantages, limitations, and contribution to the development of speaking, listening, reading, and writing skills. The study emphasizes the importance of integrating multiple data collection methods to ensure reliable assessment and improved learning outcomes.*

Keywords: *data collection methods, English language learning, observation, interview, practical tasks, language assessment.*

INTRODUCTION. In the modern educational environment, English language learning has become an essential component of academic and professional success. As a result, improving the quality of English language teaching has gained significant attention worldwide. One of the key factors influencing the effectiveness of language instruction is the use of appropriate data collection methods. These methods allow educators to gather systematic information about learners' performance, learning styles, motivation, and challenges. According to Brown (2007), data collection plays a crucial role in learner-centered education, as it provides a foundation for informed decision-making. Teachers who rely on accurate data are better equipped to adapt their teaching strategies and meet learners' individual needs. Furthermore, Creswell (2012) emphasizes that combining qualitative and quantitative data enhances the validity and reliability of educational research. English language learning involves multiple interconnected skills, including listening, speaking, reading, and writing. Therefore, using a variety of data collection methods is necessary to capture the complexity of the learning process. This article examines three major data collection methods observation, interviews, and practical tasks and explores their role in improving English language learning outcomes.

OBSERVATION AS A DATA COLLECTION METHOD. Observation is one of the most commonly used qualitative data collection methods in English language education. It involves systematically watching learners' behavior, interaction, and language use during classroom activities. Observation allows teachers to gain real-time insights into learners' participation, engagement, and communicative competence. In English language classrooms, observation is particularly useful for assessing speaking and listening skills. Teachers can observe learners during group discussions, role-plays, pair work, and presentations. According to Richards and Rodgers (2014), observation helps educators understand how learners apply language knowledge in authentic communicative situations. One of the main advantages of observation is that it provides natural and authentic data. Learners are assessed in real classroom contexts rather than artificial testing environments. Harmer (2015) notes that observation enables teachers to identify learners' strengths and weaknesses without interrupting the learning process. However, observation also has certain limitations. The data collected may be subjective and influenced by the observer's perceptions. To reduce subjectivity, Nunan (1999) recommends using structured observation checklists and clearly defined criteria. Additionally, combining observation with other data collection methods can improve accuracy and reliability.

INTERVIEW AS A DATA COLLECTION METHOD. Interviews are a qualitative data collection method that involves direct interaction between the teacher or researcher and the learner. Interviews are widely used in English language education to explore learners' attitudes, motivation, learning experiences, and perceived difficulties. There are different types of interviews, including structured, semi-structured, and

unstructured interviews. Structured interviews follow a fixed set of questions, while semi-structured interviews allow flexibility and follow-up questions. Creswell (2012) states that semi-structured interviews are particularly effective in educational research because they balance consistency and depth. In the context of English language learning, interviews are often used to assess speaking skills, pronunciation, vocabulary range, and grammatical accuracy. They also provide valuable insights into learners' confidence and anxiety levels when using English. Brown (2007) highlights that interviews help teachers understand learners' individual needs and adjust instruction accordingly. Despite their advantages, interviews can be time-consuming and may cause stress for some learners. To address this issue, teachers should create a supportive and comfortable environment. Conducting interviews in a friendly and informal manner helps learners express themselves more freely and produces more reliable data.

PRACTICAL TASKS AS A DATA COLLECTION METHOD. Practical tasks are among the most effective and widely used data collection methods in English language learning. These tasks include written assignments, quizzes, tests, presentations, projects, dialogues, and role-plays. Practical tasks provide concrete and measurable evidence of learners' language abilities. According to Harmer (2015), practical tasks allow teachers to assess learners' performance across all four language skills. Writing tasks such as essays and reports assess grammar, vocabulary, and coherence, while reading tasks measure comprehension and interpretation skills. Listening tasks evaluate learners' ability to understand spoken English, and speaking tasks assess fluency and pronunciation. Richards and Rodgers (2014) emphasize that task-based activities reflect real-life language use and promote communicative competence. Practical tasks also encourage active learner participation and increase motivation. When learners are engaged in meaningful tasks, they are more likely to demonstrate their true language abilities. However, practical tasks must be carefully designed to ensure validity and fairness. Clear instructions, appropriate difficulty levels, and transparent assessment criteria are essential. Nunan (1999) suggests that combining practical tasks with observation and interviews leads to a more comprehensive evaluation of learners' progress.

CONCLUSION. In conclusion, data collection methods play a vital role in English language learning and teaching. Observation, interviews, and practical tasks each offer unique advantages and contribute valuable insights into learners' language development. Observation provides authentic classroom data, interviews explore learners' attitudes and challenges, and practical tasks assess language performance in realistic contexts. As supported by Brown (2007), Creswell (2012), and other scholars, integrating multiple data collection methods leads to more reliable assessment and improved instructional practices. English language teachers are encouraged to use these methods systematically to enhance learning outcomes and promote effective language acquisition.

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MODERN TOPICS IN SCIENTIFIC RESEARCH AND THEIR DEVELOPMENT

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Annotation. *This article examines contemporary topics in scientific research, with a particular focus on digital technologies, the application of artificial intelligence, and strategies for enhancing scientific activity in higher education institutions. The study explores how modern innovations contribute to improving the quality, efficiency, and productivity of research processes. Additionally, the article highlights the importance of fostering student engagement in scientific work and developing essential research skills necessary for academic success in the modern world.*

Keywords: *scientific research, digital technologies, artificial intelligence, higher education, research activity, academic writing, digital literacy, innovation in education, research methodology, scientific collaboration.*

Introduction. In recent decades, the rapid development of science and technology has brought significant changes to all areas of human activity. Education and scientific research, in particular, have experienced profound transformations due to the integration of modern tools and innovative approaches. The emergence of digital technologies and artificial intelligence (AI) has reshaped traditional research methods, making them more efficient, accessible, and data-driven. Today, researchers are no longer limited to physical libraries or manual data analysis. Instead, they rely on advanced digital platforms, online databases, and intelligent systems that facilitate information retrieval, analysis, and dissemination. These changes have increased the speed and accuracy of research, allowing scholars to focus more on creativity and critical thinking. The purpose of this article is to analyze modern trends in scientific research and to examine the role of digital technologies and artificial intelligence in improving research quality. Furthermore, it aims to identify effective strategies for developing scientific activity in higher education institutions and enhancing students' participation in research.

Impact of Digital Technologies on Scientific Research. Digital technologies have become an integral part of modern scientific research. They provide researchers with access to vast amounts of information through online libraries, academic journals, and digital repositories. Platforms such as Google Scholar, ResearchGate, and various university databases allow scholars to quickly find relevant literature and stay updated with the latest developments in their fields.

One of the most important advantages of digital technologies is the ability to facilitate communication and collaboration. Researchers from different parts of the world can work together on joint projects, share data, and exchange ideas in real time. This has led to the globalization of science and increased the diversity of

perspectives in research. In addition, digital tools play a crucial role in data collection and analysis. Software programs and applications enable researchers to process large datasets, create visualizations, and perform complex statistical analyses. This not only improves the accuracy of results but also reduces the time required to complete research projects. Moreover, digital technologies enhance the presentation and dissemination of research findings. Scientists can publish their work online, participate in virtual conferences, and reach a wider audience. This contributes to the rapid spread of knowledge and promotes innovation in various fields.

Possibilities of Using Artificial Intelligence in Scientific Work. Artificial intelligence has become one of the most influential technologies in modern research. It offers powerful tools that assist researchers in various aspects of their work. AI can be used for writing academic texts, analyzing data, translating languages, and even generating research ideas. One of the key advantages of AI is its ability to process large volumes of data quickly and accurately. This is particularly important in fields such as medicine, economics, and engineering, where researchers deal with complex datasets. AI algorithms can identify patterns, make predictions, and provide insights that would be difficult to obtain using traditional methods. Furthermore, AI-based tools help improve the quality of academic writing. They can detect grammatical errors, suggest stylistic improvements, and ensure coherence in texts. This is especially beneficial for students and early-career researchers who are still developing their academic writing skills. However, the use of artificial intelligence also raises important ethical considerations. Researchers must ensure that AI is used responsibly and that the principles of academic integrity are maintained. It is essential to avoid plagiarism, ensure originality, and critically evaluate the outputs generated by AI systems. When used appropriately, artificial intelligence can significantly enhance research productivity and contribute to the advancement of scientific knowledge.

Ways to Develop Scientific Activity in Higher Education. Higher education institutions play a crucial role in promoting scientific research and innovation. To improve research outcomes, universities must create supportive environments that encourage academic inquiry and creativity. One of the key factors in developing scientific activity is the availability of modern infrastructure. This includes well-equipped laboratories, access to digital resources, and advanced research facilities. Providing these resources enables students and faculty members to conduct high-quality research. Another important aspect is mentorship. Experienced researchers and professors can guide students, help them develop research skills, and support them in their academic endeavors. Mentorship programs foster collaboration and create a culture of continuous learning. In addition, universities should promote international cooperation. Collaborating with foreign institutions allows researchers to exchange knowledge, gain new perspectives, and participate in global scientific projects. This enhances the overall quality of research and increases its impact.

Financial support is also essential for scientific development. Scholarships, grants, and funding opportunities motivate researchers and enable them to carry out their projects effectively.

Methods of Increasing Students' Research Activity. Encouraging students to participate in research is an important goal of modern education. Active involvement in scientific work helps students develop critical thinking, problem-solving skills, and independence. One effective method is organizing scientific clubs and research groups. These platforms allow students to collaborate, share ideas, and work on joint projects. Participation in academic conferences and competitions also motivates students to engage in research and present their findings. Mentorship programs play a significant role in guiding students. Under the supervision of experienced researchers, students can learn how to conduct research, analyze data, and write academic papers. Another important factor is the development of digital literacy. Students must be able to use modern technologies, access online resources, and evaluate information critically. These skills are essential for conducting independent research in the digital age. Furthermore, universities should integrate research activities into the curriculum. Assignments, projects, and coursework that involve research help students gain practical experience and understand the importance of scientific inquiry.

Conclusion. In conclusion, modern technologies, particularly digital tools and artificial intelligence, have significantly transformed the field of scientific research. They have improved the efficiency, accuracy, and accessibility of research processes, enabling scholars to achieve better results in less time. Higher education

institutions must play an active role in supporting scientific activity by providing resources, encouraging collaboration, and promoting innovation. At the same time, increasing student participation in research is essential for developing future scientists and researchers. By adopting modern approaches and technologies, the scientific community can continue to grow and contribute to the advancement of knowledge and society as a whole.

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BOSHLANG'ICH SINF OQUVCHILARIDA KOGNITIV KOMPETENSIYALARINI SHAKLLANTIRISHNING PEDAGOGIK-PSIXOLOGIK ASOSLARI

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Annotatsiya. *Ushbu maqolada boshlang'ich sinf o'quvchilarida kognitiv kompetensiyalarni shakllantirishning pedagogik va psixologik asoslari tahlil qilinadi. Kognitiv kompetensiyaning mazmun-mohiyati, uning tarkibiy qismlari hamda o'quvchilarning bilish jarayonlarini rivojlantirishdagi o'rni yoritib beriladi. Shuningdek, boshlang'ich ta'lim jarayonida o'quvchilarning tafakkurini, diqqatini, xotirasini va mustaqil fikrlash ko'nikmalarini rivojlantirishga qaratilgan samarali metod va usullar ko'rib chiqiladi. Maqolada pedagogik yondashuvlar bilan bir qatorda psixologik omillarning ahamiyati ham asoslab berilib, o'quvchilarning yosh xususiyatlarini inobatga olgan holda ta'limni tashkil etish zarurligi ta'kidlanadi. Tadqiqot natijalari boshlang'ich sinf o'quvchilarida kognitiv kompetensiyalarni rivojlantirishda innovatsion yondashuvlardan foydalanish muhimligini ko'rsatadi.*

Kalit so'zlar: *Kognitiv kompetensiya, boshlang'ich ta'lim, pedagogik asoslar, psixologik xususiyatlar, bilish jarayonlari, tafakkur rivoji, mustaqil fikrlash, innovatsion metodlar, o'quv faoliyati, ta'lim samaradorligi.*

Kirish. Boshlang'ich ta'lim tizimi o'quvchilarning intellektual va shaxsiy rivojlanishida muhim bosqich hisoblanadi. Aynan ushbu davrda bolalarning bilish jarayonlari idrok, diqqat, xotira, tafakkur va nutq faoliyati izchil shakllanib boradi hamda keyingi ta'lim bosqichlari uchun zarur bo'lgan kognitiv kompetensiyalar rivojlanadi. Zamonaviy ta'lim paradigmasi esa an'anaviy bilim berish modelidan farqli ravishda o'quvchini faol subyekt sifatida shakllantirishni, unda mustaqil fikrlash, muammoli vaziyatlarni hal qilish, tahlil qilish va xulosa chiqarish kabi yuqori darajadagi intellektual ko'nikmalarni rivojlantirishni talab etadi (Johnson, 2023).

Kognitiv kompetensiya tushunchasi o'quvchining bilimlarni egallash, qayta ishlash va amaliyotda qo'llash qobiliyatini ifodalaydi. Bu kompetensiya o'z ichiga mantiqiy fikrlash, tanqidiy yondashuv, muammoli vaziyatlarni hal etish, axborotni tahlil qilish va sintez qilish kabi ko'nikmalarni qamrab oladi (Anderson, 2022). Boshlang'ich sinf o'quvchilarida mazkur kompetensiyalarni shakllantirish ularning nafaqat akademik muvaffaqiyatini, balki ijtimoiy moslashuvchanligini ham ta'minlaydi.

Pedagogik nuqtai nazardan qaraganda, kognitiv kompetensiyalarni rivojlantirish samarali o'qitish metodlari, interfaol yondashuvlar va o'quv jarayonini individuallashtirish orqali amalga oshiriladi. Shu bilan birga, psixologik yondashuvlar o'quvchilarning yosh xususiyatlari, qiziqishlari, motivatsiyasi va individual

rivojlanish darajasini hisobga olishni talab etadi. Masalan, kichik maktab yoshidagi bolalarda obrazli tafakkur ustun bo‘lgani sababli, ta’lim jarayonida ko‘rgazmali vositalar va o‘yin texnologiyalaridan foydalanish yuqori samaradorlikni ta’minlaydi (Smith, 2021).

Shuningdek, zamonaviy pedagogik amaliyotda innovatsion texnologiyalar, raqamli vositalar va kompetensiyaviy yondashuvning keng joriy etilishi boshlang‘ich ta’lim sifatini oshirishga xizmat qilmoqda. O‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini shakllantirish, ularni axborot bilan ishlashga o‘rgatish va ijodiy fikrlashga yo‘naltirish bugungi kunning dolzarb vazifalaridan biridir (Brown, 2024).

Mazkur tadqiqotning dolzarbligi shundaki, boshlang‘ich sinf o‘quvchilarida kognitiv kompetensiyalarni shakllantirishning pedagogik va psixologik asoslarini chuqur o‘rganish, ta’lim jarayonini samarali tashkil etish imkonini beradi. Shu nuqtai nazardan, maqolada mazkur muammoning nazariy va amaliy jihatlari tahlil qilinib, ilg‘or tajribalar asosida tegishli xulosalar ishlab chiqiladi.

Metodlar. Mazkur tadqiqotda qo‘llanilgan metodlar har biri alohida ilmiy ahamiyatga ega bo‘lib, kognitiv kompetensiyalarni shakllantirish jarayonini chuqur va tizimli o‘rganishga xizmat qildi. Quyida har bir metod batafsil yoritiladi:

Nazariy tahlil metodi. Ushbu metod orqali muammoga oid ilmiy manbalar, pedagogik va psixologik adabiyotlar, ilmiy maqolalar hamda tadqiqot ishlari o‘rganildi va tahlil qilindi. Nazariy tahlil natijasida kognitiv kompetensiyaning mohiyati, uning tarkibiy tuzilmasi va rivojlanish bosqichlari aniqlashtirildi. Shuningdek, xorijiy va mahalliy olimlarning qarashlari solishtirilib, umumlashtirildi (Johnson, 2023). Bu metod tadqiqotning nazariy asoslarini mustahkamlashga xizmat qildi.

Kuzatish metodi. Kuzatish jarayonida boshlang‘ich sinf o‘quvchilarining darsdagi faoliyati, ularning bilish jarayonlari, mustaqil fikrlash darajasi va muammoli vaziyatlarga bo‘lgan munosabati muntazam ravishda o‘rganildi. Kuzatish ochiq va tizimli shaklda olib borilib, o‘quvchilarning tabiiy sharoitdagi xulq-atvori qayd etildi (Smith, 2021). Ushbu metod o‘quvchilarning real ta’lim jarayonidagi holatini aniqlash imkonini berdi.

Tajriba-sinov (eksperiment) metodi. Mazkur metod asosida maxsus tashkil etilgan tajriba darslari o‘tkazildi. Unda interfaol metodlar, muammoli o‘qitish texnologiyalari va innovatsion yondashuvlar qo‘llanildi. Tajriba va nazorat guruhlari shakllantirilib, ularning natijalari solishtirildi. Eksperiment davomida o‘quvchilarning kognitiv rivojlanishidagi o‘zgarishlar aniqlanib, qo‘llanilgan metodlarning samaradorligi baholandi (Brown, 2024).

So‘rovnoma metodi. So‘rovnoma orqali o‘qituvchilar va o‘quvchilarning fikrlari, qarashlari hamda ta’lim jarayoniga bo‘lgan munosabati o‘rganildi. Maxsus tuzilgan savollar asosida respondentlardan yozma javoblar olinib, ular tahlil qilindi. Ushbu metod o‘quvchilarning qiziqishlari, ehtiyojlari va motivatsiyasini aniqlashga yordam berdi (Anderson, 2022).

Suhbat metodi. Suhbat metodi individual va guruh shaklida o‘tkazilib, o‘quvchilar hamda o‘qituvchilar bilan bevosita muloqot orqali ma’lumotlar to‘plandi. Bu jarayonda o‘quvchilarning fikrlash jarayoni, muammolarni hal qilish usullari va o‘z fikrini ifodalash qobiliyati chuqurroq o‘rganildi. Suhbat natijalari kuzatish va so‘rovnoma ma’lumotlarini to‘ldirishga xizmat qildi.

Statistik tahlil metodi. Tadqiqot davomida olingan ma’lumotlar statistik jihatdan qayta ishlanib, tajriba va nazorat guruhlari natijalari o‘rtasidagi farqlar aniqlashtirildi. Foiz ko‘rsatkichlari, o‘rtacha qiymatlar va taqqoslash usullari qo‘llanildi. Ushbu metod tadqiqot natijalarining aniqligi va ishonchliligini ta’minlashda muhim ahamiyat kasb etdi.

Xulosa. Boshlang‘ich sinf o‘quvchilarida kognitiv kompetensiyalarni shakllantirish ta’lim jarayonining muhim va ajralmas qismi hisoblanadi. Ushbu kompetensiyalar o‘quvchilarning nafaqat bilim olish jarayonini samarali tashkil etishga, balki ularning mustaqil fikrlashi, muammolarni hal eta olishi va ijodiy yondashuvini rivojlantirishga xizmat qiladi. Tadqiqot natijalari shuni ko‘rsatdiki, kognitiv kompetensiyalarni rivojlantirishda pedagogik va psixologik yondashuvlarning uyg‘unligi muhim ahamiyatga ega. Ayniqsa, o‘quvchilarning yosh va individual xususiyatlarini hisobga olgan holda ta’lim jarayonini tashkil etish, interfaol metodlar va innovatsion texnologiyalardan foydalanish yuqori samaradorlikni ta’minlaydi. Shu bilan birga, kuzatish, tajriba-

sinov, so‘rovnoma va suhbat metodlari orqali olingan natijalar ushbu jarayonning ilmiy asoslanganligini tasdiqladi.

Shuningdek, o‘quvchilarda bilish jarayonlarini rivojlantirishga yo‘naltirilgan mashg‘ulotlar, muammoli vaziyatlar yaratish va mustaqil ishlash ko‘nikmalarini shakllantirish kognitiv kompetensiyaning asosiy tarkibiy qismlarini rivojlantirishda muhim omil ekanligi aniqlandi. Statistik tahlillar esa qo‘llanilgan metodlarning samaradorligini tasdiqlab, tajriba guruhlarida sezilarli ijobiy o‘zgarishlar mavjudligini ko‘rsatdi.

Umuman olganda, boshlang‘ich ta’lim jarayonida kognitiv kompetensiyalarni shakllantirishga qaratilgan tizimli va ilmiy asoslangan yondashuv o‘quvchilarning intellektual salohiyatini oshirish, ularni keyingi ta’lim bosqichlariga puxta tayyorlash hamda zamonaviy jamiyat talablariga mos barkamol shaxsni tarbiyalashda muhim omil bo‘lib xizmat qiladi.

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ABDULLA QODIRIY ROMANLARIDA MILLIYLIK O‘ZLIK MASALALARI

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Annotatsiya: *Abdulla Qodiriy o‘zbek adabiyoting eng yirik namoyondolaridan bo‘lib bizga bungi kungacha juda ko‘p malulot yetib kelgan desak adashmagan bo‘lamiz bundan tashqari o‘z romanlarida milliylik, o‘zlikni anglash, jamiyat muammolari chuqur va realistik tarzda tasvirlangan bo‘ladi . Biz shu kunga qadar turli xil jihatlari orqali biz bu adibni taniymiz. Milliy urf – odatlarimzga har bir detaligacha aniq qilib tasvirlangan va ajib ruhda ochib berilgan buni biz milliyligimiz namoyondasi sifatida belgilashimiz mumkin . Har bir adabiyot sevuvchisi bu detallarga alohida urg‘u berib ketmog‘i lozim deb o‘ylasak maqsadga muvofiq bo‘ladi. Qahramonlar milliy urf odatlardan chiqmagan holda tasvirlangan.*

Kalit so‘zlar: *milliylik, mafkuraviy g‘oya, o‘zlik, tarixiylik, adolat, xaqqoniylik, jamiyat bilan hamnafas, islohot, ma’rifat, tenglilik, taraqqiyot, tarbiya.*

Qahramonlar milliylik muhitda yashaydi va o‘zbek xalqiga mos muhitda xulq-atvor ko‘rsatadi. Bundan tashqari ayrim sahnalarida o‘zlikni yo‘qotmagan holda har bir masala ochib beriladi [3, 45]. Bu milliy ruh yanada kuchayadi va insonlarda o‘zlik va xulq- atvor masalasi yanada oshadi. Abdulla Qodiriy IXX asrning yirik namoyondasi Turkuston hayotini yana ochiq tasvirlaydi va real hayot masalasi yanada ochiq oydinlashadi. Milliy davlatchilik va mustaqillik masalasi yashirin tarzda ko‘tariladi . Milliy davlatchiligimiz nazarida esa bunday yozuvchilar yanda ko‘proq tug‘ilishi yanda kuchli ahamyatga ega bo‘ladi [5, 43]. O‘zlikni anglash masalasiga kelsak bu shaxs sifatida yanada rivojlanish va millatning kimligini ko‘rsatishdir. Qodiriy romanlarida o‘z millatning kimligini va nima qilsa kimday bo‘lishini ochiq oydin ko‘rsatib bergan bo‘ladi [3, 34]. U eski urf-odatlar bilan kurashadi . Jamiyat tanqidchisi sifatida yanda o‘z ustida ishlaydi yanda muhim masalalar ustida yanda ko‘proq yondashish uchun eskicha qarashlar va yanda ko‘proq yondashuvlar bo‘ladi. Bu orqali millatni uyg‘otish maqsadi ko‘zlanadi, aniqlanadi [4, 57]. Yangilanish g‘oyasi yanda ko‘proq holatda ilm ,

adolat va birlik uchun kurashiladi. Biz yaqqol misol sifatida uning O'tkan kunlar romanini olsak bo'ladi . buning asosiy maqsadi ham jamiyatda bo'lgan tartibsizliklar ustida yanda ko'roq mulohaza yuritish kerakligini anglaymiz [4, 34]. Uning bu romanida bizda yanda ko'proq milliy urf – odatlarimizga qarshi chiqishga qaramasdan biz o'zligimizni yo'qotmasligimizni anglaymiz [3, 46]. Endigi navbatni adibni Mehrobdan chayon romanini oladigan bo'lsak bu roman jamiyatni tanqidiy yoritgan, milliylik va o'zlik asarlaridan biri hisoblanadi. Bunga qo'shimcha tarzda milliylikda ko'p narsa bo'lganini anglashimizni bildirib qo'ysam bo'ladi [3, 67].

Asarni qisqacha ochadigan bo'lsak madrasa, saroy, diniy muhit obrazlari o'zbek jamiyatining real holati kabi aniqlanadi. Milliy urf-odatlardan ijtimoiy qatlam ham odamlar aynan Buxoro xonligi davrida qanday hayot kechirganlari va o'zlarini yo'qotmaganliklari ham ko'rsatilgan aynan o'sha davrda ham Qodiriy hozirga ishora qilgani ajab emas sabab har qanday xolatda inson o'z insoniyligini yo'qotmasligini va o'z jismiga aqliga tayangani holda fikr yuritishi shart va zarurdir [2, 45]. O'zbek va har qanday millat vakili tarixini o'zligini unutsagina uni kelajagini gtortib olish ahr qanday g'animni qo'lidan kelishiga amin bo'lamiz. Shunday o'zining o'chmas namoyondalari bilan jamiyatimzni yulduzi Abdulla Qodiriy bir uchquday porladi va Jamiyat roliga katta xissa qo'shgan desak mubolag'a bo'lmaydi [4, 56]. Qodiriy millylikni faqat maqtamaydi, balki uni ichidagi kamchiliklarni va to'ldirilishi kerak bo'lgan masalalarni ham ochadi [5, 678]. Qahramonlar haqiqat va adolat izlaydi, ular jamiyatdagi noto'g'ri tizimga qarshi qarshi turishga harakat qiladi va o'zining mjurakkab tushunchasiga muvofiq diniy niqob ostida adolatsizlik qilayotgan kimsalarni ham kuchaygan davriga duch kelgani uchun bunday masalalar yoritiladi. Obrazlar orqali g'oyalar ham beriladi demakki biz obrazlarda hayot qaynayotganini va doimo yangi fikrlarga ega bo'lishimzni ham ahamyatga ega deb o'yladim. Salbiy obrazlar orqali razil kimsalar jamiyatda har bir narsani pulga o'lchaydiganlar va doim o'zini haq deb biladiganlar ham yo'q emasligini bu obrazlar ochib bergan. Eski va yangi fikrlar uyg'unligi yanda ko'proq masalaga oydinlik kiritilgan holda malayga oshiriladi [5, 67]. O'zlikni anglash taraqqiyotning asosi haqida ochiq oydin yoritildi. Asarning asosiy go'yasiga keladigan bo'lsak jamiyatni isloh qilish va buning orqasidan keladigan jamiyat uchun yetarli drajada meros tarix qoldirish va milliyligimz yo'qotmaslik mobaynida chuqur ildiz bo'lishi belgilangan bo'ladi.

Haqiqiy milliylik bu – adolat va halollikda ekanligi belgilangan [9, 76]. "Mehrobdan chayon" romanida Abdulla Qodiriy milliylik va o'zlik masalalarini tanqidiy ruhda yoritadi. Asarda o'zbek jamiyatining ichki muammolari jaholat, riyokorlik va adolatsizlik ochib beriladi. Qahramonlar orqali esa yozuvchi millatni uyg'otish, o'zligini anglash va yangilanish g'oyasini ilgari suradi [3, 45]. Asarda tasvirlangan Buxoro jamiyati tashqi tomondan diniy va tartibli ko'rinsada, aslida ich-ichidan buzilgan tizim sifatida gavdalanadi. Qodiriy milliylikni faqat urf-odat va an'analar orqali emas, balki axloqiy poklik, adolat va halollik bilan bog'laydi. Shu sababli u jamiyatdagi riyokorlik, bu jamiyat uchun ham katta foyda bo'lishini bilgan holda jaholat va mansabparastlikni keskin tanqid qiladi.Milliylik hech qachon va hech qayerda to'xtab qolmasligi va unutilmasligini ham yorotib berish maqsadga muvofiq bo'ldi. Eng avvalo riyokorlik va jaholatni yo'q qilish aniq maqsad qilib olindi.

Roman qahramonlari, ayniqsa Anvar obrazi orqali yozuvchi o'zlikni anglash g'oyasini ilgari suradi. Anvar haqiqatni izlaydigan, adolat uchun kurashadigan shaxs bo'lib, u orqali yangi fikrlovchi, uyg'ongan inson timsoli yaratiladi [4, 34]. Bu esa shuni anglatadiki, millat aqqiyoti uchun avvalo inson o'zligini anglab yetishi zarur. Jamiyatni yanada ko'proq ma'no uzviyligida bizga shu paytgacha yetib kelgan adabiyotlardan yanada nima deya olishimiz mumkin va qanday ma'no jihatdan kurashishimz mumkinligini bilib olamiz va xulosalar chiqaramiz [7, 89]. Eskicha qarashlar yanda ko'plab qo'lanniladigan so'zlar eskiligini hyo'qotmagan atamalar, yangilanish g'oyasi o'zlikni yo'qotmaslik va jamiyatni uyg'otish yanada oldinga qo'yilgan ustuvor vazifa sofatida qaralishi tanqid qilinadi va yoritlinib beriladi. Qodiriy millat uchun jopnini berishga tayyor bo'lgan adib desak mubolag'a bo'lmaydi.

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THE INFLUENCE OF AGE ON SECOND LANGUAGE ACQUISITION

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Abstract*. This article explores the influence of age on second language acquisition (SLA). It highlights differences between young and adult learners in areas such as pronunciation, grammar, and learning strategies. The study shows that while children benefit from natural acquisition, adults use cognitive and analytical skills. It concludes that age is an important but not the only factor affecting language learning.*

Keywords*: second language acquisition, age factor, young learners, adult learners, language learning*

Introduction. Second language acquisition (SLA) is a complex and dynamic process influenced by a variety of cognitive, social, and psychological factors, among which age is considered one of the most important. The role of age in language learning has been widely discussed in applied linguistics, particularly in relation to the Critical Period Hypothesis (CPH), which proposes that younger learners acquire languages more naturally and are more likely to achieve native-like proficiency, especially in pronunciation and intuitive grammar use. Nevertheless, the impact of age on SLA is not absolute or uniform. While children tend to rely on implicit learning through exposure and interaction, adult learners often benefit from more developed cognitive skills, enabling them to use explicit learning strategies and metalinguistic awareness. In some cases, adults may progress faster in the initial stages of learning due to their analytical abilities and prior knowledge.

Moreover, various external and individual factors such as motivation, learning environment, input quality, and emotional variables play a significant role in shaping language learning outcomes across different age groups. Therefore, age should be viewed as one of several interacting variables rather than a sole determining factor.

Main part. The influence of age on second language acquisition has been extensively examined in linguistic and psycholinguistic research. One of the foundational theories in this area is Lenneberg's Critical Period Hypothesis, which argues that language acquisition is most effective during early childhood due to biological factors. This idea has been supported by studies showing that younger learners are more likely to achieve native-like pronunciation and intuitive grammatical competence[11]. Further research by Krashen emphasizes the role of input and distinguishes between acquisition (subconscious learning) and learning (conscious knowledge), suggesting that children are more successful because they rely more on natural acquisition processes[12]. Similarly, Long supports the critical period argument but also notes that adults can achieve high levels of proficiency under favorable conditions[13]. On the other hand, studies by Bialystok and DeKeyser highlight the advantages of adult learners, particularly in terms of cognitive maturity, analytical skills,

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and the ability to use explicit learning strategies[14]. These scholars argue that adults may outperform children in formal learning environments, especially in the early stages of language acquisition[15].

The influence of age on second language acquisition (SLA) can be observed across several key linguistic domains, including phonology, grammar, vocabulary development, and communicative competence. One of the most widely discussed aspects is pronunciation. Research consistently shows that younger learners tend to achieve more native-like pronunciation compared to adults. This is often explained by greater neural plasticity in early childhood, which allows children to perceive and reproduce new sounds more accurately. In contrast, adult learners frequently retain a foreign accent due to the stabilization of phonological systems in their first language. In terms of grammar acquisition, the relationship between age and learning outcomes is more complex. Children often acquire grammatical structures implicitly through exposure and interaction, without conscious awareness of rules. This process leads to intuitive language use, especially in naturalistic environments. Adults, however, rely more on explicit learning strategies, such as studying grammatical rules and applying them in structured contexts. As a result, adults may initially learn grammar faster, particularly in classroom settings, but they may struggle to achieve the same level of automaticity as younger learners in spontaneous communication.

Vocabulary acquisition presents a slightly different pattern. Adult learners often have an advantage due to their broader cognitive development, existing knowledge base, and ability to use memorization techniques and semantic associations. They can learn and retain new words more efficiently, especially when the learning process is supported by context and meaningful input. However, children may gradually develop a more natural and contextually appropriate use of vocabulary through continuous exposure over time. Another important aspect is communicative competence, which includes not only linguistic knowledge but also sociolinguistic and pragmatic skills. Younger learners are generally more adaptable in social interactions and less inhibited when using a new language. They are more willing to take risks, make mistakes, and engage in communication, which facilitates language development. In contrast, adult learners may experience higher levels of anxiety and self-consciousness, which can limit their participation and slow down the acquisition process. Nevertheless, adults often possess clearer learning goals and stronger motivation, particularly when learning a language for academic or professional purposes.

Furthermore, the learning context plays a crucial role in mediating the effects of age. In naturalistic environments, such as immersion settings, younger learners tend to outperform adults over time due to constant exposure and interaction. However, in formal classroom settings, adults may demonstrate faster progress in the early stages because of their ability to understand explanations and apply learning strategies effectively. This suggests that the effectiveness of language learning is not determined by age alone, but by the interaction between age, context, and instructional methods. In addition, individual differences such as motivation, aptitude, learning styles, and emotional factors significantly influence SLA outcomes across all age groups. Highly motivated adult learners, for example, can achieve near-native proficiency despite starting later in life. Similarly, children who lack sufficient input or support may not reach expected levels of proficiency. Therefore, age should be considered as a variable that interacts with multiple internal and external factors rather than as a strict limitation.

Conclusion. The analysis demonstrates that age has a differentiated impact on various aspects of second language acquisition. While younger learners tend to have advantages in pronunciation and implicit learning, adults benefit from cognitive maturity and strategic learning abilities. A balanced approach that takes into account these differences is essential for effective language teaching and learning.

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THE HUMANISTIC HEART: USING COMMUNITY LANGUAGE LEARNING (CLL) TO REDUCE AFFECTIVE FILTERS IN SCHOOL LEARNERS

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Abstract. *This article explores the humanistic foundation of Community Language Learning (CLL) and its effectiveness in reducing affective filters among school learners. Affective factors such as anxiety, fear of making mistakes, and low motivation often prevent students from fully participating in language learning. The findings that suggest CLL is a powerful approach for creating a low-anxiety learning environment in schools.*

Keywords: *Community Language Learning, Learner-Centered Approach, Affective Filter, Emotional Factors in Learning, Classroom Anxiety.*

Introduction. In language learning, emotional factors play a crucial role in students' success. According to Stephen Krashen's Affective Filter Hypothesis, learners with high anxiety and low motivation face serious barriers to language acquisition. Therefore, teaching methods that address learners' emotional needs are essential.

Community Language Learning was developed by Charles A.Curran and is based on counseling principles. In CLL classrooms, the teacher acts as a counselor, while students are seen as clients. As a humanistic language teaching method, CLL emphasizes respect, empathy, and trust in the classroom. Unlike traditional teacher-centered approaches, CLL creates a learner – centered environment where students actively participate in the learning process and feel emotionally safe. Research shows that leraners with a low affective filter acquire a second language faster and more naturally. CLL directly addresses these emotional factors in learning by reducing classroom anxiety and encouraging cooperation rather than competition. In CLL classrooms, the teacher acts as a counselor, guiding learners gently instead of correcting them harshly. For example, when students want to express an idea in English but lack vocabulary, the teacher provides support through translation or modeling. This practice helps learners feel supported and reduces their fear of making mistakes. As a result, classroom anxiety decreases, and students become more confident in speaking.

Another key element of CLL is cooperative learning. Students work in small groups or circles, sharing ideas and learning from each other. Studies have shown that cooperative activities increase motivation in language learning, especially among school learners who may feel pressure from exams and grades. For instance, some of the shy students often speak more freely in group discussions since the environment is non-threatening.

CLL supports second language acquisition by creating a supportive learning environment where learners feel emotionally secure. When students feel valued and understood, they are more willing to take risks, participate actively, and develop their language skills effectively. This process strengthens metacognitive awareness, which is key factor in long- term language development. Learners begin to notice patterns, reflect on errors, and self-correct naturally, rather than relying solely on the teacher's authority.

From a socio- cultural perspective, CLL aligns closely with Vygotsky's theory of learning, particularly the concept of the Zone of Proximal Development (ZPD). The supportive presence of the teacher and peers allows learners to perform beyond their current competence level. This social interaction not only enhances linguistic competence but also promotes interpersonal skills such as empathy, active listening, and mutual respect. In addition, CLL has a positive impact on learners' intrinsic motivation. In contrast, CLL prioritizes meaning- making and emotional expression, enabling learners to connect language learning with personal experiences.

Moreover, CLL is particularly effective in culturally diverse classrooms where learners may experience identity-related anxiety. By valuing learners' first language as a resource rather than an obstacle, CLL validates their linguistic and cultural background. This inclusive approach fosters a sense of belonging and reduces feelings of alienation, which are common barriers in second language acquisition. Consequently, learners demonstrate higher participation rates and improved oral fluency over time.

Psychological benefits of CLL. Reduction of language anxiety through emotional support; Increased self -confidence in speaking activities; Development of positive learners' self- image.

Role of the Teacher in CLL Classrooms. Providing linguistic support when needed; Acting as a counselor rather than an authority figure; Creating a trusting and respectful learning atmosphere.

Pedagogical Advantages of Community Language Learning. Learner-centered classroom interaction; Emphasis on meaningful communication; Natural error treatment without interruption.

Conclusion. Community Language Learning offers a humanistic and learner-centered approach to language teaching. By focusing on emotional well- being, cooperation, and trust, CLL effectively reduces affective filters that block learning. When students feel safe and supported, they are more willing to participate and take risks in using the language. Therefore, CLL can be a valuable method for school teachers who aim to create a positive and effective learning environment.

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SYSTEMATIC ASSESSMENT IN EVALUATING EFL STUDENTS' KNOWLEDGE

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Abstract. *This article explores the importance of systematic assessment in evaluating the knowledge of students learning English as a Foreign Language (EFL). Systematic assessment is described as a planned, continuous, and criteria-based process that allows teachers to measure learners' progress in speaking, listening, reading, and writing skills. The paper discusses diagnostic, formative, and summative assessment methods and explains how they contribute to objective evaluation, effective feedback, and improved teaching strategies. The advantages, challenges, and practical classroom applications of systematic assessment are also highlighted to demonstrate its role in enhancing students' language development.*

Keywords: *systematic assessment, EFL, evaluation, formative assessment, summative assessment, language skills.*

Assessment is a central component of teaching and learning in English as a Foreign Language (EFL) classrooms. It goes beyond merely assigning grades; it serves as a critical tool for understanding how effectively students acquire language knowledge, develop communicative competence, and apply their skills in practical contexts. Regular and systematic assessment allows educators to identify not only areas where students excel but also aspects that require additional support or targeted instruction. Traditional assessment methods, especially when irregular or unplanned, often fail to provide a complete or accurate picture of learners' progress, leading to gaps in teaching effectiveness and missed opportunities for student growth. In contrast, systematic assessment is a planned, continuous, and criteria-based process designed to provide reliable and objective evaluation. It enables teachers to monitor progress consistently across all four fundamental language skills speaking, listening, reading, and writing—while also offering students constructive feedback to guide their improvement. Moreover, systematic assessment fosters a more transparent and accountable learning environment, encouraging students to take an active role in their own educational development and promoting long-term language proficiency.

Systematic assessment in EFL classrooms is typically categorized into three main types: diagnostic, formative, and summative assessment. Each type serves a distinct purpose in the teaching and learning process and contributes to a comprehensive understanding of students' abilities.

Diagnostic assessment is conducted at the beginning of a course or unit. Its primary goal is to identify students' prior knowledge, learning experiences, strengths, and weaknesses. This information allows teachers to design lessons that are tailored to the learners' needs, ensuring that instruction is neither too easy nor too challenging. Diagnostic assessment can take various forms, such as pre-tests, surveys, questionnaires, or brief oral activities, and it provides a baseline understanding of each student's language proficiency. By knowing where students stand initially, teachers can better plan their teaching strategies and learning objectives.

Formative Assessment occurs during the learning process and is designed to monitor students' progress while instruction is ongoing. It helps teachers identify areas where learners may struggle and adjust teaching methods accordingly. Formative assessment includes activities such as short quizzes, classroom exercises, oral questioning, group discussions, and teacher observation. It emphasizes continuous feedback, which allows students to understand their strengths and weaknesses and make improvements before the final evaluation. Unlike summative assessment, which judges final achievement, formative assessment is diagnostic and supportive, aimed at guiding learning rather than just grading it.

Summative Assessment is conducted at the end of a unit, term, or course to evaluate students' overall achievement. It provides a comprehensive measure of whether learning objectives have been met. Common

methods of summative assessment include final exams, projects, presentations, and portfolio evaluations. This type of assessment allows teachers to make summative judgments about students' knowledge and skills, and it is often used to assign grades or determine progression to the next level. Summative assessment complements diagnostic and formative assessments by providing evidence of long-term learning outcomes.

Systematic assessment benefits both teachers and students. For teachers, it provides a clear understanding of student progress, enables objective grading, and informs instructional decisions. For students, it offers regular feedback, increases motivation, and encourages self-awareness in learning. Moreover, by evaluating all four language skills comprehensively, systematic assessment ensures balanced language development. In addition, it helps teachers identify gaps in their teaching methods and make timely adjustments to improve lesson effectiveness. For students, systematic assessment fosters a sense of responsibility for their own learning and encourages the development of long-term study habits. Despite these advantages, challenges such as large class sizes, limited time, and student anxiety may arise. Teachers can address these by implementing short assessments, using checklists and rubrics, and incorporating peer or self-assessment techniques.

In practice, systematic assessment can be integrated into daily classroom activities. Teachers may use vocabulary quizzes, speaking rubrics, reading comprehension checklists, writing portfolios, and observation notes. These tools help collect organized evidence of learning, monitor progress over time, and provide meaningful feedback to students. Additionally, incorporating peer and self-assessment encourages learners to take an active role in evaluating their own performance, which fosters self-awareness and responsibility. Regular use of these assessment methods also allows teachers to identify patterns of difficulty among students and adjust instructional strategies to better address their needs.

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IMPROVING ENGLISH LANGUAGE EDUCATION THROUGH RELIABLE ASSESSMENT METHODS

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Abstract. *Improving the quality of English language education has become a significant goal in modern educational systems, where assessment plays a crucial role in measuring learners' progress and guiding instruction. This article explores the importance of implementing reliable assessment methods in English language teaching. It discusses various types of assessment, including formative and summative approaches, and highlights their impact on learners' motivation, performance, and overall language development. The study emphasizes the need for validity, reliability, and fairness in assessment practices to ensure accurate evaluation of students' abilities. Furthermore, it examines common challenges faced by educators in designing effective assessment tools and suggests practical strategies for improvement. By adopting well-structured and consistent assessment methods, educators can enhance teaching effectiveness and support students in achieving better language proficiency outcomes.*

Keywords: *English language education, reliable assessment, formative assessment, summative assessment, language proficiency, assessment validity, assessment reliability, teaching effectiveness, learner performance, evaluation methods*

Assessment is a fundamental element in improving the quality of English language education, particularly in English as a Foreign Language (EFL) classrooms. It is not limited to assigning grades but plays a crucial role in evaluating how effectively students acquire language skills, develop communicative competence, and apply their knowledge in real-life situations. Reliable assessment methods provide accurate and consistent information about learners' progress, enabling teachers to make informed instructional decisions. When assessment is properly designed and systematically implemented, it becomes a powerful tool for enhancing both teaching effectiveness and student learning outcomes.

Reliable assessment refers to the use of consistent, valid, and fair evaluation techniques that produce dependable results over time. Unlike traditional assessment practices, which may be irregular or subjective, reliable assessment ensures that students are evaluated based on clear criteria and standardized procedures. This approach minimizes bias and provides a more objective picture of learners' abilities. As a result, teachers can better understand students' strengths and weaknesses and provide targeted support to improve their language proficiency.

In English language education, reliable assessment typically incorporates different types of evaluation, including formative and summative assessment. Formative assessment is conducted continuously throughout the learning process and focuses on monitoring student progress. It includes activities such as quizzes, class discussions, peer feedback, and teacher observations. This type of assessment provides immediate feedback, allowing students to identify their mistakes and improve their performance. It also helps teachers adjust their teaching strategies to better meet students' needs.

Summative assessment, on the other hand, is carried out at the end of a learning period to evaluate overall achievement. It includes final exams, projects, presentations, and other comprehensive evaluation methods. While summative assessment is essential for measuring learning outcomes, its effectiveness increases when combined with formative assessment practices. Together, they create a balanced and reliable assessment system that supports both learning and evaluation.

The use of reliable assessment methods offers numerous benefits for both teachers and students. For teachers, it ensures accurate measurement of student performance, supports objective grading, and improves

lesson planning. For students, it enhances motivation, promotes self-awareness, and encourages active participation in the learning process. Moreover, reliable assessment contributes to the development of all four language skills speaking, listening, reading, and writing ensuring a comprehensive approach to language learning.

Despite its advantages, implementing reliable assessment methods may present certain challenges. These include limited time, large class sizes, and insufficient teacher training in assessment design. Additionally, some students may experience anxiety during assessments, which can affect their performance. To address these challenges, teachers can use a variety of strategies, such as incorporating short and frequent assessments, using clear rubrics, and applying peer and self-assessment techniques. These approaches help create a more supportive and less stressful learning environment. In practice, reliable assessment can be effectively integrated into everyday classroom activities. Teachers may use structured quizzes, performance-based tasks, portfolios, and observation checklists to collect data on student progress. The use of technology, such as online assessment tools and digital platforms, can further enhance the reliability and efficiency of evaluation processes. Furthermore, providing constructive and timely feedback is essential in helping students understand their progress and areas for improvement.

In conclusion, improving English language education requires the implementation of reliable assessment methods that are valid, consistent, and fair. Such assessment practices not only measure learning outcomes but also support the overall development of students' language abilities. By adopting systematic and well-designed assessment strategies, educators can create more effective learning environments and help students achieve higher levels of language proficiency.

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INGLIZ TILINI O‘RGATISHDA O‘YINGA ASOSLANGAN USULLARNING METODIK JIHATLARI

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Annotatsiya. *Ushbu maqolada ingliz tilini o‘rgatishda o‘yinga asoslangan ta’lim texnologiyalarining metodik asoslari tizimli ravishda tahlil qilinadi. Xususan, o‘yinga asoslangan pedagogik yondashuvlarning tasnifi, didaktik va interfaol o‘yinlarning lingvodidaktik imkoniyatlari, shuningdek, o‘yin texnologiyalari orqali o‘quvchilarning nutqiy kompetensiyasini (tinglab tushunish va og‘zaki nutq) rivojlantirish mexanizmlari yoritiladi. Tadqiqot davomida xorijiy va mahalliy olimlarning ilmiy qarashlari asosida o‘yin faoliyatining kommunikativ va kognitiv samaradorligi asoslab beriladi.*

Kalit so‘zlar: *o‘yinga asoslangan ta’lim, lingvodidaktika, kommunikativ kompetensiya, didaktik o‘yinlar, interfaol metodlar, nutq faoliyati, tinglash, gapirish.*

Hozirgi globallashuv sharoitida ingliz tilini o‘qitishda innovatsion pedagogik texnologiyalarni qo‘llash muhim ahamiyat kasb etmoqda. Ayniqsa, maktabgacha va kichik maktab yoshidagi o‘quvchilarda til o‘rganishga nisbatan motivatsiyani shakllantirish, ularning psixologik xususiyatlarini hisobga olgan holda dars jarayonini tashkil etish dolzarb metodik muammolardan biridir. O‘yinga asoslangan ta’lim texnologiyalari mazkur muammoning samarali yechimi sifatida qaraladi. Chunki o‘yin faoliyati bolaning tabiiy ehtiyoji bo‘lib, u orqali o‘quvchi ijtimoiy tajriba orttiradi, muloqotga kirishadi va bilimlarni faol o‘zlashtiradi. Zamonaviy lingvodidaktik tadqiqotlarda o‘yinga asoslangan ta’lim nafaqat metodik vosita, balki integrativ pedagogik texnologiya sifatida ham talqin qilinmoqda. Ushbu yondashuv o‘quvchilarning kognitiv, emotsional va ijtimoiy rivojlanishini bir vaqtda ta’minlashga xizmat qiladi. Xususan, o‘yin jarayonida o‘quvchilarda til birliklarini mexanik yodlash emas, balki ularni kommunikativ vaziyatlarda qo‘llash ko‘nikmasi shakllanadi. Shu jihatdan, o‘yin texnologiyalari kompetensiyaviy yondashuvning amaliy ifodasi sifatida qaraladi.

Psixolog olim L.S.Vygotskiy ta’lim va rivojlanish o‘rtasidagi uzviy bog‘liqlikni asoslab, o‘yin faoliyati bolaning “yaqin rivojlanish zonasi”ni kengaytirishini ta’kidlaydi [2, 86]. Zamonaviy tadqiqotlar esa o‘yin asosida tashkil etilgan mashg‘ulotlarda o‘quvchilarning faolligi va o‘zlashtirish ko‘rsatkichlari an’anaviy metodlarga nisbatan sezilarli darajada yuqori ekanligini ko‘rsatadi [3, 45].

O‘yinga asoslangan ta’lim usullarining tasnifi. O‘yinga asoslangan ta’lim – bu o‘quv materialini o‘yin faoliyati orqali o‘zlashtirishga qaratilgan lingvodidaktik tizim bo‘lib, u o‘quvchilarning yosh va psixologik xususiyatlariga mos ravishda tashkil etiladi.

Metodik adabiyotlarda o‘yinlar quyidagi turlarga ajratiladi: didaktik o‘yinlar; interfaol muloqot o‘yinlari; syujetli-rolli o‘yinlar; harakatli o‘yinlar; dramatizatsion (ijodiy) o‘yinlar.

Didaktik o‘yinlar til birliklarini (leksik va grammatik) o‘zlashtirishga xizmat qilsa, interfaol o‘yinlar kommunikativ faoliyatni faollashtiradi. Syujetli-rolli o‘yinlar esa real hayotiy kommunikativ vaziyatlarni modellashtirish orqali nutqiy kompetensiyani rivojlantiradi [4, 112]. Yo‘ldoshev B.R. o‘yinlarni dars maqsadiga mos ravishda tanlash va tizimlashtirish o‘qitish samaradorligini oshiruvchi muhim metodik omil ekanligini ta’kidlaydi. Bundan tashqari, o‘yinga asoslangan ta’lim usullarini raqamli (digital) va an’anaviy o‘yinlar ko‘rinishida ham tasniflash mumkin. Raqamli o‘yinlar (mobil ilovalar, interaktiv platformalar) o‘quvchilarning individual o‘rganish sur’atiga moslashish imkonini beradi hamda differensial yondashuvni ta’minlaydi. An’anaviy o‘yinlar esa bevosita jonli muloqot va ijtimoiy interaksiyani rivojlantirishga xizmat qiladi. Bu ikki turdagi o‘yinlarning uyg‘un qo‘llanilishi ta’lim samaradorligini yanada oshiradi.

Didaktik va interfaol o‘yinlarning lingvodidaktik ahamiyati. Ingliz tilini o‘qitishda o‘yin texnologiyalaridan foydalanish asosan ikki yo‘nalishda amalga oshiriladi: didaktik va interfaol.

Didaktik o‘yinlar orqali: leksik birliklar faol o‘zlashtiriladi; fonetik ko‘nikmalar mustahkamlanadi; grammatik strukturalar shakllantiriladi.

Didaktik o‘yinlarning muhim xususiyatlaridan biri ularning maqsadga yo‘naltirilganligi va nazorat qilinuvchanligidir. Ya’ni, har bir o‘yin aniq o‘quv maqsadini amalga oshirishga xizmat qiladi va o‘qituvchi tomonidan boshqariladi. Shu bilan birga, ular o‘quvchilarda refleksiya ko‘nikmalarini shakllantirib, o‘z-o‘zini baholash mexanizmlarini rivojlantiradi. Bu esa ta’lim jarayonida metakognitiv kompetensiyaning shakllanishiga olib keladi.

Tadqiqotlarga ko‘ra, didaktik o‘yinlardan foydalangan o‘quvchilarda lug‘atni eslab qolish darajasi 20–25% ga yuqori bo‘ladi. Interfaol o‘yinlar esa kommunikativ kompetensiyaning shakllanishiga xizmat qiladi. Xususan, ular o‘quvchilarda erkin fikrlash, muloqotga kirishish va nutqiy mustaqillikni rivojlantiradi. Jalolov O.M. o‘yinli muloqot mashqlari reproduktiv nutqdan produktiv nutqqa o‘tishni ta’minlashini qayd etadi [9, 91].

O‘yinlar orqali nutqiy faoliyatni rivojlantirish. Ingliz tilini o‘qitishda nutq faoliyatining asosiy turlari – tinglash va gapirish ko‘nikmalarini rivojlantirish ustuvor vazifalardan hisoblanadi.

Tinglash ko‘nikmasini rivojlantirishda: buyruqli o‘yinlar (Total Physical Response), audio asosidagi topshiriqlar *va* harakatli o‘yinlar samarali hisoblanadi.

Ermatov S. o‘yin asosidagi tinglash mashqlari o‘quvchilarning eshitib tushunish kompetensiyasini sezilarli darajada oshirishini ta’kidlaydi [10, 63]. Gapirish ko‘nikmasini rivojlantirishda esa syujetli-rolli o‘yinlar muhim o‘rin tutadi. Masalan, “do‘konda xarid qilish”, “mehmon kutish”, “tanishuv dialoglari” kabi vaziyatlar kommunikativ muhitni yaratadi. Usmonova Sh. o‘yin muhiti o‘quvchilarda nutqiy ishonchni shakllantirib, erkin muloqot qilishga undashini qayd etadi [11, 48]. Kuziev D. esa o‘yinli dialoglar real kommunikativ vaziyatlarga moslashish ko‘nikmasini rivojlantirishini ta’kidlaydi [12, 52].

Metodik shart-sharoitlar. O‘yin texnologiyalaridan samarali foydalanish quyidagi metodik tamoyillarga asoslanadi: kommunikativ vaziyatlarning autentikligi, topshiriqlarning bosqichma-bosqich murakkablashuvi, barcha o‘quvchilarning faol ishtirokini ta’minlash ijobiy va rag‘batlantiruvchi pedagogik muhit yaratish. Shuningdek, o‘yinlardan foydalanishda o‘qituvchining metodik kompetensiyasi hal qiluvchi ahamiyatga ega. O‘qituvchi o‘yinlarni tanlash, moslashtirish va dars jarayoniga integratsiya qilishda o‘quvchilarning yosh xususiyatlari, til darajasi hamda o‘quv maqsadlarini inobatga olishi zarur. Aks holda, o‘yin faqat ko‘ngilochar vosita sifatida qolib ketishi mumkin.

Xulosa. Tahlillar shuni ko‘rsatadiki, o‘yinga asoslangan ta’lim texnologiyalari ingliz tilini o‘qitishda yuqori samaradorlikka ega bo‘lib, ular o‘quvchilarning yosh va psixologik xususiyatlariga to‘liq mos keladi. Mazkur yondashuv o‘quvchilarning motivatsiyasini oshiradi, ularni faol ishtirok etishga undaydi hamda kommunikativ kompetensiyaning shakllanishiga xizmat qiladi. Didaktik va interfaol o‘yinlardan maqsadga muvofiq foydalanish, shuningdek, nutqiy ko‘nikmalarni rivojlantirishga qaratilgan metodik yondashuvlarni qo‘llash ta’lim samaradorligini sezilarli darajada oshiradi.

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XORIJIY DAVLATLARDA TA’LIM TIZIMI

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Annotatsiya. *Ushbu maqolada xorijiy davlatlardagi ta'lim tizimining nazariy asoslari, tarixiy shakllanishi, zamonaviy tendensiyalari va amaliy jihatlari keng yoritilgan. Dastlab, ta'lim tizimining shakllanishiga ta'sir etuvchi omillar, klassik va zamonaviy nazariyalar, shuningdek, mintaqaviy va milliy xususiyatlar muhokama qilinadi. So‘ngra, turli davlatlar ta’lim tizimlari tahlil qilinib, ularning o‘ziga xos jihatlari, yutuqlari va muammolari ochib beriladi. Tadqiqot natijalari xorijiy tajriba asosida O‘zbekiston ta'lim tizimini takomillashtirish yuzasidan tavsiyalar berishga xizmat qiladi.*

Kalit so'zlar: *ta'lim tizimi, xorijiy davlatlar, pedagogika, taqqoslash*

Kirish. Jahon miqyosida ta'lim tizimlari inson kapitalini rivojlantirish, iqtisodiy barqarorlikni ta'minlash va zamonaviy jamiyat ehtiyojlariga javob beruvchi malakali kadrlarni tayyorlashda muhim o‘rin tutadi. Xorijiy davlatlarda shakllangan ta'lim tizimlarining o‘ziga xos xususiyatlari, ularning tarixiy taraqqiyoti, nazariy asoslari va amaliy tajribalari zamonaviy pedagogika va ta'lim sohasidagi tadqiqotlar uchun doim dolzarb mavzu bo‘lib kelmoqda. Ta'lim tizimining samaradorligi, uning jamiyat taraqqiyotiga ta'siri, innovatsion yondashuvlar va global standartlarga moslashuvi masalalari bugungi kunda ham keng muhokama qilinmoqda. Ushbu ilmiy maqolada xorijiy davlatlar ta'lim tizimining nazariy va amaliy jihatlari chuqur tahlil qilinadi, tarixiy va zamonaviy yondashuvlar o‘rganiladi, shuningdek, xorijiy tajribalar asosida O‘zbekiston ta'lim tizimini takomillashtirish uchun tavsiyalar ishlab chiqiladi. Maqolaning asosiy maqsadi – xorijiy davlatlar ta'lim tizimining murakkab va ko‘p qirrali tabiati, uning rivojlanish bosqichlari hamda zamonaviy tendensiyalarini ilmiy asosda yoritish va tahlil qilishdir.

Adabiyotlar tahlili. Ta'lim tizimining nazariy asoslarini o‘rganishda, avvalo, pedagogik tafakkur va jamiyat taraqqiyotining o‘zaro bog‘liqligini anglash lozim. Ta'lim tizimi tushunchasining shakllanishi, uning mazmun-mohiyati va asosiy tamoyillari zamonaviy pedagogika nazariyasida keng yoritilgan. Ushbu tushuncha ostida, odatda, ta'lim muassasalari, o‘quv dasturlari, boshqaruv tizimi, moliyalashtirish, baholash mexanizmlari va pedagogik faoliyatni tashkil etuvchi boshqa elementlar yig‘indisi nazarda tutiladi. Dastlabki ilmiy qarashlarda, xususan, Yevropa va Shimoliy Amerika olimlari tomonidan ta'lim tizimi ijtimoiy institut sifatida talqin qilinadi va uning ijtimoiylashtiruvchi, madaniy merosni uzatish, shuningdek, jamiyat ehtiyojlariga mos ravishda inson resurslarini shakllantirishdagi roli alohida ta'kidlanadi [1]. Emile Durkheim, John Dewey, Max Weber kabi klassik sotsiolog va pedagoglar o‘z asarlarida ta'lim tizimining ijtimoiy strukturadagi o‘rnini, uning modernizatsiya jarayonlari va ijtimoiy tenglikka ta'sirini chuqur tahlil qilganlar. Durkheim ta'limni jamiyatning asosiy instituti sifatida, Dewey esa tajribaviy-ta'limiy yondashuvlar orqali inson rivojlanishiga xizmat qiluvchi tizim sifatida tavsiflagan. Weberning byurokratik modeliga ko‘ra, ta'lim tizimi rasmiy me'yorlar va standartlar asosida boshqariladi, bu esa zamonaviy ta'lim tizimlarining ko‘plab jihatlarida o‘z aksini topgan.

Yangi davrga kelib, konstruktivizm, humanistik pedagogika va zamonaviy sotsiologik yondashuvlar ta'lim tizimining rivojlanishida muhim ahamiyat kasb etmoqda. Konstruktivizmga ko‘ra, bilimlar o‘rganuvchi subyektning faoliyatida mustaqil ravishda shakllanadi va har bir o‘quvchi o‘z tajribasi asosida bilimlarni o‘zlashtiradi. Bu yondashuv, ayniqsa, Skandinaviya, Kanada va Yaponiya ta'lim tizimlarida keng qo‘llanilmoqda. Humanistik pedagogika esa inson shaxsini rivojlantirish, uning imkoniyatlarini ochib berish va o‘zini o‘zi anglash jarayonlarini ta'lim jarayonining markaziga qo‘yadi. Bu yondashuv G‘arbiy Yevropa, AQSh va Avstraliya kabi davlatlarda davlat siyosati darajasiga ko‘tarilgan.

Ta'lim tizimining tarixiy shakllanishini tahlil qilishda, Avstriya, Germaniya, Angliya, Frantsiya, AQSh kabi davlatlarda yuzaga kelgan klassik model va an'anaviy tizimlarning o‘ziga xos xususiyatlarini alohida ko‘rsatib o‘tish zarur. Masalan, Prussiya modeli asosida shakllangan Germaniya ta'lim tizimi qat'iy markazlashgan boshqaruv, milliy o‘quv dasturlari va davlat tomonidan nazorat qilinadigan baholash tizimi bilan ajralib turadi. Bu model XIX asrning oxirida va XX asr boshlarida ko‘plab Yevropa davlatlari va hatto Yaponiyada ham keng tarqalgan. Angliya va AQShda esa, ta'lim tizimi ko‘proq mahalliy boshqaruv, muvofiqlashtirilgan o‘quv dasturlari va ijtimoiy tabaqalanishni yumshatishga qaratilgan mexanizmlar bilan rivojlandi. Frantsuz modeli esa markazlashgan, lekin yuksak akademik talablar va davlat tomonidan qat'iy nazoratga asoslangan bo‘lib, o‘ziga xos meritokratiya tamoyillarini aks ettiradi.

O‘tgan asrning ikkinchi yarmidan boshlab, ta'lim tizimlarini modernizatsiya qilish, ularni demokratlashtirish va inson kapitali nazariyasi asosida qayta qurish jarayonlari keng avj oldi. Inson kapitali nazariyasi, xususan, T. Shultz va G. Becker asarlarida iqtisodiy o‘sish va innovatsion taraqqiyotda ta'lim tizimining asosiy omil ekanligi isbotlab berildi. Bu yondashuv Kanada, Janubiy Koreya, Singapur, Finlyandiya kabi davlatlar ta'lim siyosatida asosiy ustuvor yo‘nalishga aylandi. Ushbu davlatlar ta'lim sifati, o‘quvchilarning kompetensiyalarini rivojlantirish, zamonaviy texnologiyalarni joriy etish va umrbod ta'lim konsepsiyasini amaliyotga tatbiq etish borasida yetakchilik qilmoqda.

Mintaqaviy va milliy olimlarning tadqiqotlari xorijiy davlatlarda ta'lim tizimining o‘ziga xos xususiyatlarini ochib berishda muhim ahamiyat kasb etmoqda. Masalan, yapon olimi Makoto Yamada, koreys tadqiqotchisi Kim Sung-Ho va fin pedagogi Pasi Sahlberg tomonidan olib borilgan tadqiqotlar har bir davlatda ta'lim tizimi milliy qadriyatlar, madaniy an'analar va iqtisodiy sharoitlar bilan chambarchas bog‘liq ekanligini ko‘rsatadi. Yaponiyada "gakureki shakai" – diplom jamiyati tushunchasi asosida ta'lim jarayoni yuqori raqobatbardoshlik, intizom va ustuvor akademik yutuqlar bilan ajralib turadi. Koreyada esa, "hagwon" deb ataluvchi xususiy o‘quv markazlari ta'lim tizimining muhim qismi sifatida shakllangan va davlat ta'lim dasturlarini to‘ldirib, o‘quvchilar bilimini chuqurlashtirishga xizmat qiladi. Finlyandiya tajribasida esa, o‘qituvchining jamiyatdagi nufuzi, ta'lim jarayonining moslashuvchanligi, davlat tomonidan ta'limga yuqori darajadagi investitsiyalar va o‘quvchilarning individual rivojlanishiga e'tibor asosiy omillar sifatida ko‘rsatiladi[2].

Empirik tadqiqotlar xorijiy davlatlarda ta'lim tizimi samaradorligini baholashda xalqaro reyting va monitoring tizimlaridan keng foydalanilmoqda. Xususan, PISA (Programme for International Student Assessment), TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study) kabi xalqaro baholash dasturlari o‘quvchilarning bilim va kompetensiyalarini, ta'lim tizimlarining natijaviyligini aniqlashda asosiy mezon bo‘lib xizmat qilmoqda. Bu dasturlar natijalari asosida Finlyandiya, Singapur, Yaponiya, Janubiy Koreya, Kanada kabi davlatlar doimiy ravishda yuqori o‘rinlarni egallab kelmoqda. Finlyandiya ta'lim tizimida o‘quvchilarga mustaqil fikrlash, muammoli vaziyatlarda yechim topish va jamiyatda faol ishtirok etish ko‘nikmalarini rivojlantirishga alohida e'tibor qaratiladi. Singapur va Janubiy Koreya esa, yuqori akademik talablar, qat'iy baholash tizimi va zamonaviy texnologiyalarni o‘quv jarayoniga joriy etish orqali yuqori natijalarga erishmoqda[3].

Biroq, xorijiy davlatlar ta'lim tizimini tahlil qilishda muammoli jihatlar va tanqidiy yondashuvlarni ham inobatga olish zarur. Masalan, yuqorida qayd etilgan PISA reytinglarida yuqori o‘rinlarni egallagan davlatlarda ham, o‘quvchilarda stress darajasining ortishi, ijtimoiy tengsizlik va psixologik muammolar yuzaga kelmoqda. Xususan, Janubiy Koreya va Yaponiya ta'lim tizimida o‘quvchilarga yuklamaning ortiqligi, raqobatbardoshlikning haddan tashqari yuqoriligi va oilaviy bosimlar natijasida yoshlar orasida ruhiy salomatlik bilan bog‘liq muammolar ko‘paymoqda. G‘arbiy Yevropa mamlakatlarida esa, migratsiya jarayonlari, madaniy xilma-xillik va ijtimoiy inklyuziya masalalari ta'lim tizimining dolzarb muammolaridan biri sifatida namoyon bo‘lmoqda. Bu esa, zamonaviy ta'lim tizimlarida moslashuvchanlik, inklyuzivlik va ijtimoiy adolat tamoyillarini kuchaytirish zaruratini yuzaga keltirmoqda [4].

Ta'lim tizimlarining zamonaviy rivojlanish tendensiyalari globalizatsiya, raqamli texnologiyalar va pandemiya sharoitida yuzaga kelgan yangi chaqiriqlarga moslashish bilan bog‘liq. COVID-19 pandemiyasi

davrida masofaviy ta'lim, onlayn platformalar va innovatsion pedagogik yondashuvlar ko‘plab xorijiy davlatlarda asosiy o‘quv shakliga aylandi. AQSh, Kanada, Buyuk Britaniya va Avstraliya kabi davlatlarda raqamli texnologiyalar yordamida ta'lim sifati va yetkazib berish shakllari tubdan o‘zgardi. Biroq, raqamli tafovut, ta'lim infratuzilmasining yetarli emasligi va o‘qituvchilarning malakasini oshirish zarurati yangi muammolarni yuzaga keltirdi. Shu bilan birga, pandemiya sharoitida ta'lim tizimining ijtimoiy himoya, psixologik yordam va inklyuzivlik tamoyillariga e'tibor kuchaydi. Masalan, Kanada va Skandinaviya davlatlari o‘quvchilarning ruhiy salomatligini saqlash, ijtimoiy tenglik va inklyuziv ta'limni rivojlantirish bo‘yicha samarali dasturlarni joriy etdi [5].

Ta'lim tizimini takomillashtirishda davlat siyosati, xalqaro hamkorlik va innovatsion loyihalar muhim o‘rin tutadi. Xorijiy davlatlarda, xususan, Yevropa Ittifoqi mamlakatlarida “Erasmus+”, “Horizon Europe” kabi dasturlar orqali talaba va o‘qituvchilar almashinuvi, ilmiy-tadqiqot loyihalari va ta'lim standartlarini uyg‘unlashtirishga alohida e'tibor qaratilmoqda. Bu esa, ta'lim tizimining ochiqligi, xalqaro standartlarga mosligi va raqobatbardoshligini ta'minlashga xizmat qilmoqda. AQSh va Avstraliya tajribasida esa, oliy ta'lim muassasalarining avtonomiyasi, grant tizimi va tadqiqot faoliyatiga e'tibor asosiy omillar sifatida ko‘zga tashlanadi. Xitoyda esa, davlat tomonidan ta'limga katta investitsiyalar kiritilishi, STEM (science, technology, engineering, mathematics) yo‘nalishlarini rivojlantirish va xalqaro universitetlar bilan hamkorlik qilish asosiy ustuvor vazifa sifatida belgilangan [6].

Tanqidiy tahlil natijalari shuni ko‘rsatadiki, xorijiy davlatlarda ta'lim tizimining muvaffaqiyati ko‘p omilli va kompleks yondashuvga asoslanadi. Bir tomondan, davlat siyosati, moliyaviy resurslar va boshqaruv tizimi muhim rol o‘ynasa, ikkinchi tomondan, ta'lim muassasalari, o‘qituvchilar malakasi, o‘quv dasturlarining moslashuvchanligi va innovatsion yondashuvlar tizim samaradorligini belgilaydi. Shuningdek, har bir davlatda ta'lim tizimining shakllanishi va rivojlanishiga tarixiy, madaniy, iqtisodiy va siyosiy omillar bevosita ta'sir ko‘rsatadi. Shu bois, xorijiy tajribani o‘rganishda uni to‘liq ko‘chirib olish emas, balki mahalliy sharoit va milliy qadriyatlar asosida moslashtirish muhim ahamiyat kasb etadi. Yevropa va Osiyo davlatlari tajribasi shuni ko‘rsatadiki, inklyuziv ta'lim, umrbod o‘qish, kompetensiyaga asoslangan yondashuv va raqamli ta'lim texnologiyalari zamonaviy ta'lim tizimining asosiy yo‘nalishlari sifatida qaralmoqda. Ushbu tendensiyalar O‘zbekiston ta'lim tizimini takomillashtirishda ham muhim ahamiyat kasb etadi.

Xulosa qilib aytganda, xorijiy davlatlarda ta'lim tizimi nazariy va amaliy jihatdan chuqur o‘rganilgan, ko‘plab mamlakatlarda o‘ziga xos model va yondashuvlar shakllangan. Har bir tizimning yutuq va kamchiliklari, zamonaviy chaqiriqlarga moslashish darajasi va innovatsion rivojlanish yo‘llari xalqaro pedagogik hamjamiyat uchun doimiy tahlil va bahs-munozara obyekti bo‘lib qolmoqda.

Xulosa. Yuqoridagi tahlillar shuni ko‘rsatadiki, xorijiy davlatlarda ta'lim tizimi murakkab va ko‘p qirrali jarayon bo‘lib, uning muvaffaqiyati ko‘plab omillar, jumladan, tarixiy an’analar, davlat siyosati, iqtisodiy imkoniyatlar, madaniy qadriyatlar va zamonaviy innovatsion yondashuvlar bilan belgilanadi. Har bir davlat o‘zining ijtimoiy-iqtisodiy sharoitlari, madaniyati va siyosiy tuzilmasidan kelib chiqqan holda ta'lim tizimini takomillashtirish yo‘lida o‘ziga xos yondashuvlarni ishlab chiqmoqda. Zamonaviy davrda ta'lim tizimi globalizatsiya, raqamli texnologiyalar rivoji va pandemiya kabi yangi chaqiriqlarga moslashish zarurati bilan yuzma-yuz kelmoqda. Finlyandiya, Singapur, Janubiy Koreya, Kanada kabi davlatlar tajribasi shuni ko‘rsatmoqdaki, o‘qituvchi kasbining nufuzi, ta'lim jarayonining moslashuvchanligi, o‘quvchilarning individual rivojlanishiga e'tibor hamda davlat tomonidan ta'limga doimiy sarmoya kiritish tizim samaradorligining asosiy omillari hisoblanadi. Shu bilan birga, yuqori natijalarga erishgan davlatlarda ham ijtimoiy tengsizlik, stress, raqamli tafovut va inklyuzivlik muammolari saqlanib qolmoqda. O‘zbekiston uchun xorijiy davlatlar tajribasini o‘rganish va moslashtirish, zamonaviy pedagogik yondashuvlar asosida milliy ta'lim tizimini takomillashtirish dolzarb vazifa bo‘lib qolmoqda. Bu borada, xalqaro hamkorlikni kengaytirish, o‘qituvchilar malakasini oshirish, innovatsion texnologiyalarni joriy etish va ta'limda inklyuzivlik tamoyillarini kuchaytirish muhim ahamiyat kasb etadi. Xulosa qilib aytganda, xorijiy davlatlar tajribasi asosida O‘zbekiston ta'lim tizimini isloh qilish va zamonaviy global tendensiyalarga moslashtirish uchun ilmiy asoslangan, tizimli va kompleks yondashuv zarur.

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TA’LIMDA AN’ANAVIY VA ZAMONAVIY METODLARNING O‘RNI

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Annotatsiya: *Ushbu maqolada zamonaviy ta’lim tizimida an’anaviy va zamonaviy metodlarning tutgan o‘rni hamda ahamiyati tahlil qilinadi. Muallif har bir metodning o‘ziga xos pedagogik xususiyatlarini yoritib, ularning o‘quv jarayonidagi funksional vazifalarini ko‘rsatib beradi. Maqolada fundamental bilimlarni berishda an’anaviy usullarning o‘rni hamda o‘quvchilarning faolligi va amaliy ko‘nikmalarini oshirishda zamonaviy innovatsion texnologiyalarning roli ilmiy asoslab berilgan.*

Kalit so‘zlar: *ta’lim tizimi, an’anaviy metodlar, zamonaviy metodlar, pedagogik texnologiyalar, innovatsiya, interfaol ta’lim, bilim, ko‘nikma, o‘qitish samaradorligi.*

Kirish. Ta’lim tizimi jamiyatning intellektual salohiyatini belgilab beruvchi asosiy bo‘g‘indir. Mazkur sohada qo‘llaniladigan metodlar va yondashuvlar davr talabiga qarab takomillashib boradi. Hozirgi kunda pedagogikada uzoq yillik tajribadan o‘tgan an’anaviy dars berish usullari hamda texnologik taraqqiyot mahsuli bo‘lgan zamonaviy metodlar o‘z o‘rniga ega. Har bir metod o‘zining maxsus maqsad va vazifalariga ko‘ra ta’lim jarayonining sifatini ta’minlashga xizmat qiladi.

An’anaviy metodlarning ta’limdagi o‘rni. An’anaviy metodlar pedagogika fanining poydevori hisoblanadi. Ular asosan bilimlarni tizimli uzatish, nazariy asoslarni tushuntirish va o‘quvchi dunyoqarashini ilmiy asosda shakllantirishga yo‘naltirilgan.Ilmiy bilimlarni uzatish: O‘qituvchi tomonidan taqdim etiladigan ma’ruza va darslikdagi matnlar o‘quvchiga fanning fundamental asoslarini qisqa vaqt ichida chuqur o‘zlashtirish imkonini beradi. Akademik izchillik: An’anaviy yondashuvda bilimlar soddadan murakkabga qarab, ma’lum bir mantiqiy tartibda beriladi. Bu esa o‘quvchida fanga oid yaxlit tasavvurning paydo bo‘lishiga xizmat qiladi. Nutq va fikrlash namunasi: O‘qituvchining dars davomidagi tushuntirishlari o‘quvchi uchun ilmiy nutq madaniyatini shakllantiruvchi asosiy namuna hisoblanadi. Shuningdek, savol-javob usuli o‘quvchida xotirani mustahkamlash va fikrni aniq bayon etishga yordam beradi.

Zamonaviy metodlarning ta’limdagi o‘rni. Zamonaviy metodlar ta’lim jarayonini demokratlashtirish va o‘quvchining shaxsiy imkoniyatlarini yuzaga chiqarishga qaratilgan innovatsion yondashuvdir. Ularning o‘rni quyidagilarda namoyon bo‘ladi: Faollikni oshirish: Interfaol metodlar dars jarayonida o‘quvchini passiv tinglovchidan faol ishtirokchiga aylantiradi. Guruhlarda ishlash, aqliy hujum va muammoli vaziyatlar talabani mustaqil yechim izlashga undaydi. Amaliy ko‘nikmalarni shakllantirish: Zamonaviy metodlar bilimning hayotiy jarayonlar bilan bog‘liqligini ta’minlaydi. Loyihaviy o‘qitish va amaliy treninglar orqali o‘quvchi o‘rgangan nazariyasini real vaziyatlarda qo‘llashni o‘rganadi.

Axborot bilan ishlash madaniyati: Raqamli texnologiyalar va multimedia vositalari darsni vizual boyitish bilan birga, talabalarda axborotni mustaqil izlash, saralash va tahlil qilish ko‘nikmalarini rivojlantiradi.

Metodlarning o‘quv jarayonidagi ahamiyati. Ta’lim jarayonining samarasi o‘qituvchi tomonidan tanlangan metodlarning dars maqsadiga mosligiga bog‘liq. Fundamental nazariyalarni o‘rganishda an’anaviy metodlarning o‘rni beqiyos bo‘lsa, o‘quvchilarda kreativ fikrlash va muloqot qobiliyatlarini rivojlantirishda zamonaviy metodlar yetakchilik qiladi. Har ikki metod darsning turli bosqichlarida o‘zining funksional vazifasini bajarib, birgalikda ta’lim oluvchining har tomonlama rivojlanishini ta’minlaydi.

Xulosa. Xulosa qilib aytganda, ta’lim tizimida an’anaviy metodlar bilimlarning mustahkam poydevorini yaratsa, zamonaviy metodlar o‘sha bilimlarni amaliy ko‘nikmaga aylantirish va shaxsni erkin fikrlashga o‘rgatishga xizmat qiladi. Kelajak avlodni sifatli o‘qitishda har bir metodning o‘rni va ahamiyatini to‘g‘ri anglash pedagogik mahoratning asosi hisoblanadi.

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USING ROLE-PLAY TO IMPROVE STUDENT’S CONFIDENCE IN SPEAKING ENGLISH

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Abstract. *This article discusses the importance of using role-play activities to improve students’ confidence in speaking English. Many learners experience fear and lack of confidence when speaking a foreign language. Role-play is presented as an effective teaching method that creates a supportive and interactive learning environment. It helps students practice real-life communication, reduce anxiety, and develop fluency. The article highlights the benefits of role-play and provides practical examples for classroom use.*

Keywords: *role-play, speaking skills, confidence, English language learning, communication, classroom activities*

In today’s globalized world, the English language plays a crucial role in communication, education, and career development. Despite learning English for many years, a large number of students still face difficulties when it comes to speaking. One of the main problems is lack of confidence. Students are often afraid of making mistakes, being criticized, or speaking in front of others. This fear prevents them from actively participating in classroom activities and improving their speaking skills. To address this issue, teachers need to use interactive and student-centered teaching methods. One of the most effective techniques is role-play. Role-play is widely used in language teaching because it creates a realistic and engaging learning environment. It allows students to practice speaking in different situations and helps them feel more confident. This article discusses the importance of role-play and how it can improve students’ confidence in speaking English. Role-play is a classroom activity where students act out different roles in specific situations. It is a form of simulation that reflects real-life communication. According to Harmer, role-play encourages students to use language creatively

and interactively. Students are given roles such as a doctor, teacher, customer, or traveler and are asked to communicate based on those roles.

This method helps students move beyond memorization and use language in a meaningful way. Instead of focusing only on grammar rules, students practice real communication. For example, a student playing the role of a customer in a restaurant must ask for food, understand responses, and react appropriately. This type of activity prepares them for real-life situations. Confidence is a key factor in language learning. Even if students know grammar and vocabulary, they may not be able to speak if they lack confidence. Many students experience anxiety when speaking English, especially in front of others. They worry about making mistakes or being laughed at. According to, students need a supportive environment to develop their speaking abilities. Confidence grows when students feel safe and encouraged. Role-play provides such an environment because it focuses on communication rather than perfection. Students understand that making mistakes is part of learning. Role-play helps students reduce fear and anxiety. When students act as someone else, they feel less pressure. They are not speaking as themselves but as a character, which makes it easier to express ideas. As noted by Ladousse, role-play creates a low-stress situation where students can practice freely.

Moreover, role-play increases participation. In traditional classrooms, only a few students speak, while others remain silent. However, in role-play activities, all students are involved. This gives them more opportunities to practice speaking. Another important benefit is the development of fluency. According to Livingstone,, role-play helps students speak more naturally and spontaneously. They learn how to respond quickly and keep conversations going. This improves both their confidence and communication skills.

Practical Examples of Role-Play Activities. Role-play can be used in various situations depending on the lesson topic. For example: Restaurant conversation (customer and waiter) Doctor and patient; Job interview; Asking for directions; Shopping dialogue. These activities make lessons more interesting and enjoyable. Students become more active and motivated. According to Scrivener (2005, p. 233), interactive activities like role-play increase student engagement and improve learning outcomes. Teachers can also make role-play more effective by giving clear instructions, providing useful vocabulary, and encouraging students to be creative. Group work and pair work can also help shy students feel more comfortable. In conclusion, role-play is a powerful and effective method for improving students' confidence in speaking English. It creates a supportive and interactive learning environment where students can practice real-life communication. Role-play helps reduce fear, increase participation, and develop fluency. Teachers should regularly use role-play activities in their lessons to help students become more confident and active speakers. By doing so, students will not only improve their speaking skills but also enjoy the learning process.

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ALTERNATIVE AND INNOVATIVE ASSESSMENT

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Annotation: *This article explores creative and alternative techniques of assessment as crucial elements of contemporary educational systems. It focuses on the shift from more rigid, exam-based evaluation methods to more adaptable, learner-centered methods that more accurately represent students' aptitudes, competencies, and skills. The study examines many forms of alternative evaluation, such as formative assessment methods, project-based activities, performance-based assessment, peer and self-assessment, and portfolios. The benefits and difficulties of using alternative evaluation are also covered in the study, including concerns about validity, fairness, and dependability. It highlights how crucial constant feedback, openness, and flexibility are to raising student learning results.*

Key words: *Alternative assessment, innovative assessment, authentic assessment, formative assessment, summative assessment, continuous assessment, performance-based assessment, portfolio assessment, project-based learning, peer assessment, self-assessment, learning outcomes, educational innovation.*

In recent years, the education system has undergone significant changes due to globalization, technological advancement, and the growing demand for highly skilled professionals. Traditional assessment methods, such as written exams and standardized tests, are no longer sufficient to measure students' full range of abilities. These methods often focus on memorization rather than understanding and practical application.

As a result, alternative and innovative assessment approaches have gained increasing attention. These approaches aim to evaluate not only knowledge but also skills, attitudes, and competencies that are essential in real-life situations. They promote a more holistic view of learning and provide opportunities for students to demonstrate their abilities in diverse ways[16].

Alternative assessment refers to evaluation methods that differ from conventional testing formats. Instead of relying solely on exams, it includes a variety of techniques such as portfolios, presentations, projects, and reflective journals. These methods allow students to actively participate in the learning process and demonstrate their understanding in meaningful contexts. One of the main advantages of alternative assessment is its focus on authenticity. Students are often required to complete tasks that resemble real-world challenges. For instance, rather than answering multiple-choice questions, learners may be asked to design a project, solve a practical problem, or collaborate with peers. This not only improves their understanding but also enhances their ability to apply knowledge in practice[17].

Moreover, alternative assessment supports individualized learning. Each student has unique strengths, and these methods provide multiple ways to showcase their abilities. This flexibility helps reduce anxiety and encourages students to be more engaged in their studies.

Innovation in assessment is closely linked with the use of modern technologies. Digital tools have transformed the way teachers evaluate students' performance. Online quizzes, interactive platforms, and learning management systems enable educators to track progress more efficiently and provide immediate feedback. Technology-based assessment methods also make learning more engaging[18]. For example, gamified assessments turn evaluation into an interactive experience, motivating students to participate actively. Similarly, artificial intelligence can be used to analyze student performance and suggest personalized learning paths. Another important aspect of innovative assessment is accessibility. Digital tools allow students to access

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assessments anytime and anywhere, which is particularly beneficial in online learning environments. This flexibility supports continuous learning and ensures that assessment is not limited to the classroom.

There are several widely used forms of alternative and innovative assessment. Each of them serves a specific purpose and contributes to a more comprehensive evaluation system. Portfolio Assessment involves collecting students' work over time. It provides a clear picture of their progress, achievements, and areas for improvement. Portfolios encourage reflection and help students take responsibility for their learning. Project-Based Assessment requires students to complete complex tasks that integrate knowledge and skills from different subjects. This approach promotes critical thinking, creativity, and problem-solving abilities.

Peer Assessment allows students to evaluate each other's work. It develops analytical skills and encourages collaboration. At the same time, **self-assessment** helps learners reflect on their own performance and identify their strengths and weaknesses. Performance-Based Assessment focuses on practical tasks such as presentations, experiments, or demonstrations. It is particularly useful in assessing real-world skills and competencies[19]. These diverse methods ensure that assessment is not limited to a single format, making the evaluation process more balanced and inclusive. The implementation of alternative and innovative assessment methods offers numerous advantages. First, they promote deeper learning by encouraging students to understand concepts rather than memorize information. This leads to better retention and application of knowledge. Second, these approaches support the development of essential 21st century skills. Students learn how to think critically, communicate effectively, collaborate with others, and solve complex problems[20]. These skills are crucial for success in both academic and professional environments. Another important benefit is continuous feedback. Unlike traditional exams, which provide results at the end of a course, alternative assessment allows for ongoing evaluation. Teachers can give timely feedback, helping students improve their performance step by step. Furthermore, these methods create a more inclusive learning environment. Students with different learning styles and abilities can demonstrate their knowledge in ways that suit them best. This reduces stress and increases motivation.

Despite its many advantages, alternative and innovative assessment also presents certain challenges. One of the main issues is the difficulty of ensuring reliability and objectivity. Unlike standardized tests, subjective evaluation methods may lead to inconsistencies in grading. Another challenge is the time and effort required for implementation. Designing projects, evaluating portfolios, and providing detailed feedback can be demanding for teachers. It requires proper training and resources to ensure effectiveness.

Additionally, there may be resistance to change from both educators and institutions. Traditional assessment methods are deeply rooted in many education systems, and shifting to new approaches may take time. To address these challenges, it is important to establish clear criteria, use rubrics, and provide professional development opportunities for teachers.

In conclusion, alternative and innovative assessment methods represent a significant shift in modern education. They move beyond traditional testing to provide a more comprehensive and meaningful evaluation of students' abilities. By focusing on real-world skills, continuous feedback, and student-centered learning, these approaches enhance both teaching and learning processes.

Although there are challenges in implementation, the benefits of these methods outweigh their limitations. With proper planning and support, alternative assessment can improve educational quality and better prepare students for future challenges. As education continues to evolve, innovative assessment practices will play an increasingly important role in shaping effective learning environments.

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THE IMPORTANCE OF SLEEP IN IMPROVING STUDENTS' ACADEMIC PERFORMANCE

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Abstract. *Sleep is a fundamental factor that affects students' academic performance and overall well-being. In recent years, many students have developed poor sleep habits due to academic pressure and the excessive use of technology. This paper discusses how sleep contributes to better concentration, improved memory, and emotional stability. It also examines the negative effects of sleep deprivation, such as reduced productivity and increased stress. The findings suggest that students who maintain healthy sleep patterns perform better in their studies. Therefore, it is important for students to prioritize sleep in order to achieve academic success.*

Keywords. *Sleep, academic performance, students, concentration, memory, sleep deprivation, productivity, mental health, learning ability, stress reduction, cognitive skills, education*

Main Body. In today's modern world, students are expected to achieve high academic results and stay productive in their studies. They attend lectures, complete assignments, prepare for exams, and often engage in different activities. However, in the process of trying to manage all these responsibilities, many students ignore one of the most important factors for success, which is sleep. Sleep is not simply a period of rest, but it is a necessary biological process that plays a crucial role in maintaining physical health, emotional balance, and cognitive abilities. Without enough sleep, students may struggle to perform well in their academic life.

Nowadays, many students develop unhealthy sleep habits. They often stay up late at night using their phones, watching videos, or studying for exams. As a result, they do not get enough rest, and this leads to sleep deprivation. Over time, this habit negatively affects their ability to concentrate, understand lessons, and remember important information. It is important to realize that the brain needs proper rest in order to function effectively. When students do not sleep well, their academic performance may decrease significantly.

One of the most important benefits of sleep is its impact on concentration. Students who get enough sleep are able to focus better during classes and while studying. They can listen carefully to their teachers, take clear notes, and understand new information more easily. On the other hand, students who are tired often feel distracted and unable to pay attention. They may miss important details and struggle to follow explanations. From personal experience, many students notice that when they sleep well, they feel more active and ready to learn, but when they do not get enough sleep, even simple tasks become difficult. Another important aspect of sleep is its role in memory improvement. During sleep, the brain processes and organizes the information that was learned during the day. This process helps students store knowledge in their long-term memory. For example, when preparing for exams, students who sleep well are more likely to remember facts, concepts, and details. In contrast, students who stay awake all night trying to study may forget what they have learned because

their brain does not have enough time to process the information properly. Therefore, sleep is essential for effective learning and academic success.

Sleep also plays a significant role in emotional well-being. Students who do not get enough sleep often feel stressed, anxious, and sometimes even depressed. These emotional problems can make it difficult for them to stay motivated and focused on their studies. When a student feels overwhelmed, their ability to perform well decreases. On the other hand, students who have healthy sleep habits usually feel more relaxed and emotionally stable. They can handle academic challenges more effectively and maintain a positive attitude toward learning.

In addition to mental health, sleep is very important for physical health. Lack of sleep can weaken the immune system, making students more likely to become ill. When students are sick, they may miss classes and fall behind in their studies. Furthermore, constant tiredness reduces energy levels, making it difficult to stay active and productive throughout the day. Students who get enough sleep feel more energetic and are better able to complete their daily tasks. This shows that sleep is essential not only for the brain but also for the body.

Another important point to consider is the effect of sleep on decision-making and problem-solving skills. Students are required to make many decisions every day, such as managing their time, choosing study methods, and solving academic problems. Sleep deprivation can negatively affect these abilities. Tired students may find it difficult to think clearly and make good decisions. They may procrastinate or choose ineffective ways of studying. As a result, their academic performance may suffer.

Technology is another factor that has a strong influence on students' sleep patterns. Many students use their smartphones, laptops, or other electronic devices late at night. The blue light from these screens can interfere with the body's natural sleep cycle. It makes it harder for students to fall asleep, even when they feel tired. In addition, spending too much time on social media or watching videos can reduce the amount of time available for sleep. Therefore, reducing screen time before going to bed is an important step toward improving sleep quality.

Developing good sleep habits is essential for students who want to succeed academically. One of the most effective strategies is to maintain a regular sleep schedule. Going to bed and waking up at the same time every day helps regulate the body's internal clock. Students should also create a comfortable sleeping environment that is quiet, dark, and cool. Avoiding caffeine and heavy meals before bedtime can also improve sleep quality. In addition, engaging in relaxing activities such as reading or listening to calm music can help prepare the body for sleep. Some students believe that they can succeed with very little sleep, but this is not true in the long term. While it may seem possible to stay awake for long hours and still perform tasks, the negative effects of sleep deprivation will eventually appear. Continuous lack of sleep can lead to serious problems such as chronic fatigue, poor academic performance, and health issues. Therefore, it is important for students to understand that sleep is not a waste of time, but an important investment in their future. Teachers and parents also play an important role in promoting healthy sleep habits among students. They should educate students about the importance of sleep and encourage them to manage their time effectively. Schools can also help by reducing excessive workload and creating a balanced academic schedule. When students receive proper support, they are more likely to develop healthy habits and achieve better results.

In conclusion, sleep is a key factor that influences students' academic performance and overall quality of life. It improves concentration, enhances memory, supports emotional stability, and maintains physical health. Students who get enough sleep are more likely to succeed in their studies and feel more confident in their abilities.

It is important for students to prioritize sleep and aim for at least 7–9 hours of rest each night. By developing healthy sleep habits, they can improve their academic performance and lead a more balanced and productive life.

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CHALLENGES IN SYSTEMATIC ASSESSMENT IN ENGLISH LEARNING

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Abstract. *This article analyzes the main challenges of systematic assessment in English language learning. Issues such as subjective grading, test anxiety, and lack of resources are discussed. Practical recommendations for addressing these challenges are also provided.*

Keywords: *systematic assessment, English language, test anxiety, assessment challenges*

Systematic assessment plays a vital role in English language education, as it allows teachers to monitor students' progress and evaluate their understanding. The purpose of assessment is not only to measure knowledge but also to guide teaching strategies and enhance learning outcomes. However, implementing systematic assessment effectively is not without challenges. One of the most prominent issues is the subjectivity of grading. Teachers' personal opinions, biases, and experiences can inadvertently influence the evaluation of students' work. For example, speaking tests may reflect the teacher's impressions rather than the students' actual language competence. Such subjectivity can lead to unfair grading, reduce student motivation, and hinder accurate feedback. To mitigate this, the use of rubrics and standardized criteria has been recommended, ensuring a more objective and consistent assessment process.

Another significant challenge is students' stress and test anxiety. Many learners experience fear during high-stakes exams such as final tests or internationally recognized tests like TOEFL or IELTS. This anxiety can affect cognitive performance, making students underperform despite having adequate knowledge. Test-related stress can also discourage learners from actively participating in class or engaging in independent learning. Formative assessment, continuous feedback, and low-stakes quizzes can help reduce anxiety, enabling students to demonstrate their true competence and build confidence over time.

Resource and time constraints are also major barriers to effective systematic assessment. Many educational institutions lack sufficient teaching materials, technological tools, or trained staff required to conduct comprehensive evaluations. Limited access to online platforms, e-portfolios, or interactive assessment tools may reduce the accuracy and efficiency of evaluations. Addressing these limitations requires investment in technology, teacher training, and the development of adaptable assessment strategies that fit the school's context and resources.

In addition, cultural and linguistic differences among learners can pose challenges in systematic assessment. English language learners often come from diverse backgrounds, and standardized tests may not account for variations in language exposure, educational experiences, or cultural perspectives. These differences

can affect performance and the interpretation of results. Teachers need to adopt culturally responsive assessment methods and be aware of potential biases that may arise due to students' backgrounds.

Moreover, systematic assessment requires careful planning and time management. Preparing, administering, and grading tests or assignments demands significant effort, which can be challenging in institutions with large class sizes or limited instructional time. Continuous assessment, while effective, can also be time-consuming, requiring teachers to balance teaching responsibilities with assessment tasks. Efficient planning, collaborative assessment strategies, and the use of automated or digital tools can help streamline this process and make it more manageable.

To overcome these challenges, several strategies are recommended. First, adopting clear rubrics and standardized grading criteria ensures fairness and reduces subjectivity. Second, integrating formative assessments, regular feedback, and low-stakes testing helps reduce students' stress and anxiety. Third, providing adequate resources, including technology and training for teachers, ensures the proper implementation of systematic assessment. Lastly, culturally responsive assessment practices help address the needs of diverse learners and improve the validity of results.

In conclusion, systematic assessment is a cornerstone of English language education, providing valuable insights into learners' knowledge and skills. Despite its importance, challenges such as subjective grading, test anxiety, limited resources, cultural differences, and time constraints can hinder its effectiveness. Recognizing these issues and applying practical solutions allows educators to conduct fair, accurate, and meaningful assessments, ultimately supporting students' language learning and academic growth.

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PSYCHOLOGICAL BARRIERS TO SPEAKING ENGLISH AMONG UZBEK STUDENTS AND METHODS FOR OVERCOMING THEM

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Annotation: *The purpose of this article is to explore the psychological barriers faced by Uzbek students in speaking English and ways to overcome them. It also aims to identify which methods can help students speak English fluently and confidently. In addition, the article discusses the challenges encountered in learning English and how these barriers can be overcome through appropriate methodologies. The research is aimed at improving the effectiveness of foreign language learning.*

Key words: *Motivation, psychological barriers, positive and negative effectiveness, language learning, fear, methodologies.*

In today's era of globalization, the importance of knowing English is rapidly increasing. It should also be noted that it is becoming an important factor in personal development. Especially for students studying in higher education institutions, the ability to communicate fluently in English has become a requirement of the time The Resolution No. PQ-5117 of the President of the Republic of Uzbekistan, dated May 19, 2021, "On measures to improve the system of learning foreign languages," has defined the priority of state policy in this area. However, learners of foreign languages face several obstacles. In particular, it is widely recognized that they encounter more psychological difficulties. These psychological fears include thoughts such as: "What if I make mistakes?", "What if I cannot speak?", and "What if my grammar is incorrect?" All of these reflect a lack of self-confidence. Of course, these fears negatively affect not only learning English but also learning other foreign languages. Therefore, it is necessary to thoroughly study ways to overcome this problem and ensure that learners can speak foreign languages correctly and fluently without fear. Most students are unable to communicate in English due to a lack of self-confidence. For this reason, they need better preparation and more practice.

Students are not accustomed to speaking in English. Even when teachers encourage them to speak, they often cannot do so. Therefore, teachers should conduct lessons using methods and techniques that motivate and encourage students to speak. There are several ways to address these problems. These are considered interactive methods. It is also worth noting that working in small groups can be highly beneficial. Of course, psychological methods should also be applied. Interactive methods include role-playing activities and working in pairs. Psychological methods involve using motivational statements and conducting psychological exercises to overcome these issues. Motivation is the activity a student demonstrates in order to achieve a goal, as well as the ability to encourage oneself. Self-confidence directly affects students' ability to acquire new knowledge and to develop speaking and writing skills. From this perspective, the aim of this study is to determine the psychological impact of the English language learning process on students' motivation and self-confidence, to analyze the factors influencing their development, and to develop practical recommendations. Students studying in English language programs at higher education institutions are expected to actively participate in international communication in their future professional activities.

Therefore, overcoming psychological problems should be considered an integral part of the foreign language teaching process. Understanding students' fears and providing appropriate support can lead to more effective learning outcomes. This highlights the necessity of a comprehensive approach that combines linguistic knowledge with psychological readiness in the process of learning English. Students grow up in different real-world environments. In order to address this issue, teachers need to understand the problems that have led to a decline in the level of English proficiency at schools. Another important factor is the role of the teacher in reducing psychological pressure. Teachers who apply a student-centered approach and organize interactive

lessons can positively influence learners' willingness to communicate. Encouraging students to express their ideas freely, regardless of mistakes, plays an important role in developing their speaking skills. In addition, the learning environment plays a significant role in shaping students' attitudes toward speaking English. If learners feel that they are being criticized or judged, they are less likely to actively participate in classroom activities. On the contrary, a supportive and encouraging environment helps students overcome their fears and build self-confidence.

Conclusion. English is one of the most widely spoken languages in international communication. As a result, the demand for this language is steadily increasing. Many learners are unable to speak it freely because they fear making mistakes, lack motivation, and are influenced by the way teachers conduct lessons. To address this problem, it is recommended to use various methods, motivational lessons, and pair-based activities. As a result, students can develop the ability to speak confidently and without fear. It is also important to note that the learning environment affects students' psychology. Teachers should support students and teach in a way that encourages and motivates them.

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THE ROLE OF FORMAL ASSESSMENT TECHNIQUES IN ENGLISH LANGUAGE LEARNING OUTCOMES

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Abstract. *This article examines the importance of systematic assessment in evaluating the knowledge of students learning English as a Foreign Language (EFL). It describes systematic assessment as a planned and continuous process that measures learners' progress in speaking, listening, reading, and writing. The paper explains the roles of diagnostic, formative, and summative assessment in providing objective evaluation and useful feedback. It also highlights the advantages, challenges, and classroom applications of systematic assessment in supporting students' language development. Systematic assessment helps teachers identify students' strengths and weaknesses at different stages of learning. It also encourages learners to become more aware of their progress and take responsibility for their improvement.*

Keywords: *formal assessment, English language learning, student evaluation, language proficiency, standardized testing, learning outcomes*

Assessment is a fundamental component of education, providing essential insights into students' learning progress and achievements. In the context of English language learning, formal assessment techniques, including standardized tests, quizzes, and structured examinations, play a critical role in evaluating learners' proficiency across key skills such as reading, writing, listening, and speaking. These assessments not only measure the current level of knowledge but also guide educators in identifying strengths, weaknesses, and areas that require additional support. Moreover, formal assessment contributes to maintaining academic standards, ensuring fairness in evaluation, and motivating students by setting clear learning objectives. Despite some criticisms, such as test anxiety and the potential overemphasis on exam results, formal assessment techniques remain an indispensable tool for enhancing English language learning outcomes and supporting effective teaching practices.

Formal assessment plays a crucial role in English language education by providing structured and systematic methods for evaluating students' knowledge and skills. These assessments, which include standardized tests, quizzes, and examinations, are designed to measure learners' proficiency in reading, writing, listening, and speaking. By offering objective and reliable data, formal assessments help educators monitor academic progress, identify areas where students may struggle, and adjust teaching methods to better address individual learning needs.

One of the primary benefits of formal assessment is that it establishes clear benchmarks for learning. Students can recognize their strengths and weaknesses, which encourages self-reflection and motivates them to improve. Structured evaluations also set explicit goals, guiding students toward consistent effort and engagement in the learning process. For teachers, assessment results provide valuable insights into the effectiveness of instructional strategies, helping to inform curriculum planning and ensure that educational standards are maintained across classes or institutions. While formal assessment techniques offer many advantages, they also present certain challenges. Test anxiety can negatively impact student performance, sometimes misrepresenting actual abilities.

Additionally, an excessive focus on exam results may lead to prioritizing memorization and test preparation over practical language use and communicative competence. Therefore, it is important to complement formal assessments with alternative evaluation methods, such as classroom participation, project-based tasks, and formative feedback, to gain a comprehensive understanding of student progress.

Systematic assessment also promotes learner autonomy. When students receive regular feedback, they begin to understand their mistakes and work on improving them. Self-assessment and peer-assessment are often included, encouraging students to reflect on their own learning and become more responsible. In addition, systematic assessment supports differentiated instruction. Since teachers regularly track progress, they can adapt materials and methods to meet the needs of different learners. Stronger students can be challenged with advanced tasks, while weaker students can receive additional support. Although this approach requires time, preparation, and careful planning, it leads to more effective teaching, fair evaluation, and better language development for students learning English as a foreign language.

When used effectively, formal assessment serves as a powerful tool to enhance English language learning outcomes. Regular evaluation provides guidance for both students and teachers, supports goal setting, and encourages consistent improvement. By integrating formal assessment with supportive teaching practices and continuous feedback, educators can ensure that learners not only achieve strong academic results but also develop practical language skills that are essential for real-life communication.

In conclusion, formal assessment techniques play a vital role in English language learning by providing structured and reliable measures of student proficiency. These assessments not only allow educators to monitor academic progress and identify areas needing improvement but also motivate students by setting clear learning goals and expectations. Despite challenges such as test anxiety and the potential overemphasis on exam results, the effective use of formal assessments, when combined with supportive teaching strategies and alternative evaluation methods, can significantly enhance learning outcomes. Ultimately, formal assessment serves as an essential tool for both teachers and students, ensuring continuous improvement, maintaining academic standards, and fostering practical language skills necessary for real-life communication.

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INGLIZ TILI DARSLARIDA INTERAKTIV METODLARNI QO‘LLASHNING SAMARADORLIGI (MAKTAB AMALIYOTI MISOLIDA)

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Annotatsiya: *Mazkur maqolada umumta’lim maktablarida ingliz tili darslarida interaktiv metodlarni qo‘llashning samaradorligi va uning o‘quv jarayonidagi ahamiyati keng tahlil qilinadi. Xususan, maktab amaliyoti misolida zamonaviy pedagogik texnologiyalar, o‘yinli metodlar va kommunikativ yondashuvlarning o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshirishi hamda umumta’lim maktablarida ingliz tili darslarida interaktiv metodlarni qo‘llashning samaradorligi va uning o‘quv jarayonidagi ahamiyati keng tahlil qilinadi. Shuningdek, maktab amaliyotida zamonaviy pedagogik texnologiyalar, o‘yinli metodlar va kommunikativ yondashuvlarning o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshirishdagi o‘rni atroflicha o‘rganiladi. Maqola davomida, bugungi kundagi xalqaro ta’lim standartlariga integratsiyalashuv jarayonida xorijiy tillarni o‘qitish sifatini yaxshilash bo‘yicha amaliy tavsiyalar berish bilan birga, maktab sharoitida qo‘llanilgan metodlarning natijadorligini ham ko‘rsatib beriladi.*

Kalit so‘zlar: *ingliz tili, interaktiv metodlar, maktab amaliyoti, pedagogik texnologiyalar, samaradorlik, kommunikativ yondashuv, ta’lim sifati, innovatsiya.*

Bugungi globallashuv davrida xorijiy tillarni, xususan, ingliz tilini mukammal o‘rganish davr talabiga aylandi. O‘zbekiston Respublikasida ham ta’lim tizimini isloh qilish, xususan, chet tillarini o‘qitish sifatini oshirish davlat siyosatining ustuvor yo‘nalishlaridan biri hisoblanadi. Mamlakatimizda ta’lim sifatini oshirish, xususan, davlatimiz rahbari ilgari surayotgan ustuvor vazifalardan kelib chiqqan holda, ingliz tilini o‘qitishning innovatsion usullarini joriy etishga alohida e’tibor qaratilmoqda va bu masalada bir qator chora-tadbirlarni ilgari surib, pedagoglar oldiga ulkan vazifalar qo‘ymoqda. O‘zbekiston Respublikasi Prezidentining 2017-2021-yillarda xalq ta’limi tizimini tubdan takomillashtirish, maktablarning moddiy-texnika bazasini mustahkamlash va ta’lim sifatini oshirishga qaratilgan qarorlari va dasturlari qabul qilingan. Bu hujjatlar o‘quv dasturlarini modernizatsiya qilish, pedagoglar saviyasini oshirish, o‘quv rejalari va darsliklarni zamonaviy talablar asosida qayta ko‘rib chiqishni maqsad qilgan.

An’anaviy ta’lim metodlaridan farqli o‘laroq, interaktiv metodlar o‘quvchini darsning markaziga olib chiqadi. Bu metodlar nafaqat bilim beradi, balki o‘quvchilarda mantiqiy fikrlash, jamoada ishlash va erkin muloqot qilish ko‘nikmalarini shakllantiradi. Interaktiv metodlarning nazariy asoslariga kelsak, interaktiv metod--bu bu "o‘zaro harakat qilish" degan ma’noni anglatib, o‘qituvchi va o‘quvchining faol hamkorligiga asoslanadi. Ingliz tili darslarida ushbu metodlar quyidagi maqsadlarga xizmat qiladi:

O‘quvchilarning nutqiy to‘siqlarini (language barrier) bartaraf etish; So‘z boyligini amaliyotda qo‘llash; Darsga bo‘lgan qiziqish va motivatsiyani oshirish.

Maktablarda, umuman olganda, ta'lim dargohlarida dars jarayonlarida interaktiv metodlardan foydalanish o‘quvchilarni passiv o‘quvchidan darsning faol ishtirokchisiga aylanishiga xizmat qiladi. Bundan tashqari, ushbu metodlar o‘quvchilarda "critical thinking" va "self evaluation" kabi sifatlarning oshishiga asos bo‘lib xizmat qiladi. Natijada, ular "noto‘g‘ri fikr aytib qo‘yishdan qo‘rqmaydilar. O‘qituvchi va o‘quvchilar o‘rtasida teng huquqli muloqot paydo bo‘ladi va bu jarayon o‘quvchilarning shaxsiy fikrlarini qo‘llab-quvvatlanishiga yordam beradi. Interaktiv metodlarga misol sifatida "Aqliy hujum", "Klaster", "Sinkveyn", "Rolli o‘yinlar", "Baliq skeleti" kabi usullarni keltirish mumkin, ushbu metodlar ta'lim samaradorligini oshirishga xizmat qiladi.

Bugungi kunda biz ham amaliyotchi talaba sifatida davlat ta’lim muassasalariga (maktablar) amaliyot o‘tash uchun boryapmiz. Biz bu amaliyotni o‘tash jarayonida dars soatlarini qanday tashkil etish, dars

ishlanmalarini tuzish, darsda pedagogik muhitni yaratish hamda har bir o‘quvchi bilan individual ishlash kabi bosqichlarni yanada rivojlantirishni o‘rganib bormoqdamiz. Maktabda ko‘pgina o‘qituvchilar tomonidan dars davomida interaktiv metodlardan foydalanilayotganligini ko‘rishimiz mumkin. Bu esa ta'lim sifatini yanada yaxshilashga, shuningdek, o‘quvchilarning til o‘rganishiga, ijtimoiy-gumanitar fanlarga bo‘lgan qiziqishlarini oshirishga sabab bo‘lmoqda. Quyida bir qancha metodlar va ularning tasnifini yoritishga harakat qilamiz:

1. Aqliy hujum (Brainstorming). Bu metod biror muammoni hal qilishda o‘quvchilarning barcha g'oyalarini (hatto eng g'alati bo‘lsa ham) to‘plashga qaratilgan. Ushbu metod 1930-yillarda reklama mutaxassisi Aleks Osborn tomonidan ishlab chiqilgan. Osborn o‘zining "Applied Imagination" (Amaliy tasavvur) asarida jamoaviy ijodkorlik shaxsiy fikrlashdan ko‘ra samaraliroq ekanini isbotlagan. Ta'lim bo‘yicha ekspert R.S.Kaushal ta'kidlashicha, "Aqliy hujum o‘quvchilarda tanqidiy fikrlashni uyg'otadi va ularni xato qilish qo‘rquvidan ozod etadi".

Maqsadi: erkin fikrlashni rag'batlantirish va qisqa vaqt ichida ko‘p yechimlar topish.

Qoidasi: hech bir g'oya tanqid qilinmaydi. Hamma fikrlar doskaga yozib boriladi va oxirida eng saralari tanlab olinadi.

2. Klaster (Cluster / Tarmoqlar). Mavzuga oid tushunchalarni tizimlashtirish uchun ishlatiladigan grafik organayzer. Klaster metodi vizual sxemalar bilan ishlashga asoslangan bo‘lib, uning ildizlari Toni Buzan tomonidan ishlab chiqilgan "Zehn xaritalari" (Mind Mapping) nazariyasiga borib taqaladi. Bu metod esa xorijiy tildagi yangi so‘zlarni xotirada saqlash koeffitsientini 20-30% ga oshiradi.

Qo‘llanilishi: markazga asosiy tushuncha yoziladi, undan tarqalgan chiziqlar orqali bog'liq so‘zlar va iboralar "shajara" kabi yozib boriladi.

Foydasi: o‘quvchining mavzu haqidagi tasavvurlarini vizuallashtiradi va xotirada yaxshi saqlanishiga yordam beradi.

3.Rolli o‘yinlar (Role Play). O‘quvchilar hayotiy yoki xayoliy vaziyatni o‘zaro rollarga bo‘lingan holda ijro etadilar. Ingliz tili o‘qitish metodisti Jeremy Harmer o‘zining "The Practice of English Language Teaching" kitobida shunday yozadi: "Rolli o‘yinlar o‘quvchilarga xavfsiz muhitda turli ijtimoiy rollarni 'kiyib ko‘rish' imkonini beradi va bu haqiqiy muloqotga tayyorgarlikning eng yaxshi usulidir".

Misol: Ingliz tili darsida "Sayohat agentligida" yoki "Shifokor qabulida" mavzulari.

Foydasi: nutqiy ko‘nikmalarni rivojlantiradi, o‘quvchidagi "til to‘sig'i" (psixologik qo‘rquv)ni yo‘qotadi. Ular o‘z fikrlarini bemalol ayta oladilar.

4. Baliq skeleti (Ishikava diagrammasi / Fishbone). Muammoning sabablari va oqibatlarini tahlil qilish uchun eng samarali grafik usullardan biri hisoblanadi. Bu metod 1960-yillarda yapon olimi Kaoru Ishikava tomonidan tizimli tahlil vositasi sifatida yaratilgan. Dastlab sanoatda qo‘llanilgan bo‘lsa-da, keyinchalik pedagogikada muammoli vaziyatlarni tahlil qilish uchun o‘zlashtirildi.

Tuzilishi:

Baliq boshi: muammo yoki maqsad.

Yuqori suyaklar: muammoning asosiy sabablari.

Pastki suyaklar: o‘sha sabablarni tasdiqlovchi faktlar.

Baliq dumi: muammoning yechimi yoki xulosa.

Bu metodlar zamonaviy o‘qitish tizimida Interfaol ta'lim texnologiyalari deb ataladi. Ularning har biri o‘quvchini darsda faol ishtirok etishga, mantiqiy fikrlashga va mavzuni chuqur tahlil qilishga o‘rgatadi. Maktab amaliyoti davomida o‘tkazilgan kuzatuvlar shuni ko‘rsatdiki, an’anaviy dars o‘tiladigan sinflarda o‘quvchilarning 40% i darsda faol qatnashsa, interaktiv usullar qo‘llanilgan sinflarda bu ko‘rsatkich 85-90% ni tashkil etdi.

Xulosa: Tahlillar shuni ko‘rsatadaki, maktab ta'limida ingliz tili darslarini tashkil etishda interfaol yondashuv, interaktiv o‘yinlar o‘quvchilarning erkin so‘zlashuv ko‘nikmalarini rivojlantirishda asos bo‘lib xizmat qiladii. Bu kabi metodlar dars jarayonini faollashtirib, har bir o‘quvchining shaxsiy salohiyatini namoyon qilishiga imkon beradi. Shuni hisobga olgan holda, pedagogik faoliyatda interfaol o‘yinlar va jamoaviy tahlil usullaridan muntazam foydalanish dars samaradorligini yanada oshiradi.

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EKOLOGIK MUAMMOLARNI O’RGANISH VA ULARGA YECHIM TOPISH

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Annotatsiya: *Mazkur maqolada mintaqaviy darajada yuzaga kelayotgan turli ekologik muammolarning yil sayin ortib borishi natijasida yangi ekologik xavf-xatarlar paydo bo‘layotgani yoritilgan. Hududiy miqyosda shakllanayotgan ekologik tahdidlarga iqlim o‘zgarishi, atrof-muhitning yemirilishi, tabiiy resurslardan samarasiz foydalanish hamda inson faoliyati bosimining ortishi kabi omillarning ekologik barqarorlikka ta’siri ilmiy asosda tahlil qilingan. Shuningdek, ekologik xavfsizlikni ta’minlashga qaratilgan institutsional, texnologik va ijtimoiy-iqtisodiy muammolarni hal etish yuzasidan tegishli tavsiyalar ishlab chiqilgan.*

Kalit so‘zlar: *ekologik xavfsizlik, mintaqaviy rivojlanish, atrof-muhit degradatsiyasi, barqaror taraqqiyot, resurslarni boshqarish.*

Kirish. Jahon miqyosida aholi sonining keskin ortib borishi, sanoatlashuv jarayonlarining jadallashuvi hamda tabiiy resurslarga bo‘lgan ehtiyojning oshishi ekologik xavfsizlik masalasini global va mintaqaviy darajada eng dolzarb muammolardan biriga aylantirmoqda. Ayniqsa, hududlar kesimida tabiiy-iqtisodiy salohiyat, demografik yuklama va ishlab chiqarish infratuzilmasidagi tafovutlar ekologik xavflarning namoyon bo‘lish ko‘lami va darajasini belgilab bermoqda.

Mamlakatimizda bu borada aniq maqsad va vazifalarni o‘z ichiga olgan farmon va qarorlar, shuningdek, davlat dasturlari doirasida amalga oshirilayotgan chora-tadbirlar muhim ijobiy natijalarni bermoqda. Xususan, Orolbo‘yi hududini rivojlantirishga qaratilgan davlat dasturi ishlab chiqildi, O‘zbekiston Parij iqlim kelishuvini ratifikatsiya qildi. Shuningdek, Orolbo‘yi mintaqasi uchun Inson xavfsizligi bo‘yicha ko‘p tomonlama sheriklik trast jamg‘armasi tashkil etildi hamda 2030-yilgacha mo‘ljallangan atrof-muhitni muhofaza qilish konsepsiyasi tasdiqlandi. Bundan tashqari, mamlakatda “yashil iqtisodiyot”ga o‘tish strategiyasi qabul qilinib, mazkur yo‘nalishda izchil islohotlar amalga oshirilmoqda. O‘zbekiston tashabbusi bilan Orolbo‘yi hududini ekologik innovatsiyalar va texnologiyalar zonasi sifatida e’tirof etishga qaratilgan maxsus rezolyutsiya ham qabul qilindi.

Shu bilan birga, ekologiya va atrof-muhitni asrash, suv resurslari tanqisligining oldini olish masalalari ustuvor vazifa sifatida qayd etilmoqda. Orol fojeasi oqibatlarini boshdan kechirayotgan hudud sifatida respublikada noyob ekologik tizimlarni saqlash va tiklashga qaratilgan keng ko‘lamli dasturlar, jumladan, “Yashil makon” umummilliy loyihasi amalga oshirilmoqda.

Ekologik xavfsizlik masalasi nafaqat tabiatni muhofaza qilish, balki aholi salomatligini yaxshilash, iqtisodiy barqarorlikni mustahkamlash va ijtimoiy farovonlikni oshirish bilan ham chambarchas bog‘liqdir. Shu sababli mintaqaviy ekologik xavfsizlikni ta’minlash barqaror rivojlanish konsepsiyasining muhim tarkibiy qismi hisoblanadi. Bu borada mavjud muammolarni aniqlash va ularni bartaraf etishga qaratilgan ilmiy asoslangan yechimlarni ishlab chiqish alohida ahamiyat kasb etadi.

Shu o‘rinda, Prezidentimiz o‘z nutqida ekologiya va atrof-muhitni asrash, suv taqchilligining oldini olish bundan buyon ham dolzarb vazifa bo‘lib qolishini qayd etdi.

Tadqiqot metodlari. Tadqiqotda tizimli tahlil, qiyosiy tahlil, statistik tahlil ekologik-iqtisodiy baholash kabi metodlardan foydalanilgan. Tadqiqot ma’lumotlari sifatida xalqaro tashkilotlar hisobotlari, milliystatistikma’lumotlar, me’yoriy-huquqiy hujjatlardan foydalanilgan. Adabiyotlar sharhi. Ekologik xavfsizlik masalasi bo‘yicha Rossiya olimlar tomonidan tadqiqotlar olib borilgan, bevosita mintaqaviy kesimda,

milliy xavfsizlik tizimining tarkibiy qismi sifatida keng o‘rganilgan. Jumladan, V.I.Danilov-Danilyan ekologik xavfsizlikni iqtisodiy rivojlanishning tabiiy cheklovlari bilan bog‘lab, mintaqalarda tabiiy resurslardan ortiqcha foydalanish ekologik inqiroz xavfini kuchaytirishini ta’kidlaydi. Uning fikricha, mintaqaviy ekologik xavfsizlikni ta’minlashda resurs tejamkor texnologiyalar va ekologik reglamentlarning roli hal qiluvchi ahamiyatga ega ekanligini ta’kidlagan. N.F.Reymersning ilmiy izlanishlarida ekologik xavfsizlik tabiiy ekotizimlarning o‘z-o‘zini tiklash qobiliyatini saqlab qolish bilan bevosita bog‘lanadi. U mintaqalarda inson omilining ta’siri me’yordan keskin oshgan taqdirda ekologik barqarorlik esa izdan chiqishini ilmiy-amaliy jihatdan asoslab bergan. A.V.Yablokov ham o‘z tadqiqotlarida global iqlim o‘zgarishi, havo va suv ifloslanishi mintaqaviy darajada inson salomatligiga to‘g‘ridan-to‘g‘ri ta’sir ko‘rsatuvchi omil sifatida ko‘rsatadi. Tadqiqotchining ta’kidlashicha, ekologik xavflar ko‘pincha mahalliy darajada yig‘ilish, biroq, oqibatlari lokal, mintaqaviy va hatto global darajada tus olishini yoritgan. Rossiya olimlari, katta mintaqaviy farqlarga ega mamlakatlar ekologik xavfsizlikni ta’minlashda tabiiy-iqlimiy omillarni ustuvor deb hisoblaydilar va ularga ilmiy jihatdan yechim topishning bugungi kunning dolzarb vazifalardan biridir.

Tahlil va natijalar. Ekologik xavfsizlik bugungi kunda dolzarb ahamiyat kasb etib, avvalo atrof-tabiiy muhitni muhofaza qilishda xalqaro ekologik hamkorlikni rivojlantirish muhim o‘rin tutadi. Zero, dunyo mamlakatlarining o‘zaro hamkorlikda tabiatni asrashga doir xalqaro bitimlar, konvensiyalar va me’yorlarni ishlab chiqishi hamda ularga rioya etilishini nazorat qilishi global va mintaqaviy ekologik muammolarni samarali hal etishga xizmat qiladi. Shu bilan birga, ilmiy tadqiqotlar olib borish, turli darajadagi xalqaro anjumanlarni tashkil etish kabi keng ko‘lamli chora-tadbirlar ham muhim ahamiyatga ega.

Ekologik xavfsizlikni ta’minlash yo‘lidagi dastlabki xalqaro tashabbuslar atrof-muhitni muhofaza qilishga qaratilgan. Jumladan, 1913-yilda Shvetsariyada 18 ta davlat ishtirokida o‘tkazilgan tabiatni muhofaza qilishga bag‘ishlangan xalqaro konferensiya muhim tarixiy bosqich bo‘ldi. Shuningdek, 1923-yilda Parijda ilk bor tabiatni muhofaza qilish bo‘yicha xalqaro kongress tashkil etildi. 1928-yilda esa Bryusselda tabiatni himoya qilish bo‘yicha xalqaro byuro faoliyati yo‘lga qo‘yildi. Ushbu tashabbuslar ekologik xavfsizlikni ta’minlash yo‘lida muhim asos bo‘lib xizmat qildi. Birlashgan Millatlar Tashkiloti tashkil etilgach, atrof-muhitni muhofaza qilish sohasidagi xalqaro hamkorlik yangi bosqichga ko‘tarildi va ushbu yo‘nalish tashkilot faoliyatining ajralmas qismiga aylandi. Xususan, 1948-yilda BMT tashabbusi bilan tabiatni muhofaza qilish bo‘yicha xalqaro tuzilmalar qayta tashkil etilib, ular keng qamrovli xalqaro ittifoqqa aylantirildi. Hozirgi kunda mazkur tashkilot doirasida dunyoning ko‘plab mamlakatlari hamda yuzlab davlat va jamoat tashkilotlari faol ishtirok etmoqda. O‘tkazilgan tadqiqotlar natijalariga ko‘ra, mintaqalarda ekologik xavfsizlikka jiddiy tahdid solayotgan asosiy muammolar quyidagilardan iborat:

Tabiiy resurslarning yemirilishi – yer, suv va biologik boyliklardan me’yoridan ortiq foydalanish natijasida tuproq eroziyasi, sho‘rlanish, cho‘llanish hamda suv tanqisligi kuchaymoqda. Bu esa qishloq xo‘jaligi samaradorligining pasayishiga olib kelmoqda.

Atmosfera havosining ifloslanishi – sanoat korxonalari, transport vositalari va energetika obyektlaridan ajralib chiqayotgan zararli moddalar havo sifatiga salbiy ta’sir ko‘rsatib, aholi salomatligiga xavf tug‘dirmoqda.

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XORIJIY TIL O'QITUVCHISINING KASBIY KOMPETENSIYALARI

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Annotatsiya: *Mazkur maqolada xorijiy til o'qituvchisining kasbiy kompetensiyalari mazmun-mohiyati, ularning tarkibiy qismlari hamda zamonaviy ta'lim tizimidagi o'rni yoritilgan. Xususan, lingvistik, metodik, kommunikativ, madaniyatlararo va axborot-kommunikatsiya texnologiyalariga oid kompetensiyalar keng tahlil qilingan. Shuningdek, o'qituvchining shaxsiy sifatlari va uzluksiz kasbiy rivojlanishining ahamiyati asoslab berilgan. Maqolada xorijiy til o'qituvchisining samarali faoliyati uchun zarur bo'lgan bilim, ko'nikma va malakalar tizimli ravishda bayon etilgan hamda ularni amaliyotda qo'llash bo'yicha xulosalar keltirilgan.*

Kalit so'zlar: *xorijiy til o'qituvchisi, kasbiy kompetensiya, lingvistik kompetensiya, metodik kompetensiya, kommunikativ kompetensiya, madaniyatlararo kompetensiya, axborot-kommunikatsiya texnologiyalari, ta'lim jarayoni, pedagogik mahorat, innovatsion yondashuv.*

Zamonaviy ta'lim tizimida xorijiy til o'qituvchisining roli tobora ortib bormoqda. Globallashuv jarayonlari, xalqaro aloqalarning kengayishi hamda axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida xorijiy tillarni o'rganishga bo'lgan ehtiyoj keskin oshdi. Shu sababli xorijiy til o'qituvchisining kasbiy kompetensiyalari masalasi bugungi kunda dolzarb ilmiy-pedagogik muammolardan biri hisoblanadi. Kasbiy kompetensiya tushunchasi o'qituvchining nafaqat bilim va ko'nikmalar majmui, balki ularni amaliyotda samarali qo'llash, o'quvchilar bilan muloqot o'rnatish, ta'lim jarayonini innovatsion yondashuvlar asosida tashkil etish qobiliyatini ham o'z ichiga oladi.

Xorijiy til o'qituvchisining kasbiy kompetensiyalari bir necha tarkibiy qismlardan iborat bo'lib, ular lingvistik, metodik, kommunikativ, madaniyatlararo va axborot texnologiyalariga oid kompetensiyalarni o'z ichiga oladi. Avvalo, lingvistik kompetensiya o'qituvchining o'qitilayotgan tilni mukammal bilishini anglatadi. Bu nafaqat grammatik qoidalar va lug'at boyligini egallash, balki tilning fonetik, stilistik va pragmatik xususiyatlarini ham chuqur tushunishni talab etadi. Lingvistik kompetensiya yetarli darajada shakllanmagan o'qituvchi samarali ta'lim bera olmaydi, chunki u o'quvchilarga tilning nozik jihatlarini tushuntirib bera olmaydi [1].

Metodik kompetensiya esa o'qituvchining ta'lim jarayonini rejalashtirish, o'quv materiallarini tanlash, turli pedagogik texnologiyalarni qo'llash hamda dars samaradorligini ta'minlash qobiliyatini ifodalaydi. Zamonaviy xorijiy til o'qituvchisi an'anaviy usullar bilan cheklanib qolmasdan, interaktiv metodlar, kommunikativ yondashuv, loyiha asosida o'qitish, CLIL (Content and Language Integrated Learning) kabi ilg'or pedagogik texnologiyalarni qo'llay olishi lozim [2]. Bu esa o'quvchilarning mustaqil fikrlashini rivojlantiradi, ularni faol o'quv jarayoniga jalb etadi va tilni amaliy qo'llash ko'nikmalarini shakllantiradi.

Kommunikativ kompetensiya xorijiy til o'qituvchisi faoliyatida markaziy o'rin tutadi. Chunki til – bu, avvalo, muloqot vositasi. O'qituvchi o'quvchilarni real hayotiy vaziyatlarda muloqot qila olishga o'rgatishi kerak. Buning uchun u o'zi ham yuqori darajada kommunikativ malakaga ega bo'lishi zarur. Kommunikativ kompetensiya nutq faoliyatining barcha turlarini – tinglab tushunish, gapirish, o'qish va yozishni qamrab oladi. Shuningdek, bu kompetensiya o'quvchilarni erkin fikr bildirishga undash, ularning nutqiy faolligini oshirish hamda til o'rganishga motivatsiyasini kuchaytirishni ham o'z ichiga oladi [3].

Madaniyatlararo kompetensiya ham xorijiy til o'qituvchisi uchun muhim hisoblanadi. Til va madaniyat o'zaro chambarchas bog'liq bo'lib, tilni o'rganish orqali o'sha til egalarining madaniyati, qadriyatlari va turmush tarzini ham anglash mumkin. O'qituvchi o'quvchilarga nafaqat tilni, balki madaniyatlararo muloqot asoslarini ham o'rgatishi kerak. Bu esa o'quvchilarda tolerantlik, ochiqlik va boshqa madaniyatlarga hurmat kabi fazilatlarni shakllantiradi [4].

Axborot-kommunikatsiya texnologiyalariga oid kompetensiya zamonaviy ta’limning ajralmas qismiga aylangan. Xorijiy til o‘qituvchisi turli raqamli platformalar, onlayn resurslar, multimediya vositalari hamda interaktiv dasturlardan samarali foydalana olishi zarur. Masalan, videodarslar, podkastlar, virtual sinflar va mobil ilovalar yordamida o‘quv jarayonini yanada qiziqarli va samarali tashkil etish mumkin. Shu bilan birga, o‘qituvchi masofaviy ta’limni tashkil etish va boshqarish ko‘nikmalariga ham ega bo‘lishi lozim [5].

Xorijiy til o‘qituvchisining kasbiy kompetensiyalari faqat bilim va ko‘nikmalar bilan cheklanmaydi. Shaxsiy sifatlar ham muhim rol o‘ynaydi. Masalan, ijodkorlik, tashabbuskorlik, sabr-toqat, empatiya va o‘z ustida ishlashga intilish kabi fazilatlar o‘qituvchining kasbiy faoliyatida katta ahamiyatga ega. O‘qituvchi doimiy ravishda o‘z bilimini yangilab borishi, yangi metod va texnologiyalarni o‘rganishi, o‘z pedagogik mahoratini oshirib borishi zarur. Bu esa uzluksiz kasbiy rivojlanish konsepsiyasi bilan chambarchas bog‘liq.

Bugungi kunda xorijiy til o‘qituvchisidan innovatsion fikrlash, moslashuvchanlik va tanqidiy yondashuv talab etiladi. Ta’lim jarayonida yuzaga keladigan turli muammolarni hal qilish, o‘quvchilarning individual xususiyatlarini hisobga olish, differensial yondashuvni qo‘llash ham muhim vazifalardan biridir. Shu bilan birga, o‘qituvchi o‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini rivojlantirishga ham e’tibor qaratishi kerak.

Xulosa qilib aytganda, xorijiy til o‘qituvchisining kasbiy kompetensiyalari ko‘p qirrali va murakkab tizimni tashkil etadi. U lingvistik bilimlar, pedagogik mahorat, kommunikativ qobiliyatlar, madaniyatlararo ong va zamonaviy texnologiyalarni qo‘llash ko‘nikmalarining uyg‘unligidan iborat. Ushbu kompetensiyalarni rivojlantirish orqali o‘qituvchi ta’lim sifatini oshirishi, o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini kuchaytirishi hamda ularni global jamiyatga muvaffaqiyatli integratsiya qilishga hissa qo‘shishi mumkin.

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IJTIMOIY TARMOQLARNING YOSHLAR ONGIGA TA'SIRI

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Annotatsiya. *Ushbu maqolada ijtimoiy tarmoqlarning yoshlar ongiga ta'siri kognitiv, psixologik va ijtimoiy-madaniy nuqtai nazardan ko'rib chiqiladi. Unda axborot olish, muloqot qilish va o'zini namoyon qilish kabi ijobiy jihatlar ham, giyohvandlik, noto'g'ri ma'lumotlar va ruhiy salomatlik muammolari kabi salbiy ta'sirlar ham tahlil qilinadi. Tadqiqot zamonaviy raqamli muhitda yoshlar o'rtasida xavflarni kamaytirish va ijtimoiy tarmoqlardan mas'uliyatli foydalanishni targ'ib qilishda raqamli savodxonlik va tanqidiy fikrlashning muhimligini ta'kidlaydi.*

Kalit so'zlar: *ijtimoiy tarmoqlar, yoshlar ongi, raqamli savodxonlik, kognitiv rivojlanish, psixologik ta'sir, muloqot, o'zlikni shakllantirish*

KIRISH. Globallashuv va raqamli texnologiyalarning jadal rivojlanishi davrida ijtimoiy tarmoqlar zamonaviy jamiyatni shakllantiruvchi eng ta'sirli hodisalardan biriga aylandi. So'nggi o'n yil ichida Facebook, Instagram, Telegram va TikTok kabi platformalar kundalik hayotda, ayniqsa yoshlar orasida chuqur o'rnashdi. Bu platformalar endi faqat muloqot bilan cheklanib qolmasdan, balki ma'lumotlar yaratiladigan, baham ko'riladigan va talqin qilinadigan dinamik muhit sifatida faoliyat yuritadi, bu esa foydalanuvchilarning tasavvurlari, munosabatlari va xatti-harakatlariga ta'sir ko'rsatadi. Raqamli vatandoshlar sifatida bugungi yoshlar ushbu ta'sirlarga ayniqsa moyil, chunki ularning kognitiv, hissiy va ijtimoiy rivojlanishi tobora ko'proq virtual makonlarda kechmoqda.

Ijtimoiy tarmoqlarning yoshlar hayotiga kirib borishi ularning bilim olish, boshqalar bilan muloqot qilish va o'zligini shakllantirish usullarini sezilarli darajada o'zgartirdi. Ijtimoiy tarmoqlar axborot olish, madaniyatlararo muloqot va o'zini namoyon qilish uchun misli ko'rilmagan imkoniyatlarni taqdim etadi. U ijodkorlik, hamkorlik va global muhokamalarda ishtirok etishni rag'batlantiradi, bu esa tanqidiy fikrlash va kommunikativ kompetensiyani rivojlantirishga ijobiy hissa qo'shishi mumkin. Bundan tashqari, ijtimoiy platformalar orqali mavjud bo'lgan ta'lim kontenti norasmiy va mustaqil ta'lim olish uchun yangi imkoniyatlar ochib berdi, bu esa yosh foydalanuvchilarga an'anaviy sinf sharoitlaridan tashqarida o'z intellektual dunyoqarashlarini kengaytirish imkonini berdi.

ASOSIY QISM. Ijtimoiy tarmoqlarning yoshlar ongiga ta'siri murakkab va ko'p qirrali hodisa bo'lib, u kognitiv, psixologik, ijtimoiy-madaniy va tarbiyaviy jihatlarni o'z ichiga oladi. So'nggi yillarda raqamli platformalarning jadal kengayishi yoshlarning voqelikni idrok etish, ma'lumotlarni qayta ishlash va dunyoqarashini shakllantirish usullarini tubdan o'zgartirib yubordi. Raqamli muhitning faol ishtirokchilari sifatida yosh foydalanuvchilar doimiy ravishda katta hajmdagi ma'lumotlarga duch kelishadi, bu esa ularning fikrlash tarzi va intellektual rivojlanishiga sezilarli ta'sir ko'rsatadi. Kognitiv nuqtayi nazardan, ijtimoiy tarmoqlar axborotni qayta ishlash mexanizmlarini o'zgartirib yubordi. Qisqa, vizual jihatdan qiziqarli va algoritmik tanlangan kontentning uzluksiz oqimi chuqur tahliliy fikrlashni emas, balki tezkor iste'molni rag'batlantiradi. Nikolas Karrning ta'kidlashicha, bunday raqamli muhitlar diqqatni jamlash va doimiy tanqidiy mulohaza yuritish qobiliyatini zaiflashtirishi mumkin, chunki miya parchalangan va tez sur'atli axborot oqimlariga moslashadi[21]. Natijada, yoshlarda chuqur tahlildan ko'ra yuzaki tushunishga moyillik paydo bo'lishi mumkin, bu esa ularning akademik ko'rsatkichlari va intellektual o'sishiga salbiy ta'sir ko'rsatishi mumkin. Shu bilan birga, turli xil ma'lumot manbalaridan foydalanish kognitiv moslashuvchanlikni oshirishi va

[21] Carr N. The Shallows: What the Internet Is Doing to Our Brains. New York: W.W. Norton & Company, 2010. 276 p

o‘quvchilarni turli nuqtai nazarlarga duch keltirishi mumkin, bu esa fikrlashning yanada dinamik va moslashuvchan shaklini shakllantiradi.

Kognitiv o‘zgarishlardan tashqari, ijtimoiy tarmoqlar yoshlarda o‘zlik va o‘z-o‘zini anglashni shakllantirishda muhim rol o‘ynaydi. O‘smirlik davri shaxs rivojlanishining muhim bosqichi bo‘lib, bu davrda insonlar barqaror o‘zligini anglashga intiladilar. Erik Eriksonning fikricha, bu davr o‘ziga xoslik va rollarni chalkashtirish o‘rtasidagi ziddiyat bilan tavsiflanadi[22]. Ijtimoiy media platformalari o‘z-o‘zini taqdim etish, tajriba o‘tkazish va ijtimoiy tasdiqlash uchun joylar taqdim etish orqali bu jarayonni kuchaytiradi. Yosh foydalanuvchilar o‘zlarining onlayn shaxsiyatlarini fotosuratlar, postlar va o‘zaro munosabatlar orqali boshqaradilar, ko‘pincha bu "yoqdi", izohlar va ulashuvlar ko‘rinishidagi tengdoshlarning ma’qullashi bilan ta’sirlanadi. Bu o‘z-o‘zini ifodalash va ijodkorlikni kuchaytirishi mumkin bo‘lsa-da, shuningdek, shaxsiyatning parchalanishiga, tashqi tasdiqga qaramlikka va ijtimoiy bosimga nisbatan zaiflikning oshishiga olib kelishi mumkin.

Ijtimoiy tarmoqlarning psixologik ta’siri yoshlar ongiga ta’sirining yana bir muhim jihatini tashkil etadi. Tobora ko‘payib borayotgan tadqiqotlar ijtimoiy tarmoqlardan haddan tashqari foydalanish va xavotir, depressiya va o‘ziga past baho berish kabi ruhiy salomatlik muammolari o‘rtasidagi bog‘liqlikni ko‘rsatmoqda. Jan M.Tveyning ta’kidlashicha, ekran oldidagi vaqtning ko‘payishi va yuzma-yuz muloqotning kamayishi o‘smirlarda yolg‘izlik hissi va hissiy tushkunlikka olib keladi[23]. Ushbu hodisaning asosiy mexanizmlaridan biri ijtimoiy taqqoslash bo‘lib, unda odamlar o‘z hayotlarini internetda taqdim etilgan ideallashtirilgan va ko‘pincha noreal tasavvurlarga qarshi baholaydilar. "Yuqoriga ko‘tarilish" effekti muvaffaqiyat, go‘zallik va baxt haqidagi noto‘g‘ri tasavvurlarni keltirib chiqaradi, bu esa qoniqmaslik va psixologik muvozanatning buzilishiga olib keladi.

Bundan tashqari, ijtimoiy tarmoqlar ijtimoiy xulq-atvor va muloqot usullariga sezilarli ta’sir ko‘rsatadi. Bir tomondan, u zudlik bilan muloqot qilish va global aloqani osonlashtiradi, yoshlarga turli madaniy va lingvistik kelib chiqishga ega bo‘lgan insonlar bilan muloqot qilish imkonini beradi. Bu madaniyatlararo kompetensiya, bag‘rikenglik va global xabardorlikni rivojlantirishga yordam beradi. Manuel Kastells zamonaviy jamiyatni raqamli kommunikatsiya texnologiyalari ijtimoiy tuzilmalarni qayta shakllantiradigan va shaxslararo munosabatlarni qayta belgilaydigan "tarmoqli jamiyat" deb ta’riflaydi[24]. Boshqa tomondan, virtual muloqotning ustunligi yuzma-yuz muloqot sifatini pasaytirishi, hamdardlikni zaiflashtirishi va faol tinglash hamda hissiy ta’sirchanlik kabi muhim ijtimoiy ko‘nikmalarning pasayishiga olib kelishi mumkin.

Yana bir muhim jihat - ijtimoiy tarmoqlarning axborot tarqatish va qadriyatlarni shakllantirishdagi roli. Ijtimoiy media platformalari kuchli ta’sir vositasi sifatida fikr, munosabat va hatto mafkuraviy yo‘nalishlarni shakllantiradi. Kontentni qat’iy tartibga solish yo‘qligi sababli, yosh foydalanuvchilar ko‘pincha noto‘g‘ri ma’lumotlar, targ‘ibot va manipulyativ kontentga duchor bo‘ladilar. Bu tanqidiy fikrlash va mustaqil fikrlashning rivojlanishiga jiddiy xavf tug‘diradi. Shu nuqtayi nazardan, Dana Boyd yoshlar murakkab onlayn muhitlarda samarali harakat qilishlari uchun raqamli savodxonlik ko‘nikmalarini rivojlantirishlari kerakligini ta’kidlaydi [25] . Manbalarni tanqidiy baholash, ishonchli va ishonchsiz ma’lumotlarni farqlash hamda manipulyativ hikoyalarga qarshi tura olish qobiliyati raqamli asrda muhim ahamiyat kasb etmoqda.

Ta’lim nuqtayi nazaridan ijtimoiy tarmoqlar ham katta imkoniyatlar, ham sezilarli qiyinchiliklarni taqdim etadi. Ijobiy tomondan, u norasmiy ta’lim, hamkorlik va bilim almashishni qo‘llab-quvvatlaydi. Ta’lim mazmuni, onlayn kurslar va interaktiv hamjamiyatlar o‘quvchilarga an’anaviy sinf sharoitlaridan tashqari yangi ko‘nikmalarni egallash va bilimlarini kengaytirish imkonini beradi. Govard Reyngoldning ta’kidlashicha, ijtimoiy tarmoqlardan ongli ravishda foydalanilganda, ular ishtirokli o‘rganishni rag‘batlantirishi va raqamli

[22] Erikson E.H. Identity: Youth and Crisis. New York: W.W. Norton & Company, 1968. 336 p
[23] Twenge J.M. iGen: Why Today’s Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy. New York: Atria Books, 2017. 352 p.
[24] Castells M. The Rise of the Network Society. 2nd ed. Oxford: Wiley-Blackwell, 2010. 597 p
[25] Boyd D. It’s Complicated: The Social Lives of Networked Teens. New Haven: Yale University Press, 2014. 281 p

kompetensiyani oshirishi mumkin[26]. Biroq, ko‘ngilochar kontentdan haddan tashqari ko‘p foydalanish talabalarni o‘quv faoliyatidan chalg‘itishi va ularning rasmiy ta’lim olishga bo‘lgan ishtiyoqini pasaytirishi mumkin.

XULOSA. Xulosa qilib aytganda, ijtimoiy tarmoqlarning yoshlar ongiga ta’siri ham imkoniyatlar, ham xavf-xatarlar bilan tavsiflanadi. U axborot olish imkoniyatini oshiradi, muloqotni qo‘llab-quvvatlaydi va ijodkorlikni rivojlantiradi, shu bilan birga kognitiv rivojlanish, ruhiy farovonlik va qadriyatlarni shakllantirish bilan bog‘liq muammolarni keltirib chiqaradi. Shuning uchun ijtimoiy tarmoqlardan foydalanishda muvozanatli va tanqidiy yondashish zarur. Raqamli savodxonlikni oshirish, mas’uliyatli onlayn xatti-harakatlarni rag‘batlantirish va ta’lim jarayoniga mediata’limni joriy etish ijtimoiy tarmoqlarning ijobiy salohiyatini maksimal darajada oshirish va salbiy oqibatlarini kamaytirishning asosiy strategiyalaridir.

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4. Castells M. The Rise of the Network Society. 2nd ed. Oxford: Wiley-Blackwell, 2010. 597 p.

5. Boyd D. It’s Complicated: The Social Lives of Networked Teens. New Haven: Yale University Press, 2014. 281 p.

6. Rheingold H. Net Smart: How to Thrive Online. Cambridge, MA: MIT Press, 2012. 248 p.

KOMMUNIKATIV YONDASHUV ASOSIDA DARSLARNI TASHKIL ETISH

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Annotatsiya. *Ushbu maqolada kommunikativ yondashuv asosida dars tashkil etishning asosiy qoidalari va tamoyillari yoritib beriladi. Avvalo, kommunikativ yondashuv tushunchasining mazmuni ochib berilib, uning ta’lim jarayonidagi o‘rni va ahamiyati izohlanadi. Shuningdek, dars o‘tish jarayonida kommunikativ yondashuvdan samarali foydalanish usullari, o‘quvchilarning nutqiy ko‘nikmalarini rivojlantirishdagi roli hamda amaliy jihatlari tahlil qilinadi. Mazkur yondashuvning afzalliklari va ta’lim samaradorligini oshirishdagi o‘rni haqida ham fikr yuritiladi.*

Kalit so‘zlar. *Kommunikativ yondashuv, nutqiy ko‘nikma, muloqot kompetensiyasi, kommunikativ kompetensiya, til o‘rgatish metodikasi, interfaol metodlar, og‘zaki nutq, yozma nutq, tinglab tushunish, o‘qib tushunish, ta’lim jarayoni, o‘quvchi faolligi, dars samaradorligi, zamonaviy pedagogik texnologiyalar, rol o‘ynash (role play), juftlikda ishlash, guruhda ishlash, autentik materiallar, real hayotiy vaziyatlar, til muhiti, motivatsiya, pedagogik yondashuv, integratsiyalashgan ko‘nikmalar, didaktik vositalar.*

KIRISH. Bugungi kunda, ayniqsa maktablarda, shuningdek oliy va o‘rta maxsus ta’lim muassasalarida xorijiy tillarni o‘qitish jarayonida zamonaviy pedagogik metodlardan foydalanish muhim ahamiyat kasb etmoqda. Chunki xorijiy tilni, xususan ingliz tilini o‘qitishda faqatgina grammatik qoidalarni o‘rgatish yetarli emas. Hozirgi davr talablariga ko‘ra, o‘quvchilar tilni amaliy jihatdan qo‘llay olishi, ya’ni erkin muloqot qila olishi zarur. Shu bois, kommunikativ yondashuv xorijiy til o‘qitishda eng samarali metodlardan biri sifatida

[26] Rheingold H. Net Smart: How to Thrive Online. Cambridge, MA: MIT Press, 2012. 248 p

e’tirof etilmoqda. Ushbu yondashuv orqali o‘quvchilarning nutqiy ko‘nikmalari rivojlanadi hamda ular real hayotiy vaziyatlarda tilni qo‘llash imkoniyatiga ega bo‘ladilar.

Shu bilan birga, o‘qitish jarayonida foydalaniladigan an’anaviy metodlarni zamonaviy pedagogik yondashuvlar bilan uyg‘unlashtirish yoki ularni bosqichma-bosqich yangilash zarurati tobora ortib bormoqda. Shu sababli, maktablarda amaliyot o‘tash jarayonida o‘qituvchilar yangi metodlarni o‘rganishlari, innovatsion texnologiyalardan samarali foydalanishlari muhim hisoblanadi.

ASOSIY QISM. Tilni bilish – bu faqat grammatika emas, balki uni real vaziyatda ishlata olishdir [1]. Shu sababli bolalarga tilni hali maktab yoki bog‘cha davridan boshlab o‘rgatar ekanmiz, ularni real hayotga erkin fikrlaydigan, to‘laqonli vaziyatga moslashuvchan va real vaziyatlarda o‘z fikrini qisqa bo‘lsa ham, grammatika xato qilsa ham, muhimiyati yo‘q qorquvsiz ayta olishi kerak deb hisoblayman. Shuningdek, bolalarda va barcha xorijiy tilni o‘rganayotgan o‘rganuvchilarda kommunikativ kompetensiyadan foydalanar ekanmiz, uning ham o‘z talablarini hisobga olishimiz kerak, nazarimda. Kommunikativ kompetensiya 4 qismdan iborat: grammatik, sotsiolingvistik, diskurs va strategik [2].

Kommunikativ kompetensiyaning 4 tarkibiy qismi. Kommunikativ kompetensiya deganda biz o‘quvchining tilni nafaqat grammatik jihatdan, balki real muloqotda erkin va to‘g‘ri qo‘llay olishini tushunamiz. Canale & Swain fikriga ko‘ra, bu kompetensiya 4 asosiy qismdan iborat:

Grammatik kompetensiya: Tilning asosiy qoidalari va strukturalarini bilish. Masalan, fe’l zamonlarini, artikllar, so‘z tartibi, predloglardan to‘g‘ri foydalanish. Bu qism tilni texnik jihatdan to‘g‘ri ishlata olishni ta’minlaydi.

Sotsiolingvistik kompetensiya: Tilni kontekstga mos ravishda ishlatish. Masalan, do‘stona suhbatda va rasmiy uchrashuvda turlicha so‘zlashni bilish. Bu o‘quvchiga ijtimoiy va madaniy jihatdan to‘g‘ri muloqot qilish imkonini beradi.

Diskurs kompetensiya: Matn va gaplarni mantiqiy va uzviy bog‘lab tuza olish. Masalan, gaplarni to‘g‘ri bog‘lash, hikoya qilish, savol-javoblarni mantiqiy rivojlantirish. Shu orqali o‘quvchi uzun matnlarni tushunarli va ravon gapira oladi.

Strategik kompetensiya: Tilni ishlatishda yuzaga keladigan qiyinchiliklarni yengish usullari. Masalan, so‘zni bilmaganda sinonim ishlatish, xatolarni tuzatish, muloqotni davom ettirish strategiyalari. Bu qism tilni erkin va samarali qo‘llashni ta’minlaydi. Sodda aytganda: Grammatik qoidalarni bilish – bu “asos”. Sotsiolingvistik qoidalar – bu “kontekstni tushunish”. Diskurs – bu “gaplarni mantiqiy bog‘lash”. Strategik – bu “qiyinchiliklarda tilni ishlata bilish”.

Til o‘qitishning asosiy maqsadi – o‘quvchini muloqotga tayyorlashdir [3]. “Til o‘qitishning asosiy maqsadi – o‘quvchini muloqotga tayyorlash” degani shuki, xorijiy tilni o‘rganish faqat grammatik qoidalarni bilish yoki so‘zlarni yodlash bilan cheklanmaydi. Asosiy vazifa – o‘quvchi tilni real hayotiy vaziyatlarda erkin ishlata olishi, o‘z fikrini ifoda eta olishi va boshqalar bilan muloqot qilishi kerak. Masalan, do‘st bilan ingliz tilida suhbatlashish, restoranda buyurtma berish yoki sayohat vaqtida yo‘l-yo‘riq so‘rash kabi vaziyatlarda tilni qo‘llash uning nutqiy ko‘nikmalarini rivojlantiradi. Shu bois, darslarda o‘quvchilarni faol muloqotga jalb qiluvchi mashqlar, rol o‘yinlari va real vaziyatlar asosida mashqlarni qo‘llash muhimdir. Bu yondashuv orqali o‘quvchilar nafaqat tilni biladi, balki uni amaliy jihatdan ishlata oladigan darajaga yetadi.

Samarali dars 4 bosqichdan iborat: Presentation, Practice, Production [4]. Presentation bosqichida o‘qituvchi yangi mavzu yoki grammatik qoidani tanishtiradi, odatda misollar, rasmlar yoki vizual yordamlar orqali tushuntiriladi. Maqsad – o‘quvchilar mavzuni tushunib, keyingi mashq bosqichiga tayyor bo‘lishi.

Practice bosqichida o‘quvchilar mavzuni nazariy jihatdan mashq qiladilar. Bu dialoglar, to‘ldirish mashqlari yoki yozma vazifalar orqali amalga oshiriladi. Bu jarayonda xatolar tuzatiladi va mavzu mustahkamlanadi.

Production bosqichida esa o‘quvchilar mavzuni real muloqotda qo‘llaydilar. Masalan, guruh ishlarida yoki rol o‘yinlarida tilni erkin va tabiiy ishlatish o‘rgatiladi. Shu tarzda o‘quvchi nafaqat mavzuni biladi, balki uni amalda qo‘llay oladi. PPP modeli darsni tartib bilan o‘tkazishga yordam beradi va o‘quvchilarning nutqiy ko‘nikmalarini samarali rivojlantiradi.

O‘quvchilar eng yaxshi tilni amaliy faoliyat orqali o‘rganadi [5]. “O‘quvchilar eng yaxshi tilni amaliy faoliyat orqali o‘rganadi” deganda, tilni o‘rganish jarayonida asosiy e’tibor nafaqat grammatik qoidalarni bilishga, balki ularni real hayotiy vaziyatlarda qo‘llashga qaratilishi tushuniladi. Amaliy mashqlar, rol o‘yinlari, guruh muhokamalari yoki dialoglar orqali o‘quvchilar yangi so‘zlar va iboralarni o‘z nutqida erkin ishlata oladi. Shu tarzda tilni o‘rganish jarayoni faol va interaktiv bo‘lib, o‘quvchi mavzuni tushunish bilan birga uni amalda qo‘llash ko‘nikmalarini rivojlantiradi. Natijada o‘quvchi nafaqat tilni biladi, balki uni real muloqotda samarali ishlata oladigan darajaga yetadi.

XULOSA. Xorijiy tilni o‘rganish faqat grammatikani bilish yoki so‘zlarni yodlash bilan cheklanmaydi. Asosiy maqsad – o‘quvchini real hayotiy vaziyatlarda tilni erkin ishlata oladigan darajaga yetkazishdir. Kommunikativ kompetensiya grammatik, sotsiolingvistik, diskurs va strategik qismdan iborat bo‘lib, ularning barchasi o‘quvchining tilni samarali qo‘llashiga xizmat qiladi.

Dars jarayonida PPP modeli – Presentation, Practice, Production – yordamida mavzular bosqichma-bosqich tushuntiriladi, mashq qilinadi va amalda qo‘llanadi. Shu tarzda o‘quvchilar nafaqat tilni biladi, balki uni real muloqotda qo‘llash ko‘nikmalarini ham rivojlantiradi.

Shuningdek, William Littlewood, H.Douglas Brown, Jim Scrivener, Scott Thornbury va Diane Larsen-Freeman kabi mutaxassislar fikrlariga ko‘ra, o‘qituvchi darsni interaktiv va motivatsiyaga yo‘naltirilgan qilib olib borishi, o‘quvchini mustaqil fikrlashga, erkin gapirishga va yangi vaziyatlarda muammolarni hal qilishga o‘rgatishi kerak.

Natijada, samarali til o‘qitish o‘quvchini muloqotga tayyorlash va uning tilni amaliy jihatdan ishlata olish qobiliyatini oshirishga qaratilgan bo‘ladi.

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SHAXSIY IDENTITET VA IJTIMOIY SOLISHTIRISH FENOMENI

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Annotatsiya: *Mazkur maqola insonning o'zini boshqalar bilan solishtirish fenomeni va uning shaxsiy identitetga ta'sirini tahlil qiladi. Maqolada insonning individualligi, jamiyat me'yorlari, ichki ehtiyojlar va shaxsiy erkinlik o'rtasidagi munosabatlar o'rganiladi. Shuningdek, insonning o'z dunyosini anglab, "o'z planetasini" o'rganish orqali haqiqiy erkinlik va ichki tinchlikka erishishi falsafiy va psixologik jihatdan yoritiladi.*

Kalit so'zlar: *individuallik, ijtimoiy solishtirish, shaxsiy identitet, jamiyat me'yorlari, ichki dunyo, erkin tanlov.*

Kirish: Solishtirish fenomeni. "O'zingning ichingni boshqa odamning tashqarisi bilan solishtirma." – Kevin Kelly. Odamlar ko'pincha hayotlarini boshqalarning hayoti bilan solishtirib yashaydilar. Kimdir tashqaridan muvaffaqiyatli ko'rinadi, kimdir xotirjam, yana kimdir baxtli. Ular esa boshqalarning tashqi ko'rinishlarini o'zlarining ichki kechinmalari bilan taqqoslab, o'zlarini yetarli emasdek his qila boshlaydilar. Ijtimoiy solishtirish inson psixologiyasining tabiiy mexanizmlaridan biridir. Inson o'zini va o'z o'rnini tushunish uchun ko'pincha boshqalarga qarab baho beradi. Ammo zamonaviy axborot davrida bu jarayon yanada kuchaygan. Ijtimoiy tarmoqlar orqali ular boshqalarning hayotining faqat eng chiroyli, eng muvaffaqiyatli tomonlarini ko'radilar. Inson esa o'z hayotining ichki jarayonlarini, shubhalarini, qo'rquvlarini yaxshi biladi. Natijada u boshqalarning tashqi ko'rinishini o'zining ichki dunyosi bilan solishtirib, o'zini kamroq qadrlay boshlaydi. Bu holat ko'pincha insonning o'zligi va ichki dunyosini e'tiborsiz qoldirishiga olib keladi. Masalan, ijtimoiy tarmoqlarda ko'pincha odamlar faqat muvaffaqiyatlarini, go'zal suratlarini, sayohatlarini namoyish qiladilar. Boshqalarning faqat eng yorqin va muvaffaqiyatli jihatlarini ko'rgan inson o'z hayotidagi oddiy, ammo chuqur tajribalarni yetarli emas deya his qila boshlaydi. Shu sababli, ijtimoiy solishtirish ko'pincha ichki norozilik va o'zini past baholashga olib keladi.

Metodologiya: Mazkur maqolada ijtimoiy solishtirish fenomenini o'rganishda tahliliy (analitik) va taqqoslash metodlaridan foydalanildi. Insonning ichki dunyosi va tashqi ijtimoiy muhit o'rtasidagi munosabatlar falsafiy hamda psixologik yondashuvlar asosida ko'rib chiqildi. Shuningdek, mavzuni yoritishda ilmiy manbalar tahlili, nazariy umumlashtirish hamda hayotiy misollar orqali tushuntirish usullari qo'llanildi.

Jamiyat qoliplari. Jamiyat har doim ma'lum me'yorlar va stereotiplar asosida shakllanadi. Bu me'yorlar tartib va muvozanatni saqlash uchun zarur bo'lsa-da, ba'zan ular inson individualligini cheklab qo'yishi mumkin. Inson o'z fikri, didi yoki hayot tarzida ommadan farq qilsa, u ko'pincha qarshiliklar, tushunmovchilik yoki qattiq tanqidga duch keladi. Natijada ko'plab odamlar ichki ehtiyojlariga emas, balki jamiyat kutayotgan rollarga moslashib yashay boshlaydilar. Charles Horton Cooley ta'kidlaganidek, inson o'zini bevosita emas, balki boshqalar uni qanday qabul qilayotganini tasavvur qilishi orqali shakllantiradi. Jamiyat qoliplariga moslashish insonni ba'zan o'z ichki ovozidan uzoqlashtiradi va haqiqiy potensialini to'liq namoyon eta olmasligiga sabab bo'ladi [1]. Misol uchun, bir o'smir san'at bilan shug'ullanishni xohlasa, ammo jamiyat uni sport yoki ilm-fan bilan shug'ullanishga undasa, u o'z tabiiy qiziqishidan voz kechishi mumkin. Shu tarzda inson o'zligini rivojlantirish imkoniyatidan mahrum bo'ladi. Diyora Xayitovaning 2025-yilgi maqolasida ijtimoiy solishtirishning shaxs o'zini past baholashiga ta'siri tahlil qilinadi. Tadqiqotda boshqalar bilan o'zini solishtirish, ayniqsa ijtimoiy tarmoqlar ta'sirida, o'ziga ishonchsizlik va psixologik muammolarni keltirib chiqarishi ko'rsatilgan [4]. Har bir insonning o'z orbitasida aylanadigan alohida bir planetaga o'xshashi jamiyat qoliplariga moslashishning chegarasini anglashga yordam beradi. Jamiyat me'yorlari ko'pincha insonning ichki dunyosiga aralashadi: qarorlariga ta'sir qiladi, hislariga chegaralar qo'yadi va o'zini qadrlashiga ta'sir qiladi. Shuning uchun har bir insonning vazifasi – bu me'yorlar bilan muvozanatni topish, ammo o'z ritmini saqlashdir [2]. Inson turli narsalardan zavq oladi: kimdir oddiy kitob o'qishdan, kimdir tabiatda sayr qilish yoki musiqa

tinglashdan. Ba’zan boshqalar uchun oddiy buyum yoki mashg‘ulot bo‘lgan narsalar insonni ruhiy jihatdan boyitadi. Masalan, rasm chizish, she’r yozish yoki oddiy tabiatni kuzatish inson ruhini tinchlantiradi va kuch beradi. Chunki inson faqat moddiy jismlardan iborat emas, u hissiyotlar, ma’nolar va tushunchalar bilan yashaydi. Jalal ad-Din Rumi shunday deydi: “Inson tushunchalardan iboratdir, qolgani qon va suyakdir” [3]. Ushbu iqtibos insonning haqiqiy qadriyatlari uning ichki dunyosida yashashini, tashqi qobiqda emasligini anglatadi. Bu borada sotsiolog va inson farovonligi bo‘yicha mutaxassislar Xi va Lee shuni ta’kidlashadiki, an’anaviy farovonlik tadqiqotlari ko‘pincha “yuqori faollikdagi” ijobiy hissiyotlarga (masalan, hayajon) e’tibor qaratadi. Ammo ichki tinchlik diniy va dunyoviy kontekstlarda barqaror farovonlik uchun zarur asos bo‘lib xizmat qiladi. Ularning fikricha, ichki tinchligi barqaror bo‘lgan insonlar jamiyatda samarali “tinchlik yaratuvchilar”ga aylanish ehtimoli yuqori [6].

“O‘z sayyorangni o‘rgan” Inson tasodifiy yaratilgan mavjudot emas. U o‘ziga xoslik bilan dunyoga keladi va har bir inson alohida bir olamni ifodalaydi. Tasavvur qilinsa, butun boshli bir sayyora bor uning nomi “Sen”. Ammo u hech qachon o‘z orbitasida aylanmagan. U boshqa “sayyoralar”ning tortish kuchiga berilib, ularning yo‘lida harakat qilgan. Natijada esa o‘zining tabiiy ritmini ham, o‘z vazifasini ham to‘liq amalga oshira olmagan. Shuning uchun inson avvalo o‘zini tanishi, o‘z “sayyorasi”ni o‘rganishi zarur. Inson o‘zini tanishga jur’at qilishi kerak: uning ichki dunyosi qanday, u qanday ritmda yashaydi, unda qanday fikrlar va qanday tuyg‘ular mavjud? Bu dunyoni boshqalarning orbitasiga majburan moslashtirish shart emas. Aksincha, inson o‘z “sayyorasi” tabiatini anglagan sari, o‘ziga xosligini qadrlashni o‘rganadi. Yozuvchi va olim Siima Singh o‘zining *“Achieving Inner Peace”* kitobida o‘zini tahlil qilish va sukunatni ongni tinchlantirish hamda insonning o‘z “ichki sokinlik markazi” bilan bog‘lanishi uchun muhim vositalar sifatida ta’kidlaydi [7]. Boshqalarning uni qabul qilishi yoki qilmasligi, rozi bo‘lishi yoki bo‘lmasligi ko‘pincha ularning ichki dunyosi bilan bog‘liq bo‘ladi. Bu esa insonni belgilab bermaydi. Agar kimlargadir ma’qul kelmasa, bu uning “yetarli emasligi”ni anglatmaydi. Shu jumladan, N.Sharapova o‘z maqolasida ota-onaning farzandga bo‘lgan munosabati (qabul qilish, rad etish, nazorat) bolaning o‘z-o‘zini anglashining poydevori sifatida qaralishini ta’kidlaydi [5]. Farzandning beg‘uborligi va hayotsevarligi uning “sayyorasi” tabiatiga, ya’ni ichki ritmiga bog‘liq. Agar farzandning sog‘lom fitrati saqlanib qolishi istalsa, avvalo ona o‘z “sayyorasi”ni pok, samimiy va barqaror ritmda olib borishi zarur. Ehtimol, inson hayotidagi eng katta muvaffaqiyat ham shudir yaratilgan o‘sha betakror “sen”ni yo‘qotib qo‘ymaslikdir.

Xulosa: Insonning eng katta xatolaridan biri o‘z ichki dunyosini boshqalarning tashqi hayoti bilan solishtirishidir. Bu esa o‘z qadrini pasaytirib, ichki norozilikka olib keladi. Aslida har bir inson o‘ziga xos bo‘lib, uning qadri ichki dunyosining boyligi va tinchligida namoyon bo‘ladi. Shu sababli, inson o‘z “sayyorasi”ni anglab, boshqalarga emas, o‘z yo‘liga sodiq qolishi kerak. Ana shundagina u haqiqiy erkinlik va ichki xotirjamlikka erishadi.

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MASHINA YORDAMIDAGI TARJIMADA UCHRAYDIGAN AYRIM MUAMMOLAR VA ULARNING YECHIMLARI

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Annotatsiya: *Ushbu maqolada tarjimonlik sohasida avtomatik mashina tarjimonligining ahamiyati, mashina tarjimonligida uchraydigan ayrim muammolar va ularning yechimlari haqida so`z boradi.*

Kalit so`zlar: *tarjima, lingvistika, mashina tarjimonligi, ibora, kontekst, fraza, til, madaniyatlararo munosabatlar.*

Til – aloqa vositasi sifatida xalqaro muloqotning optimal yechimi sifatida uning rivojlanishida kompyuter lingvistikasining ahamiyati katta. Bugungi kunda butun dunyo mamlakatlari kompyuter lingvistikasi tabiiy til imkoniyatlarini kompyuter tiliga o‘tkazish hamda u bilan bog‘liq masalalarni kompyuter texnologiyasi yordamida hal qilish kabi muammolar tadqiqi bilan shug‘ullanmoqda. Mashina tarjimasining iqtisodiy tejamkor va tezkor aloqa vositasi sifatida kompyuter lingvistikasi fanining taraqqiyot istiqbolini belgilash bilan birga, yangi ilmiy muammolarning tug‘ilishiga ham sabab bo‘lmoqda. Jahon kompyuter lingvistikasida matnlarni tahrirlovchi dastur, nutqiy sintezator, matn korpusi, matnlarni lingvostatistik analiz qiluvchi dastur, matnlarni referatlash kabi tadqiqotlar tilshunoslikda katta hajmli lingvistik bazalarning yaratilishiga omil bo‘lib xizmat qildi. Shu ma’noda Internet tizimidagi ijtimoiy tarmoqlar, ilmiy-texnikaviy matnlar va turli konferensiyalarda yozma va og‘zaki tarjimon dasturlarning o‘rni muhim sanaladi.

Tarjimonlik sohasi, bir tilni boshqa tilga yoki matnning boshqa tillarga tarjima qilishni o‘z ichiga olgan texnologik va professional soha hisoblanadi. Tarjimonlar, yozuvlar, audiotarjima xizmatlari, simultan tarjima (yagona so‘zda tarjima) va boshqa ko‘rsatmalar orqali turli xil matnlar, hujjatlar va ma'lumotlar tarjima qilish uchun ishlaydilar. Tarjimonlik sohasi global kompaniyalar, diplomatik vazifadorlar, sayohatchilar, akademik tadqiqotchilar va boshqa sohalardagi insonlar uchun muhimdir. Tarjimonlar, turli tillar va madaniyatlar o‘rtasida mazmunni to‘g‘ri va aniq tarjima qilishda muhim rol o‘ynaydilar. Bu soha, texnologiyalarning rivojlanishi bilan birga, avtomatik tarjima mashinalari ham ko‘p tilli matnlarni tezkor tarjima qilishda yordam beradi.

Machine translation, yani avtomatik tarjima, matnlarni bir tilidan boshqa tilga avtomatik ravishda tarjima qilish uchun kompyuter dasturlari va algoritmlaridan foydalanuvchi texnologiyadir. Bu texnologiya, matnlar, dokumentlar, veb-sahifalar va boshqa ma'lumotlarni tezkor va samarali tarzda boshqa tillarga tarjima qilishda foydalaniladi. Machine translationning ahamiyati juda katta, chunki uning orqali bir necha til va madaniyatlar o‘rtasida mavzu mazmunini tezkor va aniq tarjima qilish mumkin. Bu, diplomatik munosabatlar, biznes muloqotlari, akademik tadqiqotlar, turli tillardagi maqolalar va hujjatlarni o‘qish va tushuntirish jarayonlarida juda foydali bo‘ladi.

Avtomatik tarjima mashinalari yuqori tezlikda matnlarni tarjima qilishga imkon beradi, lekin ularning natijalari inson tarjimasiga nisbatan kamroq bo‘lishi mumkin. Bu sababli, avtomatik tarjima mashinalarining ishlatilishi va natijalari tekshirilishi kerak bo‘ladi, va ularni inson tarjimasiga qo‘llash tavsiya etiladi. Bunaqa mashinalar Google Translate, Microsoft Translator, DeepL va boshqa xizmatlar orqali amalga oshiriladi.

Mashina tarjimonligi texnologiyasi hozirda juda yuqori darajada rivojlanib kelmoqda, lekin u hali ham bazi-bir muammolardan holi emas:

Aniqlik: Avtomatik tarjima mashinalari matnlarni boshqa tillarga tarjima qilishda aniqlik va to‘g‘ri tarjima ta'minlashda muammolarga duch kelishi mumkin. So‘zlar, frazalar yoki kontekstning to‘liq tushunilishi va tarjima qilinishi uchun avtomatik tarjima mashinalariga qo‘shimcha ma'lumotlar berish kerak.

Grammatika: Avtomatik tarjima mashinalari grammatika qoidalarni to‘g‘ri tushunish va ularga rioya qilishda muammolar tug‘ilishi mumkin. Bu esa tarjima natijalarida noto‘g‘ri so‘zlar yoki jumlalar chiqishiga olib keladi.

Sozlash: Avtomatik tarjima mashinalari turli tillar va madaniyatlar orasidagi farqlarni tushunishda muammo tug‘ilishi mumkin. Bunday holatlarda, avtomatik tarjima natijalari noto‘g‘ri bo‘ladi yoki ma'nolarni to‘liq ifodalay olmaydi.

Tarmoq xavfsizligi: Avtomatik tarjima mashinalari tarmoq xavfsizligi muammolariga olib kelishi mumkin. Shaxsiy ma'lumotlarni himoyalash, maxfiylik va xavfsizlik muammolari avtomatik tarjima xizmatlaridan foydalanishda muhimdir.

Mahalliy madaniyat va iboralar: Avtomatik tarjima mashinalari turli tillardagi mahalliy madaniyat, an`analar va iboralar haqida to‘liq tushunishga ega emas. Bu esa tarjima jarayonida ayrim tushunmovchilik (misunderstanding)larga olib keladi. Bu muammolar avtomatik tarjima mashinalarining rivojlanish jarayonida hal etilmoqda, lekin hozirgi kunda ularning inson tarjimasiga nisbatan kamroq bo‘lishi sababli, ularni insonlar tomonidan tekshirilishi va to‘liq tushunilgan kontekstda ishlatilishi tavsiya etiladi. Ushbu muammolarni hal qilish uchun quyidagi tavsiyalarni keltirib o`tish mumkin:

Aniqlik va to‘g‘ri tarjima uchun matnlar kichik hajmli va to‘liq bo‘lishi kerak. Avtomatik tarjima mashinalariga tarjima qilish uchun matnlar to‘g‘ri va to‘liq bo‘lishi, so‘zlar va frazalar aniqlik bilan yozilishi kerak.

Grammatika va tuzilishga e'tibor bering. Matnlarni tarjima qilishda to‘g‘ri grammatika, tuzilish va jumlalar tarkibiga e'tibor bering. Bu, avtomatik tarjima mashinalarining to‘g‘ri tarjima chiqarishiga yordam beradi.

Kontekstni tushunish. Matnlarni tarjima qilishda kontekstni tushunish muhimdir. So‘zlar va frazalar matnning umumiy mazmuni va ma'nosi bilan mos kelishi kerak. Avtomatik tarjima mashinalarini tekshirish. Avtomatik tarjima mashinalarining chiqaradigan natijalarni tekshirib, noto‘g‘ri ma'lumotlar va ommaviy maqbuliyatni sinab ko‘ring. Mahalliy madaniyat va iboralarni tushunish. Turli tillardagi mahalliy madaniyat, an`analar va iboralar haqida to‘liq tushunish uchun turli manbalardan yordam olganingizdan ko`ra, o`zingiz bu mavzularni o‘rganish va tushunishga harakat qiling. Tarmoq xavfsizligiga e'tibor bering. Shaxsiy ma'lumotlarni himoyalash, maxfiylik va xavfsizlik muammolari uchun avtomatik tarjima mashinalaridan foydalanishda ehtiyot bo‘ling. Bu tavsiyalarni amalga oshirib, avtomatik tarjima mashinalaridan yaxshi foydalanish orqali muammolarni hal qilishingiz mumkin. Buning yanada rivojlanishi bilan, avtomatik tarjima xizmatlari insonlar uchun yaxshi yordamchi bo‘ladi.

Xulosa. Xulosa o‘rnida shuni aytish joizki, Mashina tarjimasi lingvistik bazasi ta’minoti uchun ma’lum bir tillar tarjimalarining mukammal bazasini yaratish tarjimon dasturlarning rivojiga asos bo‘lib xizmat qiladi. Bundan tashqari Kompyuter lingvistikasining taraqqiyoti har bir tilning kelajagi uchun ham qilinajak ishning o‘rni beqiyos.

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CHET TILI O'QITUVCHISINING KASBIY RIVOJI VA BAHOLASH TIZIMI

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Annotatsiya. *Mazkur maqolada chet tili o'qituvchisining kasbiy rivoji, uning asosiy tarkibiy komponentlari hamda ta'lim jarayonida baholash tizimining ahamiyati tahlil qilinadi. Shuningdek, o'qituvchining kasbiy kompetensiyalarini rivojlantirish yo'llari va xorijiy tillarni o'qitishda zamonaviy baholash metodlari yoritilgan. Tadqiqot natijalari asosida baholash tizimi va o'qituvchi kompetensiyalari o'rtasidagi uzviy bog'liqlik ochib beriladi.*

Kalit so'zlar: *kasbiy rivoj, kompetensiya, chet tili o'qituvchisi, baholash tizimi, pedagogik mahorat, formativ baholash, summativ baholash, CEFR, metodika*

Kirish. Zamonaviy ta'lim tizimida chet tillarini o'qitish jarayoni tubdan yangilanib bormoqda. Bu jarayonda o'qituvchining kasbiy rivoji muhim omil sifatida namoyon bo'ladi. O'qituvchining bilim darajasi, metodik mahorati va pedagogik yondashuvi ta'lim sifatiga bevosita ta'sir ko'rsatadi. Shu bilan birga, ta'lim jarayonida baholash tizimi ham o'quvchilarning bilimini aniqlash, ularning rivojlanishini monitoring qilish va o'qitish samaradorligini oshirishda muhim vosita hisoblanadi.

Kasbiy rivoj – bu o'qituvchining o'z bilim va ko'nikmalarini muntazam ravishda takomillashtirib borish jarayonidir [1].

Asosiy qism

Chet tili o'qituvchisining kasbiy rivoji. Chet tili o'qituvchisining kasbiy rivoji quyidagi yo'nalishlarni o'z ichiga oladi: Nazariy bilimlarni rivojlantirish – tilshunoslik, pedagogika va psixologiya asoslarini chuqur o'rganish; Amaliy ko'nikmalarni shakllantirish – darsni samarali tashkil etish, interaktiv metodlardan foydalanish; Metodik mahoratni oshirish – zamonaviy o'qitish usullarini qo'llash; AKTdan foydalanish – raqamli texnologiyalar yordamida dars o'tish; O'z-o'zini rivojlantirish – mustaqil o'rganish va refleksiya. Kasbiy rivoj uzluksiz jarayon bo'lib, u o'qituvchining professional faoliyatida yuqori natijalarga erishishiga xizmat qiladi [2].

Kasbiy kompetensiyalarning turlari. Chet tili o'qituvchisining kasbiy kompetensiyalari quyidagilardan iborat: Lingvistik kompetensiya – til qonuniyatlarini bilish; Kommunikativ kompetensiya – erkin muloqot qila olish; Metodik kompetensiya – o'qitish usullarini bilish; Ijtimoiy-madaniy kompetensiya – til egasi madaniyatini tushunish; Reflektiv kompetensiya – o'z faoliyatini tahlil qilish. Ushbu kompetensiyalar o'qituvchining kasbiy rivojlanish darajasini belgilaydi.

Baholash tizimining mohiyati. Baholash tizimi ta'lim jarayonining ajralmas qismi bo'lib, u quyidagi vazifalarni bajaradi: o'quvchilarning bilim darajasini aniqlash; o'qitish samaradorligini baholash; o'quv jarayonini takomillashtirish; o'quvchilarning motivatsiyasini oshirish. Baholash tizimi o'qituvchi faoliyatini ham tahlil qilish imkonini beradi.

Baholash turlari va metodlari. Chet tillarni o'qitishda quyidagi baholash turlari qo'llaniladi: **Diagnostik baholash.** O'quvchilarning boshlang'ich bilim darajasini aniqlaydi. **Formativ baholash.** O'quv jarayonida muntazam ravishda olib boriladi va o'quvchining rivojlanishini kuzatadi. **Summativ baholash.** Ma'lum bir bosqich yakunida o'quv natijalarini aniqlaydi.

Baholash metodlari: test sinovlari; og'zaki savol-javob; yozma ishlar; portfolio; loyihaviy ishlar.

CEFR tizimi asosida baholash. Chet tillarni o'qitishda baholash ko'pincha CEFR (Common European Framework of Reference) tizimiga asoslanadi. Ushbu tizim til bilish darajasini A1 dan C2 gacha bo'lgan bosqichlarga ajratadi. CEFR tizimi quyidagi ko'nikmalarni baholaydi: tinglab tushunish; o'qish; yozish; gapirish.

Bu tizim xalqaro miqyosda tan olingan bo'lib, baholashning aniqligi va shaffofligini ta'minlaydi.

Zamonaviy baholash yondashuvlari. Hozirgi kunda quyidagi innovatsion baholash usullari keng qo‘llanilmoqda: **Raqamli baholash** – onlayn platformalar orqali testlar o‘tkazish; **Avtomatlashtirilgan baholash** – sun’iy intellekt yordamida tekshirish; **Moslashuvchan baholash (adaptive assessment)** – o‘quvchining darajasiga qarab testlarni moslashtirish. Bu usullar baholash jarayonining samaradorligini oshiradi va vaqtni tejaydi.

Xulosa

Chet tili o‘qituvchisining kasbiy rivoji ta’lim sifatini oshirishda hal qiluvchi ahamiyatga ega. O‘qituvchining kompetensiyalari qanchalik rivojlangan bo‘lsa, o‘quvchilarning bilim darajasi ham shunchalik yuqori bo‘ladi. Baholash tizimi esa ta’lim jarayonini nazorat qilish va takomillashtirishning muhim vositasi hisoblanadi.

Zamonaviy yondashuvlar asosida kasbiy rivoj va baholash tizimini uyg‘unlashtirish orqali samarali ta’limga erishish mumkin.

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RENEWABLE ENERGY AND GLOBAL POWER SHIFT

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Annotation. *This research examines how renewable energy adoption is transforming global power relations, shifting geopolitical influence from fossil-fuel dependent nations to those investing in sustainable technologies. It highlights economic opportunities, environmental benefits, and challenges of equitable access, while analyzing the role of international cooperation in shaping a balanced energy future.*

Keywords: *Renewable energy, global power, geopolitics, sustainability, cooperation, transition, economic opportunities, analyzing*

Renewable energy has become one of the most decisive factors in reshaping the global balance of power in the twenty-first century. Nations that once relied heavily on fossil fuels are gradually losing their dominance, while those investing in sustainable technologies are emerging as new centers of influence. This transformation is not only economic but also geopolitical, redefining alliances, trade relations, and strategic priorities across continents.

The expansion of solar, wind, and hydropower has accelerated in recent decades, creating new opportunities for countries to achieve energy independence. For example, the European Union has significantly increased its renewable energy share, reducing dependence on imported oil and gas. This shift has allowed European states to pursue more autonomous foreign policies, less constrained by energy security concerns. Similarly, China's massive investment in solar panel production and wind farms has positioned it as a global leader in renewable technology, strengthening its economic leverage in international markets.

At the same time, traditional energy exporters such as Russia and Middle Eastern countries face challenges in maintaining their geopolitical influence. As global demand for fossil fuels declines, their economic models must adapt to avoid instability. Some of these nations are diversifying their economies and investing in renewable projects, but the pace of transition varies widely. This uneven adaptation creates new tensions and uncertainties in global politics.

Economically, renewable energy offers significant benefits. It creates new industries, generates employment, and reduces long-term costs associated with environmental damage. Countries that embrace clean energy technologies can attract foreign investment and foster innovation, strengthening their competitiveness in the global economy. Moreover, renewable energy reduces vulnerability to price fluctuations in oil and gas markets, providing greater stability for national budgets.

Environmentally, the adoption of renewable energy is essential for addressing climate change. By reducing greenhouse gas emissions, nations contribute to global sustainability goals and protect ecosystems. This environmental responsibility also enhances their international reputation, allowing them to play a more active role in shaping global climate policies.

However, the transition is not without challenges. Developing countries often struggle with limited financial resources and technological capacity, making it difficult to implement large-scale renewable projects. International cooperation and financial support are crucial to ensure that all nations can participate in the energy transition. Without equitable access, the global power shift may deepen inequalities between advanced economies and less developed regions.

Another challenge lies in the geopolitical competition over renewable technologies. Control over rare earth minerals, essential for producing solar panels and wind turbines, has become a strategic issue. Countries with abundant resources, such as China, hold significant leverage, while others must secure supply chains through diplomatic and trade agreements. This competition introduces new dimensions to global power relations, replacing oil and gas dependency with technological and resource dependency.

The role of international organizations is also critical. Institutions such as the United Nations, the International Energy Agency, and regional alliances must coordinate efforts to promote renewable energy adoption. Global agreements on climate action, like the Paris Agreement, provide frameworks for cooperation, but their effectiveness depends on the commitment of individual states.

In conclusion, renewable energy is not merely a technological innovation; it is a transformative force that reshapes global power structures. Nations that invest in sustainable energy gain economic resilience, geopolitical influence, and environmental credibility. Those that fail to adapt risk marginalization in the emerging global order. The future of international relations will increasingly depend on how effectively countries manage the transition to renewable energy, balancing competition with cooperation to achieve a sustainable and equitable world.

Thematic Analysis: The central theme of this study is the transformative role of renewable energy in reshaping global power structures. It highlights how sustainability initiatives influence geopolitics, economic resilience, and environmental responsibility. The analysis emphasizes the tension between traditional fossil-fuel economies and emerging clean-energy leaders. It also explores the theme of cooperation versus competition, showing how international collaboration is essential to balance inequalities. Finally, the thematic focus underscores that renewable energy is not only a technological shift but a broader redefinition of global influence and future stability.

Comparative Analysis: When comparing renewable energy adoption across different regions, clear contrasts emerge in both pace and strategy. Developed economies such as the European Union and the United States have advanced rapidly, integrating solar and wind power into national grids and reducing reliance on fossil fuels. In contrast, many developing countries face financial and technological barriers, slowing their transition despite abundant natural resources.

China stands out as a unique case, combining state-driven investment with industrial capacity to dominate global solar panel production. Meanwhile, oil-rich nations in the Middle East are beginning to diversify, but their progress remains cautious compared to Europe's aggressive climate policies.

Another comparison lies in the geopolitical consequences: while renewable leaders gain autonomy and influence, fossil-fuel exporters risk losing leverage in international negotiations. This divergence highlights a growing imbalance in global power structures.

Metaphor and simile: Renewable energy can be seen as the rising sun, slowly illuminating a new global order where sustainability replaces dependence on fossil fuels. Just as a river carves new paths through the land, clean energy technologies reshape the flow of economic and political influence across nations. The transition is like a bridge, connecting the past reliance on oil and gas with the future promise of green innovation. In many ways, renewable energy acts like a seed planted in fertile soil—its growth may be gradual, but it holds the power to transform entire landscapes. Similarly, the decline of fossil fuels resembles a fading flame, once dominant but now giving way to brighter, cleaner sources of light. These metaphors and similes capture the profound shift in global power, illustrating how energy is not only a resource but a symbol of change and renewal. Renewable energy can be imagined as the heartbeat of a new civilization, steady and life-giving, ensuring continuity for generations to come. Just as a lighthouse guides ships safely through turbulent seas, clean energy technologies provide direction and hope in a world facing climate uncertainty. The transition resembles a long journey across a desert, where each solar panel and wind turbine is like an oasis, offering relief and promise of survival. In another sense, renewable energy is like a tree growing strong roots anchoring societies in stability while its branches reach toward innovation and progress. Fossil fuels, by contrast, are like shadows at sunset: once stretching far and wide, but now shrinking as daylight advances. These images

remind us that energy is not only a technical resource but a metaphor for human resilience, creativity, and the collective will to build a brighter, more sustainable future.

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ILMIY TADQIQOT METODOLOGIYASINING NAZARIY ASOSLARI VA AMALIY QO'LLANILISHI

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Annotatsiya. *Ushbu tezis ilmiy tadqiqot metodologiyasining nazariy asoslari va amaliy qo'llanilishini tahlil qiladi. Tadqiqotda metod tanlashning muhimligi, nazariya va amaliyot o'rtasidagi bog'liqlik va zamonaviy tadqiqotlarda metodologik yondashuvlarning samaradorligi yoritilgan. Natijalar ilmiy ish sifatini oshirish va metodologik xatolardan qochish bo'yicha amaliy tavsiyalar beradi.*

Kalit so'zlar*: ilmiy tadqiqot, metodologiya, metodlar, sifatli va miqdoriy yondashuv, ilmiy natija.*

KIRISH. Zamonaviy ilmiy tadqiqotlarda metodologiya natijalarning haqiqiyligi va ishonchliligini ta'minlashda hal qiluvchi rol o'ynaydi. Fan rivojlanishining tez sur'atlari va interdisciplinar yo'nalishlarning kengayishi tadqiqot metodlarini to'g'ri tanlashni yanada murakkab va strategik jihatdan muhim qilmoqda. Bugungi kunda tadqiqotning sifati nafaqat uning natijalari, balki metodologik poydevorining mustahkamligi bilan ham baholanadi.

Biroq, asosiy muammolardan biri – ilmiy tadqiqot metodologiyasini nazariy bilish bilan uni amaliyotga tatbiq etish o'rtasidagi tafovutdir. Ko'plab tadqiqotchilar mos metodlarni tanlashda, ularni tadqiqot maqsadlariga muvofiqlashtirishda va real kontekstda samarali qo'llashda qiyinchiliklarga duch keladi. Bu esa ko'pincha metodologik nomuvofiqliklarga olib keladi va ilmiy ishning umumiy ishonchliligini kamaytiradi. Shu kontekstda, ilmiy tadqiqot metodologiyasining nazariy asoslari va amaliy qo'llanilishini o'rganish ayniqsa muhim ahamiyat kasb etadi. Metodologik prinsiplarning amalda qanday ishlashini tushunish tadqiqot sifatini oshirish va samarali ilmiy yondashuvlarni rivojlantirish uchun zarurdir.

ASOSIY QISM. Ilmiy tadqiqot metodologiyasi zamonaviy ilmiy ishlarning sifatini, ishonchliligini va ta'sirini belgilovchi asosiy element hisoblanadi. Tadqiqotning muvaffaqiyati tanlangan metodlarning mosligi va qat'iyatiga bevosita bog'liq bo'lib, u natijalarning haqiqiyligi va qayta ishlanish imkoniyatini ta'minlaydi. Bugungi kunda ilmiy tadqiqotlar soni o'sib borayotganligi, interdisciplinar yo'nalishlarning kengayishi va raqamli texnologiyalarning integratsiyasi metodologik tanlovni yanada murakkab va strategik ahamiyatli qilmoqda. Tadqiqotchilar orasida eng katta muammo – metodologiyani nazariy bilish va amaliy qo'llash o'rtasidagi tafovutdir. Statistik tadqiqotlar shuni ko'rsatadiki, yangi tadqiqotchilarning 65 foizi metod tanlashda va uni real kontekstga moslashtirishda qiyinchiliklarga duch keladi. Nazariy bilim mavjud bo'lsa-da, amaliy qo'llashda 47 foiz holatda metodlar maqsad va tadqiqot savollariga mos kelmaydi[27]. Natijada, tadqiqot dizayni zaiflashadi, natijalar ishonchsiz bo'ladi va ilmiy ahamiyat kamayadi. Zamonaviy tadqiqotlar aniq ko'rsatadiki, murakkab ilmiy muammolarni o'rganish uchun moslashuvchan va integratsiyalashgan metodologik yondashuv talab etiladi. Masalan, 2019-2023 yillarda nashr etilgan 120 ta maqolani tahlil qilganda, 38 foiz tadqiqotlar aralash (mixed-methods) metodini qo'llagan, bu esa nafaqat miqdoriy, balki sifatli ma'lumotlarni ham o'z ichiga oladi. Aralash metodlar tadqiqotchi uchun 72 foiz hollarda yanada to'liq va chuqur tahlil imkoniyatini yaratadi. Shu bilan birga[28], bunday yondashuv faqat texnik bilim bilan cheklanmasdan, tanqidiy fikrlash va kontekstual tahlilni talab qiladi. Zamonaviy tadqiqot jarayonida texnologiyalar muhim rol o'ynaydi. 2020–2025

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yillarda olib borilgan so‘rov natijalari shuni ko‘rsatdiki, 81 foiz tadqiqotchilar ma’lumotni yig‘ish va tahlil qilishda statistika dasturlari va sun’iy intellekt vositalaridan foydalanadi. Bu vositalar samaradorlik va aniqlikni oshirsa-da, ular bilan ishlashda axloqiy va metodologik xavf yuzaga keladi: avtomatlashtirilgan tahlilga haddan tashqari tayanish va noto‘g‘ri ma’lumot saqlash ehtimoli mavjud. Shu sababli tadqiqotchi texnologiyadan tanqidiy yondashuv bilan foydalanishi, metodologik qat’iyatni saqlashi va axloqiy standartlarni kuzatishi zarur.

Integratsiyalashgan tahlil ko‘rsatadiki, nazariy bilim va amaliy qo‘llanmaning uyg‘unlashuvi tadqiqot sifatining asosiy mezoni hisoblanadi. Kuchli metodologik asos tadqiqotchiga quyidagilarni ta’minlaydi: birinchidan, tadqiqot savollari va metodlarni uyg‘unlashtirish, ikkinchidan, natijalar ishonchliligi va umumlashtirilishini oshirish, uchinchidan, tadqiqot jarayonida o‘zgarishlar va cheklovlarni hisobga olish, to‘rtinchidan, axloqiy va texnologik imkoniyatlardan oqilona foydalanish. Bunday yondashuv nafaqat individual tadqiqot sifatini oshiradi, balki ilmiy jamoatchilikka qayta ishlab chiqiladigan, ishonchli va ta’sirchan natijalarni taqdim etadi. Xulosa qilib aytganda, ilmiy tadqiqot metodologiyasini chuqur tushunish va uni amaliyotga moslash metodologik xatolardan qochish va ilmiy ish sifatini oshirish uchun asosiy vositadir. Tadqiqot natijalari shuni ko‘rsatadiki, nazariya va amaliyotni uyg‘unlashtirgan yondashuvlar 90 foiz hollarda yanada ishonchli va samarali natijalar beradi, bu esa ilmiy ishlarning sifat va ta’sirini sezilarli darajada oshiradi[29].

XULOSA. Ushbu tezis ilmiy tadqiqot metodologiyasining nazariy asoslari va amaliy qo‘llanilishini tahlil qildi, shuningdek, metod tanlashning tadqiqot sifatiga bevosita ta’siri aniqlangan. Tadqiqot ko‘rsatdiki, nazariy bilim va amaliy qo‘llanmaning uyg‘unlashuvi tadqiqot natijalarining ishonchliligi, qayta ishlab chiqilishi va umumlashtirilishiga sezilarli darajada ta’sir qiladi. Analiz asosida aniqlanishicha, metodologik yondashuvlarni noto‘g‘ri tanlash va ularni maqsad bilan moslashtirmaslik 47 foiz hollarda natijalarni zaiflashtiradi. Shu bilan birga, aralash metodologiya va texnologik vositalardan oqilona foydalanish tadqiqot sifatini 72–81 foizga oshirish imkonini beradi. Tadqiqot shuni ko‘rsatadiki, nazariya va amaliyotni uyg‘unlashtirgan yondashuvlar 90 foiz hollarda samarali va ishonchli natijalar beradi. Shu bilan birga, zamonaviy tadqiqot jarayonida metodologik bilim, tanqidiy fikrlash va axloqiy yondashuvlarni uyg‘unlashtirish ilmiy ishlarning sifatini oshirish va metodologik xatolardan qochish uchun zarurdir. Integratsiyalashgan yondashuv tadqiqotchi uchun nafaqat natijalarni aniqlik bilan tahlil qilish imkonini yaratadi, balki ilmiy jamoatchilikka ta’sirchan, qayta ishlab chiqiladigan va ishonchli bilim taqdim etadi[30].

Natijada, ilmiy tadqiqot metodologiyasini chuqur tushunish va amaliy qo‘llash ilmiy ish sifatini oshirish, yangi bilimlarni yaratish va zamonaviy ilmiy tadqiqot talablariga javob beradigan natijalar olish uchun asosiy omil hisoblanadi.

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XORIJIY TIL O‘QITUVCHISINING KASBIY MAHORATI VA TA’LIM JARAYONIDA BAHOLASH TIZIMI

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Annotatsiya. *Mazkur maqolada xorijiy til o‘qituvchisining kasbiy mahorati, uning tarkibiy komponentlari hamda ta’lim jarayonida baholash tizimining o‘rni va ahamiyati yoritilgan. Shuningdek, zamonaviy pedagogik yondashuvlar asosida o‘qituvchining kompetensiyalari va baholash mexanizmlarining o‘zaro bog‘liqligi tahlil qilinadi. Maqolada xorijiy tillarni o‘qitishda kompetensiyaga asoslangan yondashuv va baholashning samarali usullari ko‘rsatib berilgan.*

Kalit so‘zlar: *kasbiy kompetensiya, xorijiy til o‘qituvchisi, pedagogik mahorat, baholash tizimi, kommunikativ kompetensiya, ta’lim sifati, metodika, diagnostika*

Kirish. Bugungi globallashuv jarayonida xorijiy tillarni mukammal o‘rgatish ta’lim tizimining ustuvor yo‘nalishlaridan biri hisoblanadi. Bu esa o‘z navbatida xorijiy til o‘qituvchisining kasbiy mahorati va kompetensiyasiga yuqori talablarni qo‘yadi. Zamonaviy o‘qituvchi nafaqat til bilimiga ega bo‘lishi, balki innovatsion metodlardan foydalana olishi, ta’lim jarayonini samarali tashkil etishi va o‘quvchilarning bilimini to‘g‘ri baholay olishi zarur.

Kasbiy kompetensiya o‘qituvchining nazariy bilimlari, amaliy ko‘nikmalari va shaxsiy sifatlarini o‘zida mujassam etgan kompleks tushuncha bo‘lib, u ta’lim sifatini belgilovchi asosiy omillardan biridir.

Asosiy qism. Xorijiy til o‘qituvchisining kasbiy kompetensiyalari. Xorijiy til o‘qituvchisining kasbiy kompetensiyasi bir necha tarkibiy qismlardan iborat:

Metodik kompetensiya – darsni samarali tashkil etish, o‘quv materiallarini tanlash va baholash;

Kommunikativ kompetensiya – o‘quvchilar bilan samarali muloqot qilish; **Pedagogik-psixologik kompetensiya** – o‘quvchilarning individual xususiyatlarini hisobga olish; **Texnologik kompetensiya** – AKT vositalaridan foydalanish; **Reflektiv kompetensiya** – o‘z faoliyatini tahlil qilish va takomillashtirish.

Kasbiy kompetensiya o‘qituvchining samarali faoliyat yuritishida muhim rol o‘ynaydi va ta’lim sifatini oshirishga xizmat qiladi. Shuningdek, xorijiy til o‘qituvchisi lingvistik, nutqiy va madaniyatlararo kompetensiyalarga ham ega bo‘lishi zarur. Bu kompetensiyalar o‘quvchilarning til o‘rganish jarayonida muvaffaqiyatga erishishida muhim omil hisoblanadi.

Kompetensiyaga asoslangan yondashuv. Zamonaviy ta’lim tizimida kompetensiyaga asoslangan yondashuv muhim ahamiyat kasb etadi. Ushbu yondashuvga ko‘ra: o‘quv jarayoni aniq kompetensiyalar asosida tashkil etiladi;

o‘quvchilar egallashi kerak bo‘lgan ko‘nikmalar oldindan belgilanadi; baholash jarayoni ham aynan shu kompetensiyalar asosida amalga oshiriladi. Kompetensiyaga asoslangan yondashuv o‘quvchilarning amaliy bilimlarini rivojlantirishga xizmat qiladi hamda ta’lim samaradorligini oshiradi.

Xorijiy tillarni o‘qitishda baholash tizimi. Baholash – ta’lim jarayonining ajralmas qismi bo‘lib, u o‘quvchilarning bilim, ko‘nikma va malakalarini aniqlashga xizmat qiladi. Xorijiy tillarni o‘qitishda baholash quyidagi turlarga bo‘linadi: **Diagnostik baholash** – o‘quvchining boshlang‘ich darajasini aniqlash; **Joriy baholash** – o‘quv jarayonidagi rivojlanishni nazorat qilish; **Yakuniy baholash** – o‘quv natijalarini aniqlash. Baholash jarayoni nafaqat nazorat vositasi, balki o‘qitish jarayonini takomillashtirishga xizmat qiluvchi mexanizm hamdir.

Baholash mezonlari va mexanizmlari. Xorijiy til o‘qitishda baholash quyidagi mezonlar asosida amalga oshiriladi: tinglab tushunish (listening); o‘qib tushunish (reading); yozish (writing); gapirish (speaking). Bu mezonlar xalqaro standartlar, xususan, CEFR tizimiga asoslanadi. Ushbu tizim o‘quvchilarning til

kompetensiyalarini aniq darajalarga ajratib baholash imkonini beradi. Baholashda testlar, suhbat, yozma ishlar, portfolio va kuzatuv metodlaridan foydalaniladi.

Zamonaviy baholash yondashuvlari. Hozirgi kunda baholash jarayonida innovatsion yondashuvlar keng qo‘llanilmoqda: **Formativ baholash** – o‘quv jarayonida doimiy tahlil qilish; **Summativ baholash** – yakuniy natijani baholash; **Raqamli baholash** – onlayn platformalar orqali nazorat qilish. Zamonaviy texnologiyalar, jumladan, sun’iy intellekt vositalari ham baholash jarayonini samarali tashkil etishga yordam bermoqda.

Xulosa. Xorijiy til o‘qituvchisining kasbiy mahorati ta’lim samaradorligini belgilovchi asosiy omillardan biridir. O‘qituvchining kompetensiyalari qanchalik rivojlangan bo‘lsa, ta’lim jarayoni shunchalik samarali tashkil etiladi. Baholash tizimi esa ushbu jarayonning muhim tarkibiy qismi bo‘lib, o‘quvchilarning bilim darajasini aniqlash va ta’lim sifatini oshirishga xizmat qiladi. Zamonaviy ta’limda kompetensiyaga asoslangan yondashuv va innovatsion baholash metodlarini qo‘llash xorijiy til o‘qitish samaradorligini sezilarli darajada oshiradi.

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TA'LIM TIZIMIDAGI DOLZARB MUAMMOLAR NIMALARDAN IBORAT VA ULARNING YECHIMLARI QANDAY?

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Annotatsiya. *Ushbu maqolada zamonaviy ta'lim tizimidagi dolzarb muammolar, ularning sabablari va yechimlari chuqur tahlil qilinadi. Tarixiy va zamonaviy nazariyalar, mintaqaviy va milliy olimlar qarashlari, shuningdek, empirik tadqiqotlar asosida ta'lim sohasidagi islohotlar samaradorligi va mavjud muammolar yoritiladi. Maqolada ta'lim sifati, innovatsion yondashuv, kadrlar salohiyati va infratuzilma, shuningdek, xalqaro tajribalar asosida muammolarni bartaraf etish yo'llari taklif etiladi.*

Kalit so'zlar: *ta'lim tizimi, muammolar, islohotlar, innovatsiya*

Kirish. XXI asrda globallashuv jarayonlari, axborot texnologiyalari rivoji va jamiyat ehtiyojlarining o'zgarishi ta'lim tizimiga yangi talab va vazifalarni yukladi. Har bir mamlakat taraqqiyotining asosi bo'lgan ta'lim tizimi keng miqyosda islohotlarga yuz tutmoqda. Biroq, mavjud muammolar hamon ta'lim sohasining yuqori sifat va samaradorlikka erishishida to'siq bo'lib qolmoqda. Ta'lim sifati, innovatsion yondashuv, o'qituvchilar malakasi, infratuzilma va boshqaruv tizimidagi kamchiliklar hamda zamonaviy texnologiyalarning yetarli darajada joriy etilmaganligi dolzarb muammolar sirasiga kiradi. Shu bilan birga, zamonaviy ilg'or tajribalar va ilmiy tadqiqotlar asosida ushbu muammolarning yechimlarini ishlab chiqish, ularni amaliyotga tadbiq etish zarurati namoyon bo'lmoqda. Ushbu maqolada ta'lim tizimidagi asosiy muammolarning nazariy va empirik asoslari batafsil tahlil qilinadi, ularning yechimlari bo'yicha ilmiy asoslangan taklif va tavsiyalar ishlab chiqiladi.

Adabiyotlar tahlili. Ta'lim tizimidagi dolzarb muammolar va ularning yechimlari masalasi o'zbek va jahon ilmiy hamjamiyatida muntazam tadqiq qilinmoqda. Ushbu sohada olib borilgan ilmiy izlanishlar, nazariy yondashuvlar va empirik tadqiqotlar ta'lim tizimining shakllanishi, rivojlanishi va zamonaviy muammolari hamda ularni hal etish yo'llarini chuqur o'rganishga imkon beradi. Dastlab, ta'lim tizimi va uning muammolarini o'rganishda asosiy nazariy-konseptual yondashuvlar alohida ahamiyat kasb etadi. Klassik pedagogika nazariyalaridan boshlab, zamonaviy konstruktivistik va innovatsion yondashuvlargacha bo'lgan ilmiy qarashlar ta'lim muammolarining ildizini anglashda muhim manba bo'lib xizmat qiladi. Masalan, J. Dewey tomonidan ilgari surilgan pragmatik pedagogika ta'lim jarayonining faol va interaktiv bo'lishini ta'minlashga urg'u beradi, bu esa zamonaviy ta'limda individual yondashuv va amaliyotga asoslangan o'qitish zaruratini asoslovchi nazariy asoslardan biridir [1]. Deweyning ta'lim jarayonini ijtimoiy hayotdan ajralmas holda tashkil qilish haqidagi qarashlari bugungi kunda ham o'z ahamiyatini yo'qotmagan. Shu bilan birga, Lev Vygotskiy tomonidan ishlab chiqilgan sotsiokultural nazariya ham zamonaviy ta'lim muammolarini tahlil qilishda muhim ahamiyatga ega. Vygotskiy inson taraqqiyotida ijtimoiy muhit va madaniyatning ustuvor rolini ta'kidlab, bilimning shakllanishi va rivojlanishida hamkorlik, o'zaro ta'sir va muloqot muhimligini ko'rsatib berdi. Bu yondashuv, ayniqsa, o'zaro hamkorlik, jamoaviy ishlash va kommunikatsion ko'nikmalarni rivojlantirish zarurligini asoslab beradi [2]. O'zbekistonda ham ta'lim tizimining nazariy asoslari bo'yicha O.T.To'ychiyev, M.X.Tursunov, A.Qahhorov kabi olimlarning ishlari muhim ahamiyat kasb etadi. Ular o'z tadqiqotlarida milliy qadriyatlar, an'analar va zamonaviy pedagogik yondashuvlarning uyg'unligini ta'minlash zarurligini ta'kidlaydilar. Masalan, O.T.To'ychiyev o'z asarlarida ta'limda innovatsion texnologiyalarning joriy etilishi va milliy tarbiya o'rtasidagi muvozanatni saqlash muhimligini ko'rsatadi. Bu esa, ta'lim tizimidagi tub o'zgarishlarning nafaqat tashqi ta'sirlar, balki ichki, milliy omillar bilan uyg'unligini ta'minlash zarurligini namoyon etadi. Tarixiy jihatdan qaralganda, ta'lim tizimining shakllanishi va rivojlanishida turli bosqichlar, siyosiy va iqtisodiy omillar muhim rol o'ynagan. O'zbekiston hududida qadimdan maktab va madrasalar mavjud bo'lgan bo'lsa-da, yangi davrda ta'lim tizimi tubdan o'zgarishga yuz tutdi. Sovet davrida ta'limning markazlashgan, standartlashtirilgan va ideallashtirilgan modeli hukmronlik qilgan bo'lsa, mustaqillik yillarida

milliy ta’lim tizimini shakllantirish, milliy qadriyatlarni aks ettirish, zamonaviy texnologiyalarni joriy etish asosiy yo‘nalishlarga aylandi.

Biroq, ushbu o‘tish davrida yuzaga kelgan muammolar, jumladan, o‘qituvchilar malakasining turlicha bo‘lishi, o‘quv dasturlarining zamonaviy talablar bilan mos kelmasligi, infratuzilmaning yetarli emasligi va boshqaruv tizimidagi byurokratik to‘siqlar ta’lim sifatining pasayishiga olib keldi[3]. Bu muammolar nafaqat O‘zbekistonga xos, balki dunyoning ko‘plab rivojlanayotgan davlatlarida ham uchramoqda. Zamonaviy ta’lim tizimida yuzaga kelayotgan muammolarni tahlil qilishda empirik tadqiqotlar, xalqaro tajribalar ham muhim o‘rin tutadi.

PISA (Programme for International Student Assessment) va TIMSS (Trends in International Mathematics and Science Study) kabi xalqaro tadqiqotlar natijalari O‘zbekiston va boshqa davlatlardagi o‘quvchilarning bilim va ko‘nikmalari, tanqidiy fikrlash va muammoli vaziyatlarni hal etish qobiliyatlarini baholashga imkon beradi. Ushbu tadqiqotlar natijalari ko‘plab mamlakatlarda o‘quvchilarning funksional savodxonligi, innovatsion fikrlash va amaliy ko‘nikmalarining yetarli darajada rivojlanmaganini ko‘rsatmoqda. Xususan, O‘zbekiston o‘quvchilari 2022-yilgi PISA tadqiqotida matematika, tabiiy fanlar va o‘qish bo‘yicha o‘rtacha natijalardan pastroq ko‘rsatkichlarga ega bo‘ldi. Bu esa ta’lim tizimida tub islohotlar olib borish, o‘quv dasturlarini zamonaviylashtirish, o‘qituvchilar malakasini oshirish va innovatsion yondashuvlarni keng joriy etish zarurligini ko‘rsatadi [4].

O‘zbekiston mustaqillik yillarida ta’lim sohasini isloh qilish bo‘yicha qator dasturlar amalga oshirildi. Xususan, «Kadrlar tayyorlash milliy dasturi» (1997) ta’lim tizimining bosqichma-bosqich modernizatsiyasini, o‘quv dasturlari va texnologiyalarini yangilashni, o‘qituvchilar malakasini oshirishni ko‘zda tutdi. Keyingi yillarda ham zamonaviy axborot-kommunikatsiya texnologiyalarini joriy etish, STEAM-ta’lim, kredit-modul tizimi, masofaviy ta’lim kabi innovatsion yondashuvlar keng tatbiq qilinmoqda. Biroq, amaliyotda bu islohotlarning samaradorligi ko‘plab omillarga bog‘liq bo‘lib, ularning qamrov doirasi va barqarorligi har doim ham yuqori bo‘lmagan [5]. Empirik tadqiqotlar ko‘rsatadiki, ta’lim tizimidagi asosiy muammolardan biri o‘qituvchilar malakasi va motivatsiyasining yetarli emasligi hisoblanadi. Ko‘plab o‘qituvchilar zamonaviy pedagogik texnologiyalar, innovatsion metodlardan yetarli darajada foydalanmaydi, bu esa o‘quvchilarning mustaqil fikrlashi, kreativ va tanqidiy yondashuvini rivojlantirishga to‘sqinlik qiladi. O‘qituvchilarning malakasini oshirish tizimi ko‘plab mamlakatlarda takomillashgan bo‘lsa-da, O‘zbekistonda bu borada hali to‘liq natijaga erishilmagan. O‘quv dasturlarining zamonaviy mehnat bozori talablariga mos kelmasligi, o‘quvchilarda hayotiy ko‘nikmalar va funksional savodxonlikni rivojlantirishga yetarli e’tibor qaratilmagani ham muhim muammolar sirasiga kiradi. Shuningdek, ta’lim sohasida moliyalashtirish va infratuzilma muammolari ham mavjud.

Ko‘plab maktab va oliy ta’lim muassasalari zamonaviy texnika va jihozlar bilan to‘liq ta’minlanmagan, bu esa o‘quv jarayonining samaradorligiga salbiy ta’sir ko‘rsatadi. Xalqaro tajribaga nazar tashlasak, Finlyandiya, Singapur, Janubiy Koreya kabi mamlakatlar ta’lim tizimini modernizatsiya qilishda o‘qituvchi kasbining nufuzi, o‘qituvchilarga yuqori talab va rag‘bat, zamonaviy pedagogik metodlarni keng joriy etish orqali yuqori natijalarga erishgan. Xususan, Finlyandiya ta’lim tizimida o‘qituvchilar oliy ma’lumotli, mustaqil va ijodkor bo‘lishi, o‘quv dasturlari esa hayotiy ko‘nikmalar, tanqidiy va kreativ fikrlashni rivojlantirishga qaratilgan. Bu tajribalar O‘zbekiston uchun ham muhim ahamiyat kasb etadi, chunki ta’lim sifatini oshirishda o‘qituvchi shaxsiga e’tibor, o‘quv dasturlarini yangilash va innovatsion yondashuvlarni keng tatbiq etish muhim omil hisoblanadi[6]. Ta’lim tizimidagi muammolarni tahlil qilishda zamonaviy ijtimoiy-iqtisodiy sharoitlar, demografik omillar, migratsiya va urbanizatsiya jarayonlari ham hisobga olinishi lozim. Aholi sonining tez o‘sishi, shaharlarda yangi maktablarning qurilishi va qishloq joylarda infratuzilmaning yetarli emasligi ham ta’lim muassasalarida o‘quvchilar sonining haddan tashqari ko‘pligiga, o‘qituvchilarning ortiqcha yuklanishiga olib kelmoqda. Bu esa ta’lim sifati va samaradorligiga salbiy ta’sir ko‘rsatadi. Bundan tashqari, zamonaviy axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi, masofaviy va onlayn ta’limning keng joriy etilishi ham yangi muammolar va imkoniyatlarni yuzaga keltirmoqda. Pandemiya davrida masofaviy ta’limning joriy etilishi ta’lim tizimidagi inqirozlarni ochiq namoyon qildi: ko‘plab o‘quvchilar va o‘qituvchilar zamonaviy

texnologiyalardan to‘liq foydalana olmasligi, internet va texnik vositalarning yetishmasligi, o‘quv jarayonining sifatli tashkil etilmasligi kabi muammolar yuzaga chiqdi. Shu bilan birga, masofaviy ta’lim imkoniyatlari individual yondashuv, mustaqil ta’lim va o‘zini o‘zi rivojlantirish ko‘nikmalarini shakllantirish uchun yangi imkoniyatlar ochmoqda. Bu esa ta’lim tizimini moslashuvchan va innovatsion qilish uchun yangi yondashuvlarni talab qiladi. Ta’lim tizimidagi dolzarb muammolarni hal etishda davlat siyosati, ijtimoiy hamkorlik, nodavlat sektor va xalqaro tashkilotlar ishtirokini kuchaytirish, shuningdek, jamiyatda ta’limga bo‘lgan munosabatni tubdan o‘zgartirish zarurligi ko‘plab ilmiy ishlarda ta’kidlanadi. Ta’lim sohasida korrupsiya, adolatsizlik, byurokratiya va tengsizlik kabi muammolar ham mavjud bo‘lib, ular ta’lim sifatini pasaytiradi.

Xalqaro tashkilotlar, xususan, UNESCO, UNICEF va Jahon banki tomonidan amalga oshirilgan tadqiqotlar va loyiha dasturlari ta’lim tizimini modernizatsiya qilish, adolatli va inklyuziv ta’limni ta’minlash, o‘qituvchilar malakasini oshirish va innovatsion texnologiyalarni joriy etishda muhim ahamiyat kasb etadi. Empirik tadqiqotlar shuni ko‘rsatadiki, davlat tomonidan ta’lim sohasiga ajratiladigan mablag‘ hajmi, uning samarali va maqsadli ishlatilishi, ta’lim muassasalarining avtonomiyasi va boshqaruv tizimi takomillashgan mamlakatlarda ta’lim sifati yuqori bo‘ladi. O‘zbekistonda ham so‘nggi yillarda ta’limni moliyalashtirish hajmi oshirilmoqda, biroq resurslarni taqsimlash va boshqaruv tizimida hali ham muammolar mavjud. Bundan tashqari, ta’lim tizimidagi islohotlarni amalga oshirishda monitoring va baholash tizimini takomillashtirish, natijadorlik va samaradorlikka asoslangan boshqaruv yondashuvlarini joriy etish muhim ahamiyatga ega. Xalqaro tajribada ta’lim sifatini baholash va monitoring qilishning zamonaviy tizimlari ishlab chiqilgan bo‘lib, ular orqali ta’lim sohasidagi muammolar aniqlanadi, islohotlarning samaradorligi tahlil qilinadi va yangi strategiyalar ishlab chiqiladi. O‘zbekistonda ham ta’lim sifatini baholash, o‘qituvchilar va o‘quvchilarning yutuqlari, o‘quv dasturlarining natijadorligi bo‘yicha zamonaviy monitoring tizimlarini joriy etish zarur. Ta’lim tizimidagi muammolarni hal etishda innovatsion texnologiyalar va ilg‘or pedagogik yondashuvlarning ahamiyati ham ortib bormoqda. Zamonaviy dunyoda raqamli texnologiyalar, sun’iy intellekt, onlayn ta’lim platformalari va masofaviy o‘qitish usullari ta’lim jarayonini tubdan o‘zgartirmoqda. Bu jarayonda o‘qituvchilarning texnologik savodxonligini oshirish, o‘quvchilarda raqamli ko‘nikmalarni rivojlantirish, o‘quv dasturlarini zamonaviy texnologiyalarga moslashtirish muhim ahamiyat kasb etadi. Ayni paytda, innovatsion texnologiyalarni joriy etishda infrastrukturaviy va moliyaviy muammolar, texnik vositalarning yetishmasligi, o‘qituvchilarning tayyorgarlik darajasi kabi muammolar ham hal etilishi zarur. Shu bilan birga, zamonaviy ta’lim tizimida inklyuzivlik, gender tengligi, imkoniyati cheklangan bolalar uchun sharoit yaratish, ta’limga universal kirish imkoniyatini ta’minlash masalalari ham dolzarb bo‘lib bormoqda. Empirik tadqiqotlar ko‘rsatadiki, inklyuziv ta’lim tizimi joriy etilgan mamlakatlarda imkoniyati cheklangan bolalarning ijtimoiylashuvi, bilim va ko‘nikmalarini rivojlantirishda yuqori natijalarga erishilmoqda.

O‘zbekistonda ham inklyuziv ta’limni rivojlantirish, maxsus pedagoglarni tayyorlash, infratuzilmani moslashtirish bo‘yicha qator dasturlar amalga oshirilmoqda, biroq bu sohada ham muammolar mavjud. Xulosa qilib aytganda, ta’lim tizimidagi dolzarb muammolar kompleks va ko‘p qirrali bo‘lib, ularni hal qilish uchun nazariy va amaliy yondashuvlarning, ilg‘or xalqaro tajriba va innovatsion texnologiyalarning uyg‘unligida tizimli islohotlar olib borish zarur. Ilmiy adabiyotlarda ta’lim tizimidagi muammolar va ularning yechimlari bo‘yicha turli nazariyalar, empirik tadqiqotlar, milliy va xalqaro tajribalar, zamonaviy pedagogik yondashuvlar keng tahlil qilinadi. Ushbu tadqiqotlar asosida ta’lim sifatini oshirish, innovatsion texnologiyalarni joriy etish, o‘qituvchi kasbining nufuzini oshirish, infratuzilmani rivojlantirish, inklyuziv va adolatli ta’limni ta’minlash, boshqaruv tizimini takomillashtirish kabi yo‘nalishlarda samarali islohotlar amalga oshirish mumkin.

Xulosa. Yuqoridagi tahlillar asosida xulosa qilish mumkinki, ta’lim tizimidagi dolzarb muammolar ko‘p qirrali va murakkab bo‘lib, ularni hal etish uchun kompleks yondashuv zarur. Ta’lim sifatining pastligi, o‘qituvchilar malakasi va motivatsiyasining yetarli emasligi, o‘quv dasturlarining zamonaviy mehnat bozori va hayotiy ko‘nikmalar talablariga mos kelmasligi, infratuzilmaning yetarli emasligi, moliyaviy va boshqaruv muammolari, innovatsion texnologiyalarning joriy etilmasligi, inklyuzivlik va adolat muammolari ta’lim tizimining asosiy muammolari sifatida namoyon bo‘lmoqda. Bu muammolarni hal etishda nazariy asoslangan

va empirik tajribaga tayangan tizimli islohotlarni amalga oshirish, ilg‘or xalqaro tajriba va innovatsion texnologiyalarni joriy etish, o‘qituvchi kasbining nufuzini oshirish, boshqaruv tizimini takomillashtirish, resurslarni samarali taqsimlash va monitoring tizimini kuchaytirish muhim ahamiyatga ega. Ta’lim tizimidagi muammolarni bartaraf etish uchun davlat, jamiyat, nodavlat sektor va xalqaro hamkorlikda samarali hamkorlik qilish, ta’lim jarayonida individual va innovatsion yondashuvlarni keng joriy etish zarur. Faqat shundagina zamonaviy ta’lim tizimi yuqori sifat va samaradorlikka, taraqqiyotga xizmat qiladigan natijalarga erishishi mumkin.

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XXI ASRDA AXBOROTNING KUCHI VA UNING JAMIYATGA TA’SIRI

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Annotatsiya: *Ushbu maqolada XXI asrning axbarotning jamiyat hayotidagi roli va ta’siri tahlil qilinadi. Axborot texnalogiyalari inson hayotida qanday ahamyatga egaligi yoritiladi. Shuningdek, axbarotdan to‘g‘ri maqsadlarda foydalanish masalalari ham ko‘rib chiqiladi. Bundan tashqari,axbarot inson hayotida qanchalar muhimligi muhokama qilinadi.*

Kalit so‘zlar: *Axborot,Axborot texnologiyalari, Internet, Arifmometr, Raqamli axborot, Onlayn ta’lim.*

Kirish qism. Mamlakatimiz mustaqillikka erishgandan so‘ng 1993-yilda ilk bor Axborotlashtirish to‘g‘risidagi qonun qabul qilindi va shu asosda barcha sohalarda, shu jumladan oliy ta’limda ham kompyuterlashtirish jarayonlariga keng yo;l ochildi va imkonyatlar yaratildi [1] natijada ko'plab yoshlar bilim olishi osonlashdi va ma'lumotlarni tezroq bilib olishga yordam berdi.Axbarot bizga imkonyatlar yaratib berdi misol qilib aytganda internet orqali buz dunyo bo'ylab yangiliklarni ko'plab tajribalarga erishyapmiz.

Axborot texnologiyalari sohasidagi kadrlarni tayyorlash tizimini takomillashtirish Raqamli Ozbekiston 2030 strategiyasini muvaffaqiyatli amalga oshirish, raqamli texnologiyalarni rivojlantirish va aholining kundalik hayotiga keng joriy etishni taminlashning muhim shartlaridan biri hisoblanadi. Axborot texnologiyalari sohasidagi kasbga tayyorlash va qayta tayyorlash tizimining samaradorligini oshirish boyicha korilayotgan choralar davlat organlari va tarmoq tashkilotlarini malakali mutaxassislar bilan taminlash uchun mustahkam zamin yaratmoqda. Shu bilan birga, respublikaning mehnat bozorida malakali kadrlar yetishmovchiligi axborot texnologi [2].

1-bosqich. XIX asrning ikkinchi yarmigacha davom etgan. Uning vositasi: pero, siyohdon, kitob. Kommunikatsiya, ya’ni aloqa odamdan odamga yoki pochta orqali xat vositasida amalga oshirilgan.

2-bosqich. XIX asrning oxiri, unda «Mexanik» texnologiya rivoj topgan. Uning asosiy vositasi yozuv mashinkasi, arifmometr (bu arifmetik amallarni qo‘shish ayirish, ko‘paytirish va bo‘lish bajarishga mo‘ljallangan mexanik hisobdir) kabilardan iborat.

3-bosqich. XX asr boshlariga mansub bo‘lib, «Elektromexanik» texnologiyalar bilan farq qiladi Uning asosiy vositalari sifatida telegraf va telefonlardan foydalanilgan.

4-bosqich. XX asr o‘rtalariga to‘g‘ri kelib, «Elektron» texnologiyalar qo‘llanilishi bilan belgilanadi. Bu texnologiyalarning asosiy vositasi EHMlar va ular asosida tashkil etiladigan avtomatlashtirilgan boshqarish tizimlari va axborot izlash tizimlaridir.

5-bosqich. XX asr oxiriga to‘g‘ri keladi. Bu bosqichda «Kompyuter» texnologiyalari taraqqiy etdi. Ularning asosiy vositasi turli maqsadlarga mo‘ljallangan dasturiy vositalarga ega bo‘lgan shaxsiy kompyuterlardir [3]. Bu turdagi kompyuterlar olib yurishga juda qulay bo‘lib, axbarotlarni tezroq va osonroq bilib olishimizga yordam beradi. Bundan tashqari, ma’lumotlar bazasi shakllantirilgan bo‘lib, u orqali biz turli sohalarda faoliyatimizni yengil amalga oshira olamiz. Hozirgi kunda nafaqat shaxsiy kompyuterlar, balki barcha turdagi kommunikatsion va texnologik qurilmalar hayotimizning ajralmas bir bo‘lagi bo‘lishga ulgurdi.

Asosiy qism. Bugungi kunda biz axborotlarni internetdan, kitoblardan, televideniye, radio ijtimoiy tarmoqlardan olishimiz mumkin shuningdek, axborotlar har xil bo‘ladi misol uchun:

1.Og‘zaki- axbarot-so‘zlashuv orqali insonlar ma’lumot va axbarotlarni bir birlariga yetkazishadi suhbat, ma’ruzalar orqali

2.yozma-axborot-matn yozma ko‘rinishida bo‘ladi odamlar kitob yoki gazetA jurnallardan yoki hujjatlardangi yozma informatsiyalarga ega bo‘lishadi.

3.Vizual- axborot-ko‘rish orqali ega bo‘lgan ma’lumotlar misol uchun (rasm, vedio, diagrammalardan foydalangan holda yangiliklarni bilib olish.

4.Eshitish axboroti-radio, musiqa, yoki nutqdan qabul qilinadigan axbarotlar.

5.Elektron (raqamli) axbarot-kompyuter va internet ijtimoiy tarmoqlardan uzatiladigan xabarlar.Axborotning jamiyatga ijobiy va salbiy ta’sirlari mavjud.

Hozirgi kunda axborot resurslar har bir talaba va yoshlar uchun ko‘plab qulayliklar yaratmoqda misol qilib aytganda bilim olish juda oshonlashdi yosh avlod har xil ta’lim platformalaridan foydalangan holda ko‘plab yutuqlarga erishishmoqda. Axborot orqali tezkor yangiliklarni ta’limda qanday o‘zgarishlar yoki meditsinadagi qulayliklar haqida tez va oson bilib olish mumkin.Bugungi kunga kelib online o‘qish tizimi rivojlanmoqda, online darslar vedio darsliklar yoki online kurslar juda katta foyda bermoqda, bu axborotning jamiyatga yana bir foydali tomoni deb olsak bo‘ladi. Muloqotni rivojlantirish har xil platformalarda chet elliklar bilan muloqot tizimi yo‘lga qo‘yildi va hozirgi kunga kelib har bir odam o‘zi o‘rganayotgan tilida chet elliklar bilan speaking qilib o‘z ustida ishlash va yanada o‘rganayotgan tilini rivojlantirishi mumkin. Yana foydali tomonidan biri yosh avlod o‘zining kelajakdagi kasbini tanlayolmayotgan bo‘lsa ular ijtimoiy tarmoq orqali

Qiziqishlarini oshirishlari yoki o‘zlari istagan kasblarini tanlashlariga yordam beradi. Tibbiyot sohasiga oijobiy tomoni, kasallikni erta aniqlash va unga samarali davo topish osonlashdi shu bilan birga ko‘plab insonlar o‘z bilimlarini ijtimoiy tarmoqlar orqali oshirishmoqda shuningdek ular o‘z kasalliklariga internet orqali davo topishmoqda misol uchun online konsultatsiyalar shifokorlarga virtual tarzda yozishadi va shifokor kasalni ko‘rib tashxis qo‘yadi shunga qarab dori yozib yoki tabiiy yo‘l bilan davolaydi.

Yapon olimi Y.Ma’suda "Axborotlashgan jamiyat insoniyatning eng ulkan yutuqlaridan biri, deb yozadi. Yangi texnologiyalarning rivojlanishi ijtimoiy hayotning o'ziga xos ijobiy o‘zgarishiga olib keladi. Axborotlashgan jamiyatda insoniy qadriyatlar o‘zgaradi. Bu jamiyat sinfsiz va ziddiyatsiz bo'lib, uni kichikroq davlat apparati boshqaradi" [4]. "Yoneji Masuda tomonidan aytganidek axbarotlashgan jamiyat insonyatning eng kata yutug‘i hisoblanadi,chunki yangi texnalogiyalar rivolangan davlat bilimlarga oson erishish ish samaradorligi oshadi lekin bu sohani muhim jihati shundaki axbarotlardan to‘g‘ri va ma’sulyat bilan foydalanish kerak, hozirgi kunda har xil noaniq va xafli axbarotlar tarqalmoqda odamlarning shaxsiy ma’lumotlari va bu bizning jamiyatga salbiy ta’sir ko‘rsatadi va bu insonning o‘ziga bog‘liq bo‘ladi Shuningdek, sog‘liqga yomon ta’sirlari ham yo‘q emas misol uchun ko‘p ekranga qarash inson hayoti uchun havfli ko‘z charchashi, bosh og‘rig‘i miyya charchashi kabi yomon ta’sirlarga olib keladi.

Yoshlar hozirda ko‘p vaqtlarini telefonda o‘tkazishyapdi natijada real hayotdan uzilish bo`lyapdi. 2018-yil 9-yanvar kuni O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida axborot-kommunikatsiya

texnologiyalarini yanada rivojlantirish va xavfsizligini ta’minlash bo‘yicha amalga oshirilayotgan chora-tadbirlar natijadorligiga bag‘ishlangan yig‘ilish bo‘lib o‘tdi.

Unda O‘zbekiston Respublikasi Bosh vaziri, tegishli vazirlik va tashkilot rahbarlari ishtirok etdi. Bugun mamlakatimizda axborot-kommunikatsiya texnologiyalarini davlat boshqaruvi, iqtisodiyot tarmoqlari, ijtimoiy soha va kundalik hayotga izchil joriy etish bo‘yicha keng ko‘lamli ishlar amalga oshirilmoqda [5].

Demak, XXI asrda axbarot dunyoning eng yirik kuchlariga aylananib bormoqda shuningdek, axbarot inson hayotida katta rol o‘ynamoqda, yangliklardan tez va oson xabardor bo‘lyapmiz va bu biz uchun juda ko‘p qulayliklar eshigini ochmoqda shu bilan birga, axbarotdan noto‘g‘ri foydalanish salbiy oqibatlarga olib kelishi ham mumkin. Kelajakda esa taraqqiyotimizda ko‘plab yangiliklar va rivojlanishlar muhim omil bo‘lib qoladi.

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TIL O‘RGANISH JARAYONIDA MOTIVATSIYANING O‘RNI

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Annotatsiya: *Bugungi rivojlanib borayotgan dunyoda chet tillarini o‘rganish nafaqat shaxsiy rivojlanish, balki professional muvofaqqiyat uchun ham muhim ahamiyatga ega. Biroq aksariyat odamlar til o‘rganish jarayonida motivatsiyaning pasayishi sababli qiyinchiliklarga duch kelishadi. Shu sababli, ushbu maqolada chet tillarini o‘rganishda motivatsiyaning ahamiyati, uning turlari va uni saqlab qolish usullari haqida so‘z yuritiladi.*

Kalit so‘zlar*: Motivatsiya, rivojlanish, maqsad, ichki motivatsiya, tashqi motivatsiya.*

Kirish. Shubhasiz, til o‘rganish bugungi davrning asosiy talablaridan biri hisoblanadi. Aslida biz necha yangi tilni o‘rganishga ehtiyoj sezamiz? Bu bir qancha sabablar tufayli bo‘lishi mumkin. Ayrim odamlar chet elda o‘qish, yoki sayohat qilish uchun muayyan tilni o‘rgansa, boshqalar ma’lum bir kasb egasi bo‘lish, ya’ni kariyera uchun o‘rganishadi. Nima bo‘lgan taqdirda ham tilni samarali tarzda o‘rganish va undan erkin foydalana olish asosiy maqsad hisoblanadi. Negaki, xorijiy tilni o‘rganish orqali xotirani mustahkamlash, ushbu jarayonda boshqa mamlakatlarning urf-odatlari, madaniyatlarini o‘rganib, dunyoqarashni turli nuqtai nazardan kengaytirish va jamiyat o‘rtasida ochiq fikrga ega bo‘lish mumkin. Tadqiqotlar shuni ko‘rsatadiki, yuqori motivatsiyaga ega o‘quvchilar til o‘rganishda yuqori natijalarga erishadi [2].

Biroq ko‘pchilik insonlarda motivatsiyaning yetishmasligi sababli til o‘rganishda turli xil qiyinchiliklarga duch keladi va til o‘rganishdan to‘xtab qolishadi.

Asosiy qism. Tilni o‘rganishda motivatsiya juda muhim rol o‘ynaydi. Quyida motivat-siyaning ahamiyatini tushuntib beruvchi asosiy jihatlarni keltiraman.

1.O‘rganish jarayonini osonlashtiradi. Motivatsiya kuchli bo‘lsa, til o‘rganish qiyinchiliklari oson yengiladi.Har qanday yangi tilni o‘rganish vaqt va mehnat talab qiladi, lekin agar insonning aniq maqsadi va ichki rag‘bati bo‘lsa, u doim oldinga intiladi.

2. Xatolardan qo‘rqmaslikka yordam beradi. Til o‘rganish jarayonida xatolar qilish tabiiy holat. Motivatsiyasi kuchli insonlar xatolarni to‘g‘ri qabul qilib, ulardan saboq chiqaradi va oldinga intiladi. Aksincha, motivatsiyasi past bo‘lgan odamlar xatolar tufayli o‘ziga bo‘lgan ishonchini yo‘qotishi va o‘rganishni tashlab qo‘yishi mumkin.

3. Barqarorlikni ta’minlaydi. Til o‘rganish davomiy jarayon bo‘lib muntazam ravishda mashq qilishni talab etadi. Motivatsiya yo‘q bo‘lsa, inson ma’lum vaqtdan keyin zerikib, o‘rganishni to‘xtatishi mumkin. Biroq, agar ichki yoki tashqi motivatsiya mavjud bo‘lsa, u o‘zining maqsadiga erishish uchun muntazam shug‘ullanishni davom ettiradi.

4.Tilni tezroq o‘rganishga yordam beradi. Motivatsiya kuchli bo‘lsa, inson o‘ziga kerakli manbalarni izlab topadi, qo‘shimcha resurslardan foydalanadi va tilni ko‘proq hayotga tatbiq qiladi.Masalan, sevimli filmlar, kitoblar yoki podkastlarni o‘rganayotgan tilda tinglash orqali jarayonni yanada qiziqarli qiladi.

Motivatsiyaning turlari va ahamiyati.

1.Ichki motivatsiya: Bu o‘quvchining o‘z qiziqishlari va ehtiyojlaridan kelib chiqadigan motivatsiyadir. Masalan, shaxsiy rivojlanish, xorijiy madaniyatni o‘rganish yoki o‘z-o‘zini rivojlantirish maqsadida til o‘rganish.

2.Tashqi motivatsiya: Bu o‘quvchiga tashqi omillar-ish topish, oliy ta’lim muassasalarida o‘qish yoki boshqa maqsadlar uchun tilni o‘rganishni rag‘batlantiruvchi omillardir.

Motivatsiyani oshirish va saqlab qolish usullari

1. Aniq maqsadlar qo‘yish. Masalan, chet elda ta’lim olish, xalqaro sertifikat olish yoki chet elliklar bilan bemalol muloqot qilish kabi maqsadlar o‘quvchini harakatga undaydi.

2. Qiziqarli manbalar bilan ishlash. Filmlar, kitoblar va musiqalar kabi qiziqarli resurslar motivatsiyani oshiradi.

3. Rag‘batlantiruvchi vositalardan foydalanish. Tilni o‘rganishda muvaffaqqiyatga erishgan har bir qadam uchun o‘zingizni rag‘batlantirish yaxshi natija beradi**.**

4. O‘rganilgan bilimlarni amalda qo‘llash. Chet elliklar bilan suhbatlashish yoki online forumlarda ishtirok etish tilni tezroq o‘zlashtirishga yordam beradi. Bundan tashqari ota-onalarning qo‘llab-quvvatlashi o‘quvchilarning motivatsiyasini oshirishda muhim rol o‘ynaydi [3].

Xulosa. Motivatsiya til o‘rganishda muvaffaqqiyatning kalitidir. Motivatsiya chet tilini o‘rganuvchi talabalarda ishonchni uyg‘otib tilni tez va samarali tarzda o‘rganishga yordam beradi [4]. Undan samarali foydalanish orqali murakkab til o‘rganish jarayonini yengilroq va samaraliroq qilish mumkin. Shuning uchun har bir til o‘rganuvchi o‘z motivatsiyani anglab, uni muntazam ravishda qo‘llab-quvvatlash yo‘llarini izlashga harakat qilishi kerak.

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THE EVOLUTION OF TEACHING METHODS AND THEIR INFLUENCE ON CONTEMPORARY EDUCATION

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Abstract: *Education is never static it transforms alongside the societies it serves. Over the centuries, teaching methods have shifted dramatically, moving from rigid memorization-based approaches toward learner-centred, technology-enhanced practices. This article traces that journey, examining how classical, behaviourist, communicative, and digital-age methodologies have each left their mark on the modern classroom. It also explores how these historical shifts continue to shape curriculum design, teacher roles, and student expectations in contemporary education.*

Keywords: *teaching methods, pedagogy, evolution of education, traditional approaches, innovative methods, communicative language teaching, student-centred learning, contemporary education, digital tools.*

Teaching, at its heart, is the art of passing knowledge from one generation to the next. But the way that knowledge is transmitted has never been fixed. From the oral traditions of ancient civilisations to the interactive digital platforms of the twenty-first century, teaching methods have undergone a continuous and fascinating evolution. Understanding this evolution is not simply a matter of historical curiosity it helps educators make sense of the practices they use today and make better decisions about the practices they will adopt tomorrow.

In the earliest educational systems, whether in ancient Greece, China, or the Islamic world, knowledge was largely transmitted through direct oral instruction. The teacher stood at the centre, and students were expected to listen, absorb, and memorise. Socrates, of course, is celebrated for turning this model on its head by using questioning and dialogue to encourage students to think critically rather than simply receive information. Yet even this approach still placed enormous authority in the hands of the teacher. For much of history, education was something that happened to students, not with them.

By the 1970s and 1980s, Communicative Language Teaching (CLT) emerged as a powerful counter-movement. Influenced by Dell Hymes' concept of communicative competence, CLT insisted that learners needed not only grammatical accuracy but also the ability to use language appropriately in real-life contexts. The classroom shifted from a drill space into something closer to a communication arena. Role plays, pair work, information gaps, and authentic texts became standard tools. The teacher's role changed too: from authority figure to facilitator, from lecturer to guide. This was a genuine paradigm shift, and its influence is still felt in classrooms around the world today.

Task-Based Language Teaching (TBLT), which grew out of the communicative tradition, pushed even further. Rather than teaching language as a system and hoping students could apply it later, TBLT asked students to complete meaningful tasks first planning a trip, solving a problem, negotiating a deal and used those tasks as a vehicle for language development. The focus moved away from the form of language toward its function. Research in applied linguistics supported this shift: learners who used language for genuine communicative purposes acquired it more deeply than those who simply studied it.

While these methodological changes were unfolding in language education, broader pedagogical movements were reshaping education as a whole. Constructivism, associated with theorists such as Jean Piaget and Lev Vygotsky, argued that learners do not passively receive knowledge they actively construct it through experience, interaction, and reflection. This idea had profound implications for teaching. If knowledge is built rather than transferred, then the teacher's job is not to fill students with information but to create conditions in which students can build understanding for themselves. Project-based learning, inquiry-based learning, and collaborative learning all emerged from this constructivist tradition.

The rapid expansion of technology in the late twentieth and early twenty-first centuries added yet another dimension to this evolving picture. Initially, computers were used in classrooms much as books had been as delivery mechanisms for information. Language laboratories of the 1960s and 1970s, for instance, essentially used technology to automate drill-and-practice activities. But as the internet became ubiquitous and digital tools grew more sophisticated, educators began to use technology not just to deliver content but to create genuinely new kinds of learning experiences. Blended learning, flipped classrooms, online collaboration, and artificial intelligence-assisted feedback all represent attempts to harness technology in ways that genuinely enhance learning rather than simply digitise old methods.

The flipped classroom model, for example, inverts the traditional homework model. Students watch lectures or read materials at home, then come to class to apply, discuss, and problem-solve together. This frees up valuable class time for exactly the kinds of active, communicative, collaborative activities that research shows are most effective. The teacher, once again, becomes less a presenter of information and more a coach, mentor, and learning designer.

What all of these developments have in common is a gradual, though not always linear, movement toward greater learner agency. The student, once a passive recipient sitting in rows before an authoritative teacher, has become an active participant in their own education. Contemporary educational thinking emphasises differentiation, personalisation, and the development of lifelong learning skills alongside content knowledge. Teachers are expected not only to know their subject but to understand how people learn, how to design effective learning experiences, and how to respond to the diverse needs of their students.

Yet it would be a mistake to assume that older methods have simply disappeared. In many classrooms around the world, and indeed in Uzbekistan, traditional approaches continue to coexist with newer ones. Direct instruction still has a place, particularly when introducing new concepts or providing clear explanations. Grammar-focused activities remain valuable when used strategically. The art of good teaching has always been the ability to draw on a wide repertoire of approaches and to match the method to the moment, the learner, and the goal.

Contemporary education, at its best, is not committed to any single method. It is eclectic, reflective, and evidence-informed. Teachers today are encouraged to understand why particular methods work in particular contexts, rather than simply following a prescribed formula. This requires a deeper kind of professional knowledge than was expected of teachers in earlier eras and it reflects a genuine maturation of the teaching profession itself.

In conclusion, the evolution of teaching methods is not a story of simple progress from bad to good. It is a story of accumulating insight, of methods being tried, critiqued, refined, and adapted to changing social and educational needs. Each era has contributed something valuable to the current pedagogical landscape. The grammar-translation method left a legacy of attention to linguistic form. Behaviourism contributed insights about practice and feedback. Communicative approaches restored the primacy of meaning and interaction. Constructivism reframed the learner as an active agent. Digital innovation is now expanding the boundaries of what a classroom can be. Understanding this history allows educators to approach their work with greater clarity, humility, and creativity qualities that have always been at the heart of great teaching.

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YOSHLARNING TA’LIMGA QIZIQISHINI OSHIRISH STRATEGIYALARI

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Annotatsiya. *Bugungi kunda yurtimizda ta’lim sifatini va samaradorligini oshirish uchun davlatimiz tomonidan bir qancha jiddiy o‘zgarishlar amalga oshirilmoqda. Shu sababli ham, yoshlarning ta’limga bo‘lgan qiziqishini uyg’otish pedagoglarning asosiy vazifalaridan biri hisoblanadi. Ushbu maqolada yoshlarni qay tarzda ilm-fanga qiziqtirish, o‘qishga qiziqish uyg‘otish va ularning kamol topishida muhim rol o‘ynaydigan ilg‘or, zamonaviy metodlardan foydalanish haqida fikr yuritiladi.*

Kalit so‘zlar*: Yaponiya metodi, taraqqiyot strategiyasi, zamonaviy yondashuv, xususiylashtirish, pedagogika.*

21-asr texnologiyalar rivojlanayotgan bir paytda ta’lim tizimiga ham juda katta e’tibor qaratilmoqda. Bu holat albatta, yaxshi natijalar bera oladi, chunki yoshlarimiz har tomondan bilimli, zukko bo‘lishsa, har biri yurt kelajagi ravnaqi yo‘lida o‘z hissasini qo‘shadi. Xususan, O‘zbekiston Respublikasi birinchi prezidenti I.A.Karimov ta’kidlaganidek: “Yurtimizning kelajagi yoshlarimiz qo‘lidadir”. Shuningdek, har bir bola muvaffaqiyatga erishishi uchun albatta, biron bir sohada o‘zining ustida, ishlashi kerak. Bundan kelib chiqib aytishimiz mumkinki, dunyo davlatlari bo‘yicha Yaponiya yoshlarining bilim olishga bo‘lgan qiziqish darajasi boshqa davlatlardan ko‘ra, yuqori ko‘rsatkichni egallaydi.

Yaponlarning fikriga ko‘ra, bolaning muvaffaqiyatli ulg'ayishi uchun uni juda erta yoshdan boshlab, an'anaviy ta'lim elementlari va zamonaviy yondashuvlarni uyg'unlashtirish kerak. Har bir dars “oddiydan murakkabga” tamoyili asosida tuzilishi kerak. Aynan shu narsa Yaponiyada bolalarning ta'lim olishiga asoslanadi va bu yondashuvning natijasi juda yaxshi - yapon bolalari tezda o'qish va muvaffaqiyatli o'qish uchun zarur ko'nikmalarga ega bo'lishadi [2].

Hozirgi vaqtga kelib, Yaponiyaning bu ta’lim tizimini juda ko‘p davlatlar, xususan, bizning yurtimizda ham tajribali pedagoglar o‘z metodlari orqali talabalar yoki maktab o‘quvchilari orasida ushbu ta’lim tizimidan unumli foydalanmoqda. Jumladan, ta’lim olish kichik yoshdan, ya’ni bog‘cha yoshidan boshlanadi. Misol uchun, maktabgacha yoshdagi bolalarning aqliy rivojlanishi dastlab muomalada bo`lish, narsalar bilan bajariladigan faoliyat natijasida, keyin esa o`quv, mehnat, samarali faoliyatlar jarayonida [rasm chizish, loy) amalga oshirib boriladi.

Hozirgi zamon pedagogika fani bilimlar sistemasini o`zlashtirib olish, ularni jamg`arish, ijodiy tafakkurni rivojiantirish hamda yangi bilimlar hosil qilish uchun zarur bo`lgan bilish faoliyati usullarini egallab olish aqliy rivojlanishning asosiy ko`rsatkichlari hisoblanadi. Aqliy tarbiyaning vazifasi uning mazmuni, metodi va tashkil etilishiga qarab belgilanadi [2].

Hozirgi ochiqlik siyosati, chet el investitsiyalari va yangi korxonalarning ortib borayotgani yoshlarimizni zamonaviy bilimlar va xorijiy tillarni o‘rganishga undamoqda. Shu bois, maktablarga yuqori malakali xorijiy o‘qituvchilarni olib kelishga va xorijiy mamlakatlarda tahsil olgan kadrlarni ko‘proq jalb etishgan to‘g’ri kelmoqda. Biroq mavjud ishchi kuchi resursi ushbu talabni qondirish uchun yetarli emas, shu

bois 1000 nafar tarbiyachi va o‘qituvchilarni xorijiy mamlakatlarga malaka oshirish va stajirovkaga yuborish, maktabgacha ta’lim tashkilotlari va umumiy o‘rta ta’lim muassasalari pedagog xodimlarining o‘rtacha ish haqini 2 barobar oshirish, 500 ming nafar maktabgacha ta’lim tashkilotlari va umumiy o‘rta ta’lim muassasalari xodimlarining malakasini uzluksiz oshirish ham loyihaga kiritilgan [3].

Umuman olganda, ilm olish uchun bolalarni ma’lum bir sohaga qiziqtirib, to‘g‘ri yo‘naltira olish uchun psixolog o‘qituvchilar tomonidan turli xil yo‘nalishlar berilmoqda. Asosan, bolaga yo‘nalish uning ota-onasi, ustozlari va ma’lum bir soha vakillari tomonidan beriladi va ular bolalarning to‘g‘ri soha tanlay olishida muhim rol o‘ynaydi desak, mubolag‘a bo‘lmaydi.

Shu bilan birga, sir emaski, raqobat muhitini shakllantirish va sohaga xususiy sektorni jalb etish soha rivoji uchun muhim qadam bo‘lib xizmat qiladi. 2017-yildan boshlangan ta’limni xususiylashtirsh ishlarini chuqurlashtirish va keng ko‘lamda amalga oshirilishini bardavom etish maqsadida nodavlat umumiy o‘rta ta’lim tashkilotlari sonini 1000 taga yetkazish, ularning faoliyatini yo‘lga qo‘yish uchun 1 trillion so‘m miqdorida imtiyozli kreditlar ajratish, 2024-yildan boshlab har yili davlat-xususiy sheriklik asosida kamida 100 tadan umumiy o‘rta ta’lim muassasalari qurilishi bo‘yicha shartnomalar tuzish, nodavlat umumiy o‘rta ta’lim tashkilotlarida tahsil olayotgan o‘quvchilar ulushini 3 barobarga oshirish ustuvor maqsadga aylangan [1].

Yaqin yillarda yoshlarning ta’limga qiziqishini oshirish jamiyat taraqqiyoti uchun juda muhim masalaga aylanib bormoqda.Shuningdek, bu yo‘nalishda samarali strategiyalar ishlab chiqildi. Misol uchun

-ichki motivatsiyani kuchaytirish
-zamonaviy o‘qitish metodlari
-texnologiyalardan samarali foydalanish
-ijtimoiy va psixologik muhit

Ichki motivatiyani kuchaytirish ya’ni o‘quvchi yoshlarni ta’limga majburlab emas, balki,imkoniyat sifatida qarash kerak. Keyingisi, zamonaviy o‘qitish metodlari bu doimiy ma’ruza shaklida emas ,uning o‘rninga savol-javob, bahs-munozara yokida qiziqarli interaktiv o‘yinlar bilan dars jaroyoni olib borish. Texnologiyadan samarali foydalanish bu video darslar va onlayn platformlar bilan ishlash. Eng kata rol o‘ynaydigan metod ijtimoiy va psixologik muhitdir chunki, oilasi va ustozlari tomonidan qo‘llab-quvvatlash, bosim emas, rag’batlab borilishi kerak.

Yuqoridagi ma’lumotlardan kelib chiqib, ta’lim va ilm-fanning shu kunlarda o‘sishi bilan birgalikda yuzaga kelib chiqadigan kamchiliklar haqida ham aytib o‘tish kerak .Masalan ta’lim sifatini nazorat qilishda vazifa va burchga nisbatan yengillik bilan qarash holatlari shular jumlasidandir. Mashhur olim Albert Eynshteyn aytganidek: “Bu hayotda har bir jarayon nisbiydir”. Xususan, Prezidentning 2024-yil 24-maydagi PF-80-sonli Farmoniga asosan, yoshlarning huquqiy bilim madaniyatini erta yoshdan shakllantirish, ularning huquqshunoslik sohasiga bo‘lgan qiziqishini oshirish, ularni zamonaviy huquqiy bilim va ko‘nikmalar bilan ta’minlashga xizmat qiladigan Toshkent davlat yuridik universiteti huzuridagi Namangan hamda Samarqand viloyat akademik litseylarini tashkil etilishi ham yuqoridagi fikrlarga misol bo‘la oladi. Akademik lityseyning asosiy vazifasi – huquq fanlariga ixtisoslashgan yuqori malakali kadrlarni tayyorlashga yo‘naltirilgan uzliksiz ta’lim tizimini shakllantirishdir. Bu orqali yoshlar nafaqat huquqiy bilimlarni chuqur o‘zlashtiradi, balki, huquqni qo‘llash amaliyoti, huquqiy tafakkur va fuqarolik mas’uliyati kabi muhim sifatlarni ham rivojlantiradi [6]. TDYU huzuridagi akademik litseylarning tashkil etilishi mamlakatda yoshlar siyosatini ro‘yobga chiqarish yo‘lidagi qadamlardan biri bo‘lib, u yoshlarning ta’lim olish va kasbiy o‘sish imkoniyatlarini kengayishiga, aholini, o‘quvchi-yoshlarni huquqiy ong va madaniyatinishakllanishiga xizmat qilmoqda. Shuningdek, litseyning iqtidorli bitiruvchilarini “Yurisprudensiya” yo‘nalishidagi oliy ta’lim muassasalariga suhbat asosida test sinovlarisiz qabul qilish belgilangan. Aynan shu kabi imkoniyatlar yoshlar uchun huquq sohasida uzluksizta’lim zanjirini ta’minlaydi. Ushbu tashabbus Konstitutsiyaning 79-moddasida hamda boshqanormativ-huquqiy hujjatlarda belgilangan yoshlarning ta’lim olish va rivojlanish kabi huquq va imkoniyatlarini amaliy ta’minlashda muhim ahamiyat kasb etadi.

Oxirgi yillarda sohada qilinayotgan ishlar ham shu gapimizga isbot bo‘la oladi. Masalan, 2026-yilga qadar Taraqqiyot strategiyasi doirasida maktabgacha ta’limda qamrov darajasini hozirgi 67% dan 80%ga

yetkazish, 7 mingdan ziyod yangi nodavlat MTTlarni tashkil etish, xalq ta'limi tizimida qo'shimcha 1,2mln o'quvchi o'rnini yaratish, Qoraqalpog'iston Respublikasi va Xorazm viloyatining boshlang'ich sinf o'quvchilari uchun bepul ovqatlanish bo'yicha yo'lga qo'yilgan ijobiy amaliyotni 2023/2024 o'quv yilidan qolgan barcha viloyatlar va Toshkent shahri makatblarida ham joriy etish ko'zda tutiladi.Shuningdek, oliy ta'limda qamrov darajasi 50%ga, nodavlat OTMlar sonini kamida 50taga yetkazish belgilab olindi[1].

Xulosa va takliflar: Xulosa qilib aytganda, yoshlarimizni sifatli ta'limga yo'nalatirish va qiziqtirish uchun qator strategiyalar ishlab chiqildi va ularning rivojlanishi uchun bir qancha sharoitlar yaratildi. Chunki, hozirgi kunda yoshlarni ta'limga yo'naltirib, yetuk kadrlarni tayyorlash davlat ahamiyatidagi masalalardan biriga aylangan. Albatta,bu ishlarni ilmni endi tanigan, ilmga muhabbat qo'yadigan yoshda – ya'ni hali go'dakligidayoq amalga oshirmoqchilik kerak. Zero, gapimni atoqli ma'rifatparvar, buyuk pedagog va olim Abdulla Avloniy gaplari bilan yakunlamoqchiman: "Tarbiya biz uchun yo hayot – yo mamot, yo najot-yo halokat, yo saodat – yo falokat masalasidir" [1].

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DEVELOPING REASONING SKILLS IN EFL WRITING

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Abstract. *This article discusses the importance of developing reasoning skills in English as a Foreign Language (EFL) writing. Writing is not only a process of forming grammatically correct sentences but also a means of expressing logical and well-supported ideas. The study explains how reasoning improves coherence, clarity, and critical thinking in students' written work. Practical teaching strategies, classroom activities, and assessment criteria are presented to help learners produce reasoned written statements. The article also analyzes the effectiveness of these methods in improving students' writing performance.*

Keywords: *EFL writing, reasoning skills, written statements, critical thinking, assessment.*

Writing is considered one of the most difficult skills for students learning English as a Foreign Language. While many learners are able to construct grammatically correct sentences, they often face difficulties when they need to explain their ideas clearly and logically. Students frequently write short statements without providing reasons, examples, or explanations to support their opinions. As a result, their written work may be correct in form but weak in meaning. For this reason, developing reasoning skills in EFL writing becomes an essential part of effective language teaching.

Reasoning in writing refers to the ability to connect ideas logically and present thoughts in a clear and organized manner. A well-reasoned written statement usually includes a main idea, an explanation, supporting details or examples, and a concluding thought. When students learn to write in this way, their texts become more informative, coherent, and meaningful. Instead of writing simple sentences such as "Reading is useful,"

learners are encouraged to write "Reading is useful because it improves vocabulary and develops imagination". This small change shows how reasoning adds depth and clarity to writing. Teaching reasoning in writing also develops students' critical thinking skills. Students begin to think about why they have a certain opinion and how they can justify it. This process encourages deeper understanding and helps learners organize their thoughts before writing. As a result, their paragraphs become more structured, and their ideas are easier to follow. Reasoned writing prepares students for academic tasks such as essays, reports, and examinations where explanation and justification are required.

There are several effective strategies teachers can use to develop reasoning skills in the classroom. One common method is asking questions that begin with "why" and "how" to encourage students to explain their ideas. Sentence starters such as "I think…, because…" or "In my opinion…, since…" guide learners to include reasons in their statements. Classroom discussions and debates before writing activities also help students generate ideas and think critically. Analyzing model texts that demonstrate logical organization can further show students how reasoning is used in real writing. Peer review activities are also useful, as students learn to check whether their partner's work includes clear explanations and logical connections.

Assessment plays an important role in encouraging reasoned writing. Teachers should evaluate not only grammar and vocabulary but also the clarity of ideas, logical organization, and the presence of supporting reasons and examples. Using rubrics with these criteria helps students understand that good writing is based on meaningful content as well as language accuracy. Over time, students become more aware of the need to justify their ideas in every written task. Classroom experience shows that students who are trained to include reasoning in their writing produce longer, clearer, and more organized texts. Their confidence increases because they know how to explain their thoughts. Teachers also notice improvement in coherence and paragraph structure. These results demonstrate that integrating reasoning into EFL writing instruction is an effective approach to improving students' writing performance.

In addition, the teacher's role is very important in guiding students toward reasoned writing. Teachers should provide clear instructions, useful vocabulary, and examples that demonstrate how ideas can be supported with explanations. Giving constructive feedback on students' written work also helps them understand their mistakes and improve their logical expression. When students see that their reasons and explanations are valued, they become more motivated to think carefully and write more thoughtfully. Technology can also play a supportive role in developing reasoning skills in EFL writing. Tools such as word processors, online collaborative platforms, and digital writing exercises allow students to draft, revise, and receive feedback more efficiently. For example, teachers can use online forums or shared documents where students post short reasoned statements and comment on each other's reasoning. This not only encourages peer learning but also helps students critically evaluate the logic and clarity of others' writing. Additionally, using digital tools to track progress over time enables both teachers and students to see improvement in reasoning and coherence, making the learning process more engaging and measurable.

Another important aspect of developing reasoning skills in EFL writing is the gradual progression from simple to more complex tasks. At the beginning stage, students may practice writing single sentences with reasons. Later, they can move to short paragraphs where each main idea is supported by explanations and examples. This step-by-step approach helps learners feel more confident and reduces the difficulty of writing longer texts. Moreover, regular practice of reasoned writing helps students develop a habit of thinking logically not only in English classes but also in other subjects. Over time, learners begin to apply reasoning naturally in their written communication, which leads to more mature and academically appropriate writing. Regular writing practice also helps students improve their self-expression and personal voice in English. By reflecting on experiences, describing events, or narrating stories, learners develop fluency and comfort with written communication. Journals, storytelling exercises, and descriptive writing tasks encourage students to experiment with style, tone, and word choice. This approach not only strengthens language skills but also makes writing a more engaging and enjoyable activity, motivating students to write more consistently.

In conclusion, developing reasoning skills in EFL writing helps students move beyond simple sentence construction to meaningful and logical expression of ideas. Through appropriate teaching strategies, guided practice, and thoughtful assessment, learners can significantly improve their ability to write clearly and coherently in English. Reasoned writing not only enhances language skills but also supports the development of critical thinking and academic communication.

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LINGUA-CULTURAL TEACHING AND LEARNING

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Annotation: *This article focuses on the importance of cultural awareness in education and how it helps create a more inclusive and respectful classroom environment. It explains that diversity alone is not enough, and students need activities that help them understand and appreciate different cultures. The article also presents practical classroom activities and shows how they help students develop empathy, communication skills, and open-minded thinking. Overall, it highlights the role of education in preparing students for life in a diverse world.*

Keywords: *cultural awareness, diversity, inclusive education, classroom activities, intercultural communication, empathy, multicultural environment, student interaction, open-mindedness, teaching strategies.*

In recent years, the way foreign languages are taught has changed significantly, and as a result, language learning has become closely tied to cultural studies. This is because language and culture are deeply connected, since language reflects a nation's traditions, values, beliefs, and worldview. Therefore, modern approaches to teaching emphasize not only acquiring grammar and vocabulary but also understanding the cultural context, which help learners communicate more effectively[31]. Moreover, learning a foreign language is not just about memorizing words or rules, it involves developing communicative competence, meaning the ability to use language appropriately in various real-life situations. In this sense, culture is crucial because it shapes how people interpret meaning, interact with others, and avoid misunderstandings. One of the most effective ways to integrate language and culture is the lingua-cultural approach, which teaches language through cultural content and allows students to explore customs, traditions, social norms, and behavior patterns of the target community[32]. Consequently, learners not only improve their language skills but also develop intercultural competence, critical thinking, curiosity, and an awareness of diversity. Furthermore, by comparing their own

[31] Adler 2008 – Language and culture connection, importance of cultural context in language teaching.
[32] Bennett 2004 – Intercultural competence development in education.

culture with the target culture, students can identify both similarities and differences, which ultimately helps them become more tolerant, open-minded, and capable of communicating successfully in a globalized world[33].

Building on this approach, Daniel Waldman also suggests several practical classroom activities that help students explore and appreciate different cultures while enhancing their intercultural understanding[34]. These activities include:

Language learning. Even if you are not a language teacher, students can still learn other languages in the classroom. For example, you can teach numbers, colors, or subject-related vocabulary in different languages. Students can engage with videos, slides, or interactive games, which makes learning fun and helps them start appreciating different cultures.

Potluck (Food Sharing). Students bring dishes from their own cultures and introduce them to classmates. Talking about the history, family stories, or cultural significance of the food helps students understand each other better. For example, a student might bring a recipe passed down from their grandparents.

Multicultural Media. Using videos, music, and books to showcase different cultures keeps students interested and helps them naturally accept cultural diversity. For example, students might learn children's songs from other countries or perform traditional dances to get to know different cultures.

Presentations. Students research a culture or language topic they are interested in and present it to the class. For instance, a group of students could showcase their native language and culture, while others might create a video project called "Around the World." This encourages curiosity and creative thinking.

"Who Am I?" Creative Projects. Students explore their cultural identity and share it with peers. This can involve genealogy or personal history. For example, students can use family photos, stories, or visual projects to explain their culture. This helps them understand and respect themselves and others.

Multicultural Decorations

Learning about cultures through art and hands-on activities:

Creating quilts representing different countries

Assigning each student, a country and having them explain its symbols

Making musical instruments from everyday objects

These activities spark creativity and deepen understanding of different cultures.

Small-Group Conversations. Discussing culture in small groups encourages relaxed, low-stress communication. For example, students can role-play cultural differences and listen to each other's perspectives.

Sensitivity vs. Awareness. Students learn to understand and respect other cultures. Awareness means being open-minded, while sensitivity involves valuing differences without judgment. Classroom rules, like "don't mock anyone" or "no cultural slurs," help maintain respectful communication.

Volunteer Projects

Students participate in social initiatives, such as:

Helping at soup kitchens

Organizing cultural festivals or poster campaigns

Participating in diversity parades or mentoring programs

These activities teach students to contribute to their communities and understand different cultures better.

Supporting Inclusivity in Your Curriculum. Teachers make lesson materials inclusive of all cultures. Videos and books should represent diverse backgrounds. Teachers should also be aware of their own biases and ensure they don't influence lessons, creating a fair and culturally open learning environment.

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WAYS TO DEVELOP COMMUNICATIVE COMPETENCE IN STUDENTS

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Annotation: *This article discusses effective ways to develop communicative competence in students, which is considered one of the main goals of modern language teaching. Communicative competence includes not only grammatical knowledge, but also the ability to use language appropriately in real-life situations. The article also highlights the importance of creating a supportive classroom environment where students feel confident to express their ideas. Based on theoretical and practical observations, several recommendations are provided for teachers to enhance students' communicative abilities.*

Keywords: *communicative competence, language teaching, speaking skills, interaction, task-based learning, classroom activities, authentic materials*

Introduction. In the current modern language teaching system, the main attention is paid not only to providing grammatical knowledge, but also to developing students' communicative competence. That is, it is important not only for the student to know the language, but also for him to be able to use it effectively in the process of real communication. This issue is especially relevant for students at the B2 level, since they have mastered the basic structure and vocabulary of the language, but often have problems speaking fluently and logically. During the study, this is exactly the case with 1st-year students of the Samarkand State Institute of Foreign Languages (SamSIFL). Although the students were able to construct grammatically correct sentences, they had difficulties in expanding their thoughts, continuing a conversation, or justifying their point of view in real communicative situations. This is believed to be due to the fact that in traditional classes more theoretical knowledge is given and insufficient attention is paid to practical communication.

Therefore, this article examines effective methods for developing communicative competence using the example of students at the B2 level. In particular, the impact of methods such as discussion, debate, role-play and task-based learning is analyzed through practical experience. The main goal of the study is to activate students' speech activity, develop their fluency in speaking, and increase their level of adaptation to real communicative situations. At the same time, one of the important tasks of this work is to develop practical recommendations for teachers on how to organize the teaching process more interactively.

Methodology. A small-scale practical "case study" method was used in this study. The study was conducted with the participation of 24 students with a general English level of B2, who were studying in the 1st year of the Samarkand State Institute of Foreign Languages (SamSIFL). The research process lasted 3 weeks and classes were held 3 times a week. At the initial stage, students' speech skills were assessed through a diagnostic test. They were asked various open-ended questions and the length, accuracy and level of reasoning of their answers were monitored. As a result, it was found that students were more limited to short and general

answers. At the next stage, special communicative exercises were introduced. The following methods were mainly used in the lessons:

Discussion - students exchanged opinions on social topics in small groups. Debate - two groups defended opposing opinions. Role-play - real-life situations were modeled. Task-based activities - communication was organized through specific tasks.

In each lesson, students were given specific communicative tasks to actively participate in. For example, they were forced to justify their opinion through tasks of the "Agree or disagree" type. The teacher played a more facilitator role, that is, he controlled the process, but allowed students to speak freely without interrupting their speech. During the lesson, mistakes were not immediately corrected, but were discussed in a general manner at the end of the lesson. This method reduced students' stress and increased their self-confidence. At the end of the study, another assessment was conducted and the results were compared with the initial indicators. On this basis, the effectiveness of communicative methods was determined.

Results. The results of the study showed that the use of communicative approach methods had a significant positive effect on the speech activity of students at the B2 level. The study was conducted in a group of 24 first-year students of the Samarkand State Institute of Foreign Languages. Initial observations showed that although the students had sufficient grammatical knowledge, they had difficulties in continuing their thoughts and presenting arguments in the process of free communication.

At the initial stage, students were often limited to short and superficial answers. For example, to the question "Do you think social media is useful?" they usually gave short answers such as "Yes, it is useful" or "No, I don't like it". However, after 3 weeks of communicative training, a significant change was observed. Students began to try to justify their opinions, give examples, and continue the conversation. For example, the following answers appeared for the question above: "I think social media is useful because it helps people communicate easily, but sometimes it can waste time if we use it too much." The table below summarizes the results of the study:

Table. Comparative analysis of students' communicative performance (Pre- and Post-Intervention)

Indicators of Communicative Competence	Pre-Intervention (%)	Post-Intervention (%)
Production of extended and complex utterances	45%	85%
Ability to justify and support opinions	30%	75%
Sustaining interaction in discussions	40%	80%
Active engagement in communicative tasks	50%	90%
Fluency with reduced hesitation	35%	82%
Use of discourse markers (e.g., "because", "however")	25%	70%
Confidence in spontaneous speech	35%	85%

The data presented in Table 1 clearly demonstrate a significant improvement in students' communicative competence after the implementation of communicative teaching strategies. At the pre-intervention stage, most students showed limited ability to produce extended responses and often relied on short, simple sentences. For instance, their answers lacked elaboration and supporting details, which indicated insufficient development of higher-level speaking skills. However, after three weeks of targeted communicative activities, noticeable progress was observed across all indicators. The percentage of students capable of producing extended and complex utterances increased from 45% to 85%, which suggests that learners became more confident in structuring their ideas. Similarly, the ability to justify and support opinions rose from 30% to 75%, reflecting a shift from basic responses to more analytical and reasoned speech. Another important improvement can be seen in students' ability to sustain interaction in discussions, which increased from 40% to 80%. This indicates that

learners were not only responding but also actively participating in conversations. Moreover, the use of discourse markers such as "because", "however", and "in my opinion" significantly improved, contributing to greater coherence in speech.

Discussion. The results of the study showed that communicative approach methods are more effective than traditional methods in developing the speaking competence of students at the B2 level. Although the students were initially able to construct grammatically correct sentences, their speech was more artificial and short. This indicates that the language is being mastered not as a real means of communication, but only as an academic subject. Methods such as discussion, debate and role-play used during the study forced students to think actively, express their point of view and interact with others. In particular, tasks of the "agree or disagree" type encouraged students not only to answer, but also to justify their opinion. This enriched their speech in content and strengthened logical coherence. Also, the students gradually began to speak without fear of mistakes, which indicates that their psychological barriers were reduced. Because in many cases, students refrain from speaking precisely because they are afraid of making mistakes.

In addition, the results of the study showed that interactive methods not only increase speaking skills, but also increase students' motivation. During the lesson, students felt more free, which directly affected their activity. Especially during work in small groups and role-playing games, they began to express their opinions more freely. This shows that when a communicative environment is created, students begin to acquire the language naturally. At the same time, although some grammatical errors remained, they did not seriously hinder general communication. This once again confirms that effective communication is more important than perfection in language learning. In general, the results of the study showed the practical value of the communicative approach and justified the need for its wider application in working with students at the B2 level.

Conclusion and recommendations. The results of this study showed that communicative approach methods are important in developing the speech competence of students at the B2 level. Although at the beginning of the study, students had grammatical knowledge, they had difficulties in expressing their thoughts freely and logically. However, through the use of methods such as discussion, debate, role-play and task-based learning during the lesson, their speech activity became significantly more active. Students not only began to compose complete and complex sentences, but also developed the skills of substantiating their opinions, enriching them with examples and continuing the conversation. One of the most important aspects is that they stopped being afraid to speak and began to try to use English as a real means of communication. This indicates that psychological factors also play a large role in the formation of communicative competence. The results of the study also confirmed that creating an interactive environment in the lesson increases students' motivation and encourages them to actively participate.

On this basis, a number of practical suggestions can be made. First, in English lessons, along with traditional grammar exercises, more attention should be paid to communicative methods. Second, tasks that encourage students to actively participate in the lesson process, in particular, activities such as discussion and debate, should be regularly used. Third, the teacher should act as a facilitator in the lesson, not just a knowledge provider, and focus on organizing dialogue between students. Fourth, instead of immediately correcting mistakes, it is recommended to discuss them in a general way at the end of the lesson, as this does not reduce students' confidence. In addition, the use of authentic materials and the creation of situations close to real life also play an important role in the development of communicative competence. In general, if lessons are organized based on a communicative approach, students will not only learn the language, but also master its effective use.

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INGLIZ TILI DARSLARIDA RAQAMLI VOSITALARDAN FOYDALANISH USULLARI

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Annotatsiya. *Ushbu maqolada ingliz tili darslarida raqamli vositalardan foydalanishning zamonaviy usullari va ularning ta'im samaradorligiga ta'siri tahlil qilinadi. Pedagogika, lingvistika va axborot texnologiyalari fanlarining kesishmasida samaradorligi isbotlangan yondashuvlar ko'rib chiqiladi. Xususan, interaktiv taxtalar, elektron ta'lim platformalari, multimedia vositalari va sun'iy intellekt asosidagi dasturlardan foydalanish kabi dolzarb metodlar muhokama qilinadi. Maqola ingliz tili o'qituvchilari va til o'rganuvchilar uchun amaliy tavsiyalarni o'z ichiga oladi hamda raqamli texnologiyalar va til ta'limining kesishishini o'rganib, innovatsion yondashuvlarni joriy etishning ahamiyatini ochib beradi.*

Kalit so'zlar*: Raqamli vositalar, ingliz tili ta'imi, interaktiv texnologiyalar, elektron platformalar, multimedia, sun'iy intellekt, til o'rganish metodikasi, innovatsion yondashuv, axborot texnologiyalari, elektron ta'lim.*

Ingliz tili ta'limida raqamli vositalarning asosiy turlari. ***Interaktiv taxtalar va multimedia vositalari.*** Zamonaviy ingliz tili darslarida interaktiv taxtalar (Smart Board, Promethean) muhim o'rin egallaydi. Ushbu vositalar o'qituvchiga quyidagi imkoniyatlarni beradi:

Vizual materiallarni real vaqt rejimida namoyish etish va tahrirlash;

Audio va video materiallarni dars jarayoniga organik ravishda qo'shish;

O'quvchilar bilan interaktiv topshiriqlarni birgalikda bajarish;

Grammatik qoidalarni sxemalar va animatsiyalar orqali tushuntirish.

Tadqiqotlar shuni ko'rsatadiki, multimedia vositalari orqali taqdim etilgan til materialini o'quvchilar an'anaviy usulga nisbatan 40% tezroq o'zlashtirishadi, chunki bir vaqtning o'zida bir nechta sezgi organlari faollashadi.

Elektron ta'lim platformalari (LMS). Learning Management System (LMS) deb ataluvchi elektron ta'lim boshqaruv tizimlari ingliz tili darslarini yangi bosqichga olib chiqadi. Eng mashhur platformalar qatoriga quyidagilar kiradi:

Google Classroom – o'qituvchiga topshiriqlar berish, ularni tekshirish va o'quvchilar bilan muloqot qilish imkonini beruvchi bepul platforma. Ingliz tili darslarida yozma ishlar, insho va grammatik topshiriqlarni onlayn tarzda tashkil etish uchun keng qo'llaniladi;

Moodle – kurslarni to'liq raqamli tarzda tashkil etish imkonini beruvchi ochiq kodli platforma. Video darslar, testlar, forumlar va interaktiv materiallarni bir joyda jamlash mumkin;

Edmodo – o'qituvchi, o'quvchi va ota-onalar o'rtasida muloqotni ta'minlovchi ijtimoiy ta'lim platformasi. Ingliz tilida muloqot ko'nikmalarini rivojlantirish uchun samarali vosita hisoblanadi.

Innovatsion raqamli usullar va ularning qo'llanilishi.

Gamifikatsiya va o'yin asosidagi o'rganish.

Gamifikatsiya – ta’lim jarayoniga o‘yin elementlarini kiritish usuli bo‘lib, ingliz tili darslarida o‘quvchilar motivatsiyasini oshirishning eng samarali yo‘llaridan biri hisoblanadi. Bu usulda quyidagi vositalardan foydalaniladi;

Kahoot! – o‘qituvchi tomonidan yaratilgan viktorina va testlarni real vaqt rejimida bajarishga imkon beruvchi platforma. Grammatika, lug‘at boyligi va reading bo‘yicha savollar tuzib, butun sinf bilan interaktiv musobaqa o‘tkazish mumkin;

Quizlet – lug‘aviy kartochkalar, o‘yinlar va testlar orqali ingliz tili so‘z boyligini o‘rgatishga mo‘ljallangan platforma. Sun’iy intellekt asosida foydalanuvchining xatolarini tahlil qilib, individual takrorlash rejasini taklif qiladi;

Wordwall – o‘qituvchi tomonidan moslashtirilgan interaktiv mashqlar yaratish imkonini beruvchi vosita. So‘z tartibi, bog‘lovchilar, grammatik shakllar kabi mavzularni o‘yin formatida o‘rgatish uchun samarali.

Sun’iy intellekt asosidagi vositalar. So‘nggi yillarda sun’iy intellekt (AI) til ta’limida inqilobiy o‘zgarishlarni yuzaga keltirmoqda. Ingliz tili darslarida qo‘llaniladigan AI-vositalar qatoriga quyidagilar kiradi:

Grammarly – o‘quvchilarning yozma ishlardagi grammatik, leksik va uslubiy xatolarini avtomatik aniqlash va tuzatishga yordam beruvchi dastur. O‘quvchi xato qilganda, dastur nafaqat to‘g‘ri variantni ko‘rsatadi, balki qoidani ham tushuntiradi;

ELSA Speak – talaffuzni yaxshilashga mo‘ljallangan AI-ilova. O‘quvchining tovushlarini tahlil qilib, qaysi fonemalarni noto‘g‘ri talaffuz qilayotganini aniqlab beradi va mashqlar taklif qiladi;

ChatGPT va shunga o‘xshash chatbotlar – o‘quvchilarga ingliz tilida erkin muloqot qilish imkoniyatini beradi. Ayniqsa, jonli suhbat amaliyoti imkoniyati cheklangan o‘quvchilar uchun bu vositalar virtual suhbatdosh vazifasini o‘taydi.

Podcast va video materiallardan foydalanish.

Tinglab tushunish (listening) ko‘nikmalarini rivojlantirish uchun raqamli audio va video materiallar alohida ahamiyatga ega. Bu usulda quyidagi yondashuvlar qo‘llaniladi:

TED Talks – turli mavzulardagi ingliz tilidagi ma’ruzalar, subtitrlari mavjudligi tufayli o‘quvchilar uchun qulay;

BBC Learning English – ingliz tili o‘rganuvchilar uchun maxsus tayyorlangan audio va video materiallar to‘plami;

YouTube kanallar – grammatika, so‘zlashuv iboralari va madaniyatlararo kommunikatsiyani o‘rgatuvchi ixtisoslashgan kanallar.

Tadqiqotlar ko‘rsatishicha, autentik audio-visual materiallardan muntazam foydalanish o‘quvchilarning eshitib tushunish qobiliyatini 35% gacha oshirishi mumkin.

Raqamli vositalarni darsga integratsiya qilish modellari.

Aralash ta’lim (Blended Learning) modeli. Aralash ta’lim modeli an’anaviy yuzma-yuz darslarni onlayn o‘rganish bilan uyg‘unlashtiradi. Ingliz tili darslarida bu model quyidagicha amalga oshirilishi mumkin:

Darsdan oldin o‘quvchilar uyda video dars ko‘radi yoki onlayn topshiriq bajaradi. Bevosita dars jarayonida esa o‘qituvchi tushuntirish o‘rniga amaliy mashqlar, munozaralar va muloqotga ko‘proq vaqt ajratadi. Darsdan keyin esa o‘quvchilar platformada mustaqil test yoki yozma ish bajaradi.

Bu yondashuv o‘qituvchiga dars vaqtidan yanada samarali foydalanish hamda har bir o‘quvchiga individual e’tibor qaratish imkonini beradi.

Teskari dars (Flipped Classroom) modeli. Teskari dars modelida an’anaviy dars jarayoni to‘liq o‘zgartiriladi. O‘qituvchi yangi mavzu bo‘yicha qisqa video dars tayyorlab, o‘quvchilarga uyda ko‘rish uchun yuboradi. Darsda esa o‘quvchilar savol beradi, guruhli mashqlar va amaliy topshiriqlar bajaradi. Ingliz tili darslarida bu usul ayniqsa grammatika mavzularini o‘rgatishda samarali: o‘quvchi grammatik qoidani uyda video orqali o‘rganib keladi, darsda esa uni muloqotda qo‘llash amaliyotini o‘tkazadi.

XULOSA. Ingliz tili darslarida raqamli vositalardan foydalanish bu shunchaki zamonaviy trend emas, balki ta’lim sifatini tubdan yaxshilashning zaruriy sharti. Interaktiv taxtalar, elektron platformalar, gamifikatsiya vositalari, sun’iy intellekt dasturlari va autentik multimedia materiallarining uyg‘un qo‘llanilishi o‘quvchilarda

til o‘rganishga bo‘lgan qiziqishni oshiradi, muloqot va yozma nutq ko‘nikmalarini rivojlantiradi hamda mustaqil o‘rganish malakasini shakllantiradi.

Muvaffaqiyatning asosiy sharti – raqamli vositalarni maqsadga muvofiq va metodologik jihatdan to‘g‘ri tanlash, ularni an’anaviy dars elementlari bilan uyg‘unlashtirish hamda o‘quvchilarning individual ehtiyojlarini hisobga olishdir. Kelajakda sun’iy intellekt va virtual reallik texnologiyalarining yanada rivojlanishi ingliz tili ta’limini yangi bosqichga olib chiqishi kutilmoqda.

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THE ROLE OF MORAL LESSONS IN FAIRY TALES FOR TEACHING LIFE SKILLS AND LANGUAGE SKILLS

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Abstract. *This article explores the significance of moral lessons in fairy tales and their dual role in teaching essential life skills and language skills. It examines how fairy tales, with their rich narratives and engaging characters, provide a framework for imparting ethical values and practical wisdom. The article discusses various themes commonly found in fairy tales, such as honesty, bravery, and kindness, and how these themes resonate with readers of all ages. Additionally, it highlights the linguistic benefits of fairy tales, including vocabulary development, comprehension skills, and storytelling techniques. By integrating moral lessons with language learning, the article argues that fairy tales serve as a powerful tool for holistic education, fostering both emotional intelligence and linguistic proficiency.*

Key words: *Fairy Tales, Moral Lessons, Life Skills, Language Skills, Ethical Values, Storytelling, Vocabulary Development, Comprehension Skills, Emotional Intelligence*

INTRODUCTION. Fairy tales have long captivated audiences with their enchanting narratives, memorable characters, and timeless themes. From the classic tales of Cinderella and Little Red Riding Hood to the lesser-known stories from various cultures, these narratives are not merely whimsical fantasies; they serve as a rich tapestry of moral lessons that resonate across generations. The role of moral lessons in fairy tales extends beyond entertainment; they play a crucial part in teaching life skills and language skills to readers, particularly children. As we delve into the intricate relationship between fairy tales and education, it becomes evident that these stories are powerful tools for holistic development. At their core, fairy tales often present clear moral dilemmas and ethical questions, allowing readers to explore complex concepts such as honesty,

bravery, kindness, and the consequences of one’s actions. For instance, the tale of "The Boy Who Cried Wolf" imparts the importance of honesty and the repercussions of deceit. Such narratives not only engage young minds but also encourage them to reflect on their own values and behavior. By identifying with characters who face moral challenges, children learn to navigate their own lives with a stronger sense of ethics and social responsibility.

In addition to imparting moral lessons, fairy tales also contribute significantly to language development. The narrative structure, rich vocabulary, and imaginative language found in these stories enhance comprehension skills and promote a love for reading. As children encounter diverse characters and settings, they expand their linguistic repertoire and develop critical thinking skills. The repetitive nature of many fairy tales reinforces language patterns, making it easier for young readers to grasp new words and phrases. Moreover, the engaging plots encourage active participation, whether through retelling stories or discussing their themes, further solidifying language acquisition.

The dual role of fairy tales in teaching moral lessons and language skills is particularly relevant in today’s educational landscape, where there is a growing emphasis on social-emotional learning alongside academic achievement. By integrating fairy tales into curricula, educators can create a multifaceted learning experience that addresses both emotional intelligence and linguistic proficiency. For example, discussions around the moral implications of a story can lead to deeper conversations about empathy and understanding others’ perspectives. Simultaneously, analyzing the language used in these tales can enhance vocabulary and comprehension, equipping students with essential communication skills.

Moreover, fairy tales often reflect cultural values and societal norms, providing a window into different ways of thinking and living. This cultural significance enriches the learning experience by fostering appreciation for diversity and encouraging critical discussions about morality across various contexts. By exposing children to a variety of narratives from different cultures, educators can cultivate open-mindedness and empathy, essential qualities in our increasingly interconnected world. The role of moral lessons in fairy tales transcends mere storytelling; it is an invaluable resource for teaching life skills and language skills. These narratives not only entertain but also educate, providing children with the tools they need to navigate the complexities of life while simultaneously enhancing their linguistic abilities. As we continue to explore the power of fairy tales in education, it is crucial to recognize their potential in shaping well-rounded individuals who are both ethically grounded and linguistically proficient.

ANALYSIS OF LITERATURE ON THE TOPIC. The exploration of moral lessons in fairy tales and their role in teaching life skills and language skills has garnered significant attention from various scholars in the fields of education, psychology, and literature. Here are some notable researchers and their contributions to this topic:

1. Bruno Bettelheim: In his seminal work, "The Uses of Enchantment," Bettelheim delves into the psychological significance of fairy tales. He argues that these stories provide children with frameworks for understanding complex emotions and moral dilemmas. Bettelheim emphasizes that fairy tales help children navigate their fears and anxieties while imparting essential life lessons about morality, resilience, and personal growth.

2. Maria Tatar: A prominent scholar in the study of folklore and fairy tales, Tatar has written extensively on how these narratives shape cultural values and ethical understanding. In her book "The Hard Facts of the Grimms' Fairy Tales," she examines the darker themes present in traditional tales, highlighting how they serve as cautionary stories that teach children about the consequences of their actions. Tatar's work underscores the importance of critical engagement with fairy tales to extract valuable moral lessons.

3. Jack Zipes: A leading authority on fairy tales and their cultural implications, Zipes has explored how these narratives reflect societal norms and values. In his writings, such as "Fairy Tales and the Art of Subversion," he discusses how fairy tales can serve as tools for social critique while also imparting moral lessons. Zipes argues that understanding the cultural context of these stories enhances their educational value, particularly in teaching children about ethics and empathy.

4. David L. Russell: In his research on children's literature, Russell emphasizes the role of storytelling in language development. He posits that fairy tales, with their rich vocabulary and narrative structures, are instrumental in enhancing children's linguistic skills. Russell highlights how engaging with fairy tales encourages not only vocabulary acquisition but also critical thinking and comprehension skills, making them valuable resources in educational settings.

5. Kathy G. Short: Short's work focuses on the intersection of literature and education, particularly in how stories can be used to teach moral lessons and foster social-emotional learning. She advocates for incorporating diverse fairy tales into curricula to promote discussions around ethics, empathy, and cultural understanding. Short's research emphasizes the importance of dialogue around moral themes in fairy tales as a means to develop both language skills and life skills in children.

6. Margaret Read MacDonald: An expert in storytelling and folklore, MacDonald has explored how oral traditions, including fairy tales, contribute to language development and moral education. Her work highlights the interactive nature of storytelling, which fosters engagement and participation among young learners. MacDonald argues that fairy tales can serve as a foundation for teaching important life skills such as problem-solving, communication, and emotional intelligence. In summary, numerous scholars have examined the role of moral lessons in fairy tales as a means of teaching life skills and language skills. Their research underscores the multifaceted nature of these narratives, illustrating how they can serve as powerful tools for education. By integrating fairy tales into educational practices, educators can effectively promote ethical understanding while simultaneously enhancing children's linguistic abilities, ultimately fostering well-rounded individuals equipped for the complexities of life.

METHODOLOGY. This study aims to explore the role of moral lessons in fairy tales in teaching life skills and language skills. A mixed-methods research approach will be employed, integrating both qualitative and quantitative data collection methods to provide a comprehensive understanding of the subject. The research will be divided into two main phases: qualitative and quantitative research. The qualitative phase will involve in-depth interviews and focus group discussions with participants to gather insights about their perceptions of fairy tales and the moral lessons they convey. The quantitative phase will utilize surveys to collect data on the impact of these moral lessons on participants' life skills and language development.

The study will involve children from primary and middle school levels, along with their parents and teachers. This diverse group will provide a well-rounded perspective on how fairy tales impart moral lessons and how these lessons translate into practical life skills and language abilities. Participants will be selected through random sampling to ensure a representative sample that allows for generalization of the findings. Qualitative data will be gathered through semi-structured interviews and focus group discussions. During the interviews, participants will be asked about their experiences with fairy tales, the moral lessons they have learned, and how these lessons have influenced their everyday lives. Focus groups will encourage participants to share their thoughts and experiences collaboratively, fostering a richer discussion.

Quantitative data will be collected through online surveys designed to assess participants' experiences with fairy tales, their understanding of the moral lessons, and the perceived impact on their life skills and language development. The survey will include both closed-ended questions for statistical analysis and open-ended questions for qualitative insights. Qualitative data will be analyzed using thematic analysis, identifying key themes and patterns related to the moral lessons and their implications for life skills and language skills. Quantitative data will be analyzed using statistical methods, such as descriptive statistics to summarize the data, and correlation analysis to explore relationships between understanding moral lessons and the development of life skills and language proficiency. The findings of the research will be presented in a comprehensive report or academic paper. The report will summarize the key insights regarding the impact of moral lessons from fairy tales on life skills and language skills, providing recommendations for educators and parents on incorporating fairy tales into teaching practices. This methodology aims to provide a thorough understanding of how moral lessons in fairy tales can effectively contribute to the development of essential life skills and language competencies in children.

RESULTS AND DISCUSSION. The role of moral lessons in fairy tales is significant in teaching both life skills and language skills to children. This analysis draws from qualitative interviews and quantitative surveys conducted with children, parents, and educators. The findings highlight how fairy tales serve as effective tools for moral education while simultaneously enhancing language development.

Fairy tales often convey essential moral lessons that promote values such as honesty, kindness, perseverance, and empathy. Many participants reported that stories like "Cinderella" and "The Boy Who Cried Wolf" provided clear examples of the consequences of moral choices. Children expressed that these narratives helped them understand the importance of making good decisions in real-life situations. For instance, one child mentioned, "After reading about the consequences of lying in 'The Boy Who Cried Wolf,' I realized that honesty is crucial, especially with my friends. Moreover, parents noted that discussing these moral lessons after reading fairy tales encouraged critical thinking and ethical reasoning in their children. The discussions often led to reflections on personal experiences, allowing children to connect the moral lessons to their own lives. This connection fosters life skills such as problem-solving and conflict resolution, as children learn to navigate social situations with a moral compass.

In addition to imparting moral lessons, fairy tales play a vital role in language acquisition and development. Participants indicated that the rich vocabulary and varied sentence structures found in fairy tales enhance language comprehension and expression. Children who engage with these stories often expand their linguistic abilities through exposure to new words and phrases.

Teachers reported that incorporating fairy tales into the curriculum improved students' storytelling skills and creativity. Many children became more confident in expressing their thoughts and ideas after retelling stories or creating their own narratives inspired by fairy tale themes. One educator noted, "When students create their own endings to fairy tales, they not only practice language skills but also develop their imagination and critical thinking." The analysis reveals that moral lessons embedded in fairy tales serve as powerful instruments for teaching life skills and language skills. By engaging with these stories, children learn important values while simultaneously enhancing their linguistic capabilities. The findings suggest that educators and parents should continue to utilize fairy tales as educational tools, fostering both moral development and language proficiency in children. Future research could explore specific fairy tales that resonate most with children and how different cultural contexts influence the interpretation of these moral lessons.

CONCLUSION. Fairy tales serve as a dual-purpose pedagogical tool, bridging the gap between ethical development and linguistic proficiency. By presenting moral dilemmas through archetypal characters, these narratives provide a safe space for young learners to develop essential life skills such as empathy, resilience, and critical thinking. Simultaneously, the emotional weight of moral lessons anchors new vocabulary and complex grammatical structures in the learner's memory. This integration ensures that language acquisition is not merely a mechanical process but a meaningful exploration of human values. Consequently, using fairy tales in the classroom fosters a holistic educational experience that equips children with both communicative competence and a solid moral foundation.

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METHODS OF ASSESSING ENGLISH LANGUAGE LEARNERS IN THE CLASSROOM

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Abstract: *This article explores various methods for assessing English language learners in the classroom. It examines traditional and contemporary assessment strategies, their effectiveness, and implications for educators. By understanding these methods, teachers can enhance their instructional practices and better support the diverse needs of English language learners.*

Keywords: *assessment, English language learners, classroom strategies, educational practices.*

Assessing English language learners (ELLs) is a critical component of effective pedagogy in diverse classrooms. ELLs face unique challenges, including language barriers that can impede their academic progress and social integration. These learners often navigate not only the complexities of a new language but also cultural differences that may affect their learning experiences. Effective assessment practices can illuminate individual student needs, enabling educators to tailor instruction that supports language development and content mastery. Moreover, ongoing assessment helps identify areas where ELLs may struggle, allowing for timely interventions that foster both linguistic and cognitive growth. The role of assessment extends beyond mere evaluation; it serves as a tool for understanding students' progress and informing instructional strategies. By employing various assessment methods, educators can capture a holistic view of ELLs' abilities, ensuring that instruction is responsive and equitable. Ultimately, a robust assessment framework is integral to promoting the success of ELLs, equipping them with the skills necessary to thrive in an English-speaking academic environment and beyond.

Traditional Assessment Methods. Traditional assessment methods, including standardized tests and quizzes, have long been utilized to evaluate the language proficiency of English Language Learners (ELLs). These methods offer a structured approach, allowing for the quantification of language skills across various domains such as reading, writing, listening, and speaking. Standardized tests, in particular, provide a means of comparison across diverse populations and educational settings. However, their effectiveness is subject to scrutiny. Critics argue that these assessments often fail to account for the cultural and contextual factors that influence ELLs' performance. Furthermore, the reliance on multiple-choice questions and timed responses may not accurately reflect a learner's true language capabilities or communicative competence. Additionally, such assessments can induce significant anxiety, potentially hindering performance and skewing results. While traditional methods can provide valuable data, they are limited in scope and may overlook the nuanced and dynamic nature of language acquisition. Therefore, it is crucial to complement these assessments with alternative approaches that capture a more comprehensive understanding of ELLs' linguistic abilities and educational needs[35].

Formative Assessment Techniques. Formative assessment techniques play a critical role in monitoring and enhancing the learning process, particularly for English Language Learners (ELLs). Observations serve as a

[35] Fulcher G. (2010). Practical language testing

valuable tool, allowing educators to gain real-time insights into students' interactions, engagement, and application of language skills in various contexts. Through systematic observation, teachers can identify specific areas where ELLs may struggle, thus informing targeted instructional strategies. Feedback is another essential component, as it provides ELLs with specific, actionable information about their performance, enabling them to understand their strengths and areas for improvement. Constructive feedback fosters a growth mindset, encouraging students to embrace challenges in their language learning journey. Additionally, self-assessment empowers ELLs to take ownership of their learning by reflecting on their progress and setting personal goals. This reflective practice not only enhances metacognitive skills but also promotes greater autonomy in language acquisition. Collectively, these formative assessment strategies offer a multifaceted perspective on ELLs' progress, facilitating timely interventions and promoting an adaptive learning environment that responds to individual needs[36].

Summative Assessment Approaches. Summative assessment approaches, particularly final examinations and projects, play a crucial role in evaluating student learning outcomes. However, traditional methods may pose challenges for English Language Learners (ELLs), who often encounter linguistic barriers that impede their performance. To ensure equitable assessment, it is essential to adapt these methods by incorporating strategies that cater to the unique needs of ELLs. For instance, final exams can be modified to include more visual aids, simplified language, and the option for oral responses, allowing students to demonstrate comprehension without being hindered by language proficiency. Similarly, project-based assessments can be designed to allow for collaborative work, enabling ELLs to leverage peer support while engaging with content in a meaningful way. By implementing these adaptations, educators can create an inclusive assessment environment that not only measures academic achievement but also fosters language development. Ultimately, a thoughtful approach to summative assessments can enhance the educational experience for ELLs, promoting both their academic success and their integration into the broader classroom community.

Performance-Based Assessment. Performance-based assessments represent a pivotal approach in evaluating English Language Learners (ELLs) by emphasizing real-world tasks that mirror authentic language use. These assessments provide a dynamic framework for measuring language skills within contextualized scenarios, thereby facilitating a more comprehensive understanding of an ELL's proficiency. Unlike traditional assessments that often rely on isolated language tasks, performance-based assessments engage learners in activities such as collaborative projects, presentations, and problem-solving exercises that require the application of language skills in meaningful contexts. This method not only assesses linguistic capabilities but also incorporates critical thinking, creativity, and collaboration, which are essential skills in both academic and social settings. By situating assessments within real-life contexts, educators can gain insights into how ELLs navigate language use across various situations, thereby capturing a more holistic view of their competencies. Furthermore, these assessments can enhance motivation and engagement, as learners see the relevance of their language skills in practical applications. Consequently, performance-based assessments serve as a vital tool in fostering the language development of ELLs while providing educators with valuable data to inform instruction.

Technology-Enhanced Assessment Tools. The integration of technology into the assessment of English Language Learners (ELLs) represents a significant advancement in educational practices. Online platforms and digital tools facilitate a more dynamic and interactive assessment environment, enabling educators to evaluate language proficiency through various modalities. Such technology-enhanced assessments offer immediate feedback, allowing for timely adjustments in instructional strategies[37]. Moreover, the use of multimedia elements can cater to diverse learning styles, thereby promoting inclusivity among ELLs. However, challenges persist in this integration, including issues related to access and equity, as not all learners may have reliable internet or devices. Additionally, the potential for technical difficulties can disrupt the assessment process, leading to inconsistent results. Educators must also ensure that the digital tools employed are aligned with

[36] O'Malley J.M., & Pierce L.V. (1996). Authentic assessment for English language learners.
[37] WIDA Consortium. (2020). WIDA English language development standards.

language proficiency standards and effectively measure the intended competencies. Despite these challenges, the benefits of technology-enhanced assessment tools in providing comprehensive insights into ELLs' language development make them a valuable asset in contemporary educational settings. As such, ongoing research and professional development are essential to optimize their implementation and address any arising concerns. Technology-enhanced assessment tools have emerged as pivotal resources in evaluating English Language Learners (ELLs), enabling educators to leverage digital platforms and applications to gather data on language proficiency and academic performance. These tools facilitate a more interactive and engaging assessment process, allowing for real-time feedback and personalized learning experiences tailored to individual student needs. Moreover, the integration of multimedia elements can provide a richer context for language use, enhancing the authenticity of assessments. However, the adoption of such technologies also presents challenges, including issues related to access and equity, as not all students may have equal opportunities to engage with digital tools. Additionally, educators may require substantial training to effectively utilize these technologies and interpret the data generated. Balancing these benefits and challenges is crucial for maximizing the potential of technology-enhanced assessments in fostering language acquisition and supporting ELLs' educational journeys.

Culturally Responsive Assessment Practices. Culturally responsive assessment practices are essential in ensuring that evaluations of student learning are equitable and reflective of diverse backgrounds. By recognizing and incorporating students' cultural contexts, educators can enhance the accuracy and fairness of assessments. Understanding cultural backgrounds allows for the development of assessment tools that resonate with students' experiences, thereby increasing engagement and motivation[38]. Furthermore, culturally responsive assessments can mitigate biases that often permeate traditional evaluation methods, which may inadvertently favor certain groups over others. This approach not only acknowledges the richness of diverse perspectives but also fosters an inclusive educational environment where all students feel valued and understood. Effective culturally responsive assessment practices involve ongoing dialogue between educators and students, allowing for adjustments that reflect the unique cultural narratives present in the classroom. Ultimately, when assessments are designed with cultural responsiveness in mind, they contribute to a more holistic understanding of student learning, promoting equitable opportunities for success across varied populations. This commitment to inclusivity and fairness is vital for the advancement of educational equity and the overall improvement of learning outcomes in diverse educational settings.

Implications for Educators. Educators play a pivotal role in implementing effective assessment methods for English Language Learners (ELLs), which necessitates a nuanced understanding of their unique linguistic and cultural backgrounds. To enhance instructional strategies, educators should adopt a variety of assessment techniques that encompass both formative and summative evaluations. Employing assessments that are culturally relevant and linguistically accessible can significantly improve the accuracy of measuring student understanding and progress. Moreover, integrating alternative assessment methods, such as portfolios and performance tasks, can provide a more comprehensive view of ELLs' abilities, beyond traditional testing formats. Educators are encouraged to engage in professional development focused on best practices for assessing ELLs, fostering collaboration among peers to share insights and strategies. Additionally, it is essential to involve ELLs in the assessment process, allowing them to reflect on their learning and set personal goals. By prioritizing these approaches, educators can create a supportive learning environment that not only recognizes the diverse strengths of ELLs but also facilitates their academic growth and integration within the broader educational framework.

In conclusion, the discussion has underscored the critical role of effective assessment methods in supporting English Language Learners (ELLs) within the classroom setting. The necessity for assessments that are culturally responsive and tailored to the unique linguistic and educational backgrounds of ELLs cannot be overstated. Such assessments not only provide valuable insights into students' comprehension and progress but

[38] Baker C. (2011). Foundations of bilingual education and bilingualism.

also empower them by fostering a sense of ownership over their learning journey. The integration of formative assessments, peer evaluations, and self-assessments are pivotal in this context, as they encourage active participation and reflection among ELLs. Moreover, the emphasis on collaboration among educators, families, and the community is essential to create a holistic support system that enhances the educational experience of ELLs. As educational institutions strive to cultivate inclusive environments, the implementation of effective assessment strategies will be instrumental in bridging the achievement gap and promoting equitable educational opportunities. Ultimately, the commitment to refining assessment practices will significantly contribute to the academic success and overall well-being of ELLs, ensuring they thrive in an increasingly diverse and interconnected world.

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IN TEACHING FOREIGN LANGUAGES: INFORMATION TECHNOLOGIES, DISTANCE EDUCATION, AND ELECTRONC DIGITAL LEARNING

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Abstract: *This article explores the role of information technologies, distance education, and multimedia tools in teaching foreign languages. It discusses how these innovations enhance language learning by providing flexible, interactive, and individualized approaches, while also addressing the challenges such as limited access to technology and reduced face-to-face interaction. The article highlights the importance of integrating modern digital methods to improve the effectiveness and accessibility of EFL education.*

Key words: *Foreign language teaching, information technologies, distance education, multimedia tools, electronic learning, EFL.*

Language, which is a means of communication, can be practiced in a natural environment (within the family or the community) or in an organized lesson [1] where learning is guided and structured. In modern education, the integration of information technologies, distance education, and electronic digital learning has significantly transformed the process of teaching foreign languages by introducing innovative and student-centered approaches. These advancements provide learners with wide access to diverse educational resources, flexible learning environments, and interactive platforms that support the development of essential language skills. Moreover, digital tools and online communication technologies enable students to practice languages more independently, collaborate with others, and engage in real-life communicative situations beyond the traditional classroom setting. However, despite these numerous advantages, certain challenges such as technical limitations, unequal access to digital resources, and reduced face-to-face interaction continue to affect the overall effectiveness of foreign language learning.

Currently, one of the most important and sustainable trends in the development of the world educational process is the use of information technologies, distance education, and electronic digital learning in teaching

and learning practices [2]. Language, which is a means of communication, can be practiced in a natural environment (within the family or the community) or in an organized lesson where the learning process is structured and guided by educators. In this context, the integration of digital technologies into foreign language teaching has significantly expanded access to educational resources and created more flexible and learner-centered environments. These innovations allow students to develop their language skills through interactive platforms, multimedia materials, and real-time communication tools, which enhance both motivation and engagement. However, despite the numerous benefits, challenges such as technological barriers, lack of digital competence, and reduced direct human interaction still remain important issues in ensuring the effectiveness of the learning process.

Recent developments in information and communication technology have led to the appearance of novel and revolutionary methodologies and practices in the EFL teaching context, drastically different from inefficient, traditional methodologies used before [3]. Language, as a fundamental means of communication, can be practiced both in natural environments such as the family or community and in structured educational settings guided by teachers. In this regard, the integration of information technologies, distance education, and electronic digital learning has greatly enhanced the effectiveness and accessibility of foreign language instruction. These modern approaches provide learners with interactive platforms, multimedia resources, and opportunities for real-time communication, which support the development of language skills in more engaging and flexible ways. Nevertheless, despite these advancements, challenges such as limited technological access, insufficient digital literacy, and reduced face-to-face interaction still present obstacles to achieving optimal learning outcomes.

The last year has seen new importance in a vast array of online tools for EFL teaching and learning due to the spread of COVID-19, which came as an abrupt shock to millions of people [4]. Language, which serves as a primary means of communication, can be practiced in both natural environments, such as within the family or community, and in organized lessons where instruction is structured and guided. As a result of the pandemic, educators and learners were compelled to adapt quickly to digital platforms, distance education, and electronic learning resources, which offered continuity in language learning despite physical restrictions. These online tools provided interactive lessons, multimedia content, and virtual communication opportunities that allowed students to engage with the language more independently while maintaining collaboration with peers and instructors. However, despite the numerous advantages of these technological solutions, challenges such as unequal access to devices and the internet, reduced personal interaction, and the need for greater digital literacy remain significant factors influencing the effectiveness of EFL education in this new context.

The use of multimedia tools helps students to implement a new approach to learning, provides individualization and differentiation, taking into account the characteristics of the student, the level of learning, abilities [5]. Language, being a fundamental means of communication, can be practiced both in natural environments such as family and community settings, as well as in organized lessons where structured guidance is provided by teachers. Incorporating multimedia into foreign language teaching allows educators to create dynamic and interactive lessons that cater to the diverse needs of learners, making the learning process more engaging and effective. Through videos, audio recordings, interactive exercises, and virtual simulations, students are able to develop their listening, speaking, reading, and writing skills in ways that traditional methods often fail to achieve. Nevertheless, while multimedia tools offer significant benefits in promoting individualized and differentiated learning, challenges such as limited access to technology, varying levels of digital competence, and the need for careful pedagogical planning remain critical considerations for successful implementation.

In conclusion, the integration of information technologies, multimedia tools, distance education, and electronic digital learning has profoundly transformed the teaching and learning of foreign languages. These innovations provide flexible, interactive, and learner-centered opportunities that enhance language acquisition and allow students to practice skills both independently and collaboratively. While traditional methods still play a role, modern approaches offer individualized and differentiated learning experiences that better address the

diverse needs and abilities of students. However, challenges such as limited access to technology, insufficient digital literacy, and reduced face-to-face interaction must be addressed to maximize the effectiveness of these methods. Overall, the use of digital and online resources represents a sustainable and essential trend in modern EFL education, shaping the future of language learning worldwide.

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JAMIYATDA YOSHLARNING O‘RNI VA MAS’ULIYATI: NAZARIY VA EMPIRIK TAHLIL

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Annotatsiya. *Ushbu maqolada jamiyatda yoshlarning o‘rni va mas’uliyati masalalari chuqur tahlil qilinadi. Nazariy va empirik manbalar asosida yoshlarning ijtimoiy taraqqiyotdagi roli, ularning jamiyat oldidagi majburiyatlari, shuningdek, milliy va mintaqaviy tajribalarda bu masalaga yondashuvlar ko‘rib chiqiladi. Maqolada klassik va zamonaviy nazariyalar, O‘zbekiston va xorijiy olimlarning ilmiy qarashlari, so‘nggi tadqiqotlar natijalari hamda amaliy muammolar va ularni hal etish yo‘llari yoritiladi. Tanqidiy tahlil orqali yoshlarning jamiyat taraqqiyoti va barqarorligidagi o‘rni qayta ko‘rib chiqiladi.*

Kalit so'zlar: *yoshlar, jamiyat, mas’uliyat, ijtimoiy rol*

Kirish. Jamiyatning taraqqiyoti va barqarorligi bevosita uning eng faol qismini tashkil etuvchi yosh avlodga bog‘liq. Mamlakatlar taraqqiyotining muhim omili sifatida yoshlarning ijtimoiy hayotdagi ishtiroki, ularning iqtisodiy, madaniy va siyosiy jarayonlardagi faolligi turli nazariy va amaliy tadqiqotlarda markaziy mavzulardan biri bo‘lib kelmoqda. Bugungi globallashuv va tezkor o‘zgarishlar davrida yoshlar nafaqat innovatsion g‘oyalar va ilg‘or texnologiyalarning tashuvchisi, balki jamiyatning ijtimoiy-iqtisodiy, siyosiy va madaniy taraqqiyotida muhim rol o‘ynaydi. Shu bilan birga, yoshlarning o‘z oldidagi mas’uliyati, ularning jamiyat oldidagi burchlari, taraqqiyotga qo‘shayotgan hissasi va yuzaga kelayotgan muammolar ham ilmiy ham amaliy nuqtai nazardan chuqur o‘rganilmoqda. Ushbu maqolada yoshlarning jamiyatdagi o‘rni va mas’uliyati nazariy, tarixiy va zamonaviy nuqtai nazardan tahlil qilinadi. Bundan tashqari, milliy va xalqaro tajribalar, empirik tadqiqotlar, shuningdek, mintaqaviy va mahalliy olimlarning ilmiy qarashlari asosida yoshlarning jamiyat taraqqiyotidagi o‘rni va ularning mas’uliyati masalalari chuqur yoritiladi.

Adabiyotlar tahlili. Yoshlarning jamiyatdagi o‘rni va mas’uliyatini o‘rganish ijtimoiy fanlarning ko‘plab yo‘nalishlarida dolzarb mavzulardan biri hisoblanadi. Ushbu masala sotsiologiya, psixologiya, siyosatshunoslik, pedagogika hamda falsafa fanlarida keng muhokama qilinib kelmoqda. Birinchi navbatda, nazariy-asosiy tushunchalar va g‘oyalarni ko‘rib chiqish lozim. Yoshlarni jamiyatning alohida sotsial-demografik guruhi sifatida yondashish zamonaviy ijtimoiy tahlilning muhim elementidir. Klassik sotsiologik nazariyalar, jumladan, Emil Dyurkgeymning "ijtimoiy birdamlik" haqidagi asarlari yoshlarning jamiyatdagi integratsion rolini ta’kidlaydi. Dyurkgeym fikricha, yoshlar jamiyatda o‘ziga xos ko‘prik vazifasini bajaradi: ular yangi g‘oyalarni, qadriyatlarni va bilimlarni avloddan-avlodga yetkazishda faol ishtirok etadi [1]. Karl Marks esa yoshlarning sinfiy kurashdagi rolini, ularning ijtimoiy inqilob va taraqqiyotdagi ahamiyatini o‘z asarlarida tahlil qilgan. Marksistik yondashuvda yoshlar yangi ijtimoiy tuzum va qadriyatlarni shakllantirishda asosiy kuchlardan biri sifatida ko‘riladi. Maks Veber esa yoshlarni ijtimoiy harakatlanuvchanlik va avlodlararo aloqalarning muhim omili sifatida tahlil qilgan. U yoshlarning jamiyatdagi statusi va ularning ijtimoiy guruhlar o‘rtasidagi o‘zaro ta’siri orqali ijtimoiy dinamikani izohlaydi.

Yoshlar masalasi zamonaviy sotsiologiyada ham turli konseptual yondashuvlar orqali o‘rganilmoqda. Strukturaviy-funksionalistik yondashuv doirasida yoshlar jamiyat tizimidagi muayyan rollarni bajaruvchi ijtimoiy guruh sifatida talqin etiladi. Bu yondashuvga ko‘ra, har bir ijtimoiy tizim o‘zining barqarorligini ta’minlash uchun yosh avlodni ijtimoiylashtirish, ularni me’yor va qadriyatlarga moslashtirishga intiladi. Yoshlarning o‘z jamiyatidagi mas’uliyatini anglash, o‘z burchini his qilish va faol ijtimoiy ishtirok etish orqali jamiyat taraqqiyoti va barqarorligi ta’minlanadi. Simvolik interaktsionizm yondashuvida esa yoshlarning o‘zaro munosabatlari, identifikatsiyasi va o‘zini anglash jarayoniga urg‘u beriladi. Bu nazariy yondashuv yoshlarning shaxs sifatida shakllanishi, o‘z jamiyatidagi o‘rnini topishi va mas’uliyatini his qilishida ijtimoiy muhit, kommunikatsiya va ijtimoiy identifikatsiyaning ahamiyatini ta’kidlaydi.

Yoshlar va jamiyat masalasi tarixiy nuqtai nazardan ham ko‘plab tadqiqotlarda o‘rganilgan. Antik davr falsafasida, xususan, Aristotel asarlarida yoshlar jamiyatning eng faol va harakatchan qismi sifatida tasvirlanadi. U yoshlarning bilim olish, axloqiy yetuklikka erishish va jamiyatda yetakchilik qilish fazilatlarini alohida ajratib ko‘rsatgan. O‘rta asrlarda yoshlarning jamiyatdagi o‘rni ko‘proq diniy va axloqiy qadriyatlar asosida talqin etilgan bo‘lsa, Yevropa Ma’rifatparvarlik davrida yoshlarning mustaqil fikrlashi, ijtimoiy islohotlardagi faolligi va yangilikka intilishi qadrlangan. O‘zbekiston tarixida esa Amir Temur zamonidan boshlab yosh avlodga e’tibor, ularni harbiy va davlat boshqaruviga tayyorlash, ilm-fan va hunar o‘rganishga rag‘batlantirish an’analari shakllangan. Bu an’analar mustaqillik yillarida yangi bosqichga ko‘tarildi va davlat yoshlar siyosati doirasida keng ko‘lamli islohotlar amalga oshirildi.

Nazariy va konseptual asoslarni chuqurroq tahlil qilganda, yoshlarning jamiyatdagi o‘rni va mas’uliyati masalasi sotsiologik, psixologik va siyosiy nuqtai nazardan o‘ziga xos xususiyatlarga ega ekani namoyon bo‘ladi. Sotsiologiyada yoshlar "o‘tish davri" guruhi sifatida ko‘riladi, ya’ni bolalikdan kattalik sari o‘tish bosqichida ijtimoiy rollarni o‘zlashtirish, avlodlararo qadriyatlarni qabul qilish, shaxsiy va ijtimoiy mas’uliyatni his qilish asosiy jarayon hisoblanadi. Psixologiyada yoshlarning identifikatsiyasi, o‘z-o‘zini anglash va o‘zini jamiyatda topish jarayonlari muhim ahamiyatga ega. Siyosiy fanlar esa yoshlarning siyosiy ijtimoiylashuvi, ularning fuqarolik pozitsiyasi va ijtimoiy faolligi masalalarini tahlil qiladi [2].

So‘nggi yillarda yoshlarning jamiyat taraqqiyotidagi o‘rni va mas’uliyati xalqaro miqyosda ham turli ilmiy konferensiyalar, forumlar va tadqiqotlarda keng muhokama qilinmoqda. BMT, YUNESKO, YUNISEF kabi xalqaro tashkilotlar tomonidan yoshlar siyosati, ularning jamiyat hayotidagi ishtiroki, huquq va burchlari masalalariga alohida e’tibor qaratilmoqda. Xususan, BMTning "Yoshlar va barqaror taraqqiyot" konsepsiyasida yoshlarning ijtimoiy-iqtisodiy rivojlanish, ta’lim, sog‘liqni saqlash, bandlik va fuqarolik jamiyati qurilishidagi o‘rni qayd etilgan. Ushbu xalqaro hujjatlarda yoshlarning jamiyat oldidagi mas’uliyati nafaqat huquqiy va axloqiy, balki ijtimoiy taraqqiyot nuqtai nazaridan ham muhim ekani ta’kidlanadi.

O‘zbekistonlik olimlar va mutaxassislar ham yoshlarning jamiyatdagi o‘rni va mas’uliyati masalasini chuqur o‘rganganlar. Jumladan, A.Jo‘raev, Z.Mirzayev, R.Qudratov, N.Jalilov kabi tadqiqotchilar o‘z asarlarida yoshlarning ijtimoiylashuvi, ularning jamiyatda faol ishtiroki, axloqiy va fuqarolik mas’uliyati masalalarini

tahlil qilganlar. O‘zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan "Yoshlar – kelajagimiz" konsepsiyasi, "Yoshlar siyosati to‘g‘risida"gi qonun va boshqa normativ-huquqiy hujjatlar yoshlarning jamiyat oldidagi mas’uliyatini mustahkamlash, ularni har tomonlama qo‘llab-quvvatlash, ijtimoiy faolligini oshirishga qaratilgan. Shu bilan birga, yoshlarning o‘z jamiyati oldidagi burchi, ularning ijtimoiy loyihalarda, davlat boshqaruvi va fuqarolik jamiyati institutlarida faol ishtiroki, innovatsion g‘oya va tashabbuslari ham chuqur o‘rganilmoqda.

Yoshlarning jamiyatdagi o‘rni va mas’uliyati bo‘yicha olib borilgan empirik tadqiqotlar ham mazkur mavzuning dolzarbligini tasdiqlaydi. O‘zbekiston Respublikasida o‘tkazilgan sotsiologik so‘rovlar natijalari yoshlarning asosiy ijtimoiy qadriyatlari, ularning jamiyat oldidagi burch va mas’uliyatini anglash darajasi yuqori ekanini ko‘rsatadi. Tadqiqotlar natijalariga ko‘ra, yoshlarda milliy g‘urur, vatanparvarlik, ijtimoiy adolat, tenglik, mehnatga hurmat, ta’lim va ilm-fanga intilish kabi qadriyatlar ustuvor o‘rin tutadi. Shu bilan birga, yoshlarning jamiyatdagi o‘rni va mas’uliyatiga doir muammolar ham mavjud: ba’zi yoshlarda ijtimoiy passivlik, migratsion kayfiyat, huquqiy savodsizlik, axborot xurujlariga nisbatan immunitetning pastligi kuzatilmoqda [3]. Ushbu muammolar yoshlarning ijtimoiylashuvi jarayonida, ta’lim, oilaviy muhit, ommaviy axborot vositalari va ijtimoiy tarmoqlar ta’siri ostida shakllanadi.

Yoshlarning jamiyatda o‘z o‘rnini topishida va mas’uliyatini his qilishida pedagogik va psixologik omillar ham muhim ahamiyatga ega. Ta’lim muassasalari, oila, mahalla va jamoatchilik tashkilotlari yoshlarni ijtimoiylashtirish, ularda fuqarolik pozitsiyasi va mas’uliyatini shakllantirishda asosiy rol o‘ynaydi. Pedagogik nazariyalarda yoshlarning shaxs sifatida shakllanishi, ularning axloqiy va ijtimoiy tarbiyasi, jamiyatga moslashuvi hamda mas’uliyat tuyg‘usining rivojlanishi asosiy mavzulardan biri hisoblanadi. Psixologik tadqiqotlar esa yoshlarning o‘z-o‘zini anglash, o‘ziga ishonch, mustaqil fikrlash va jamoada o‘z o‘rnini topish jarayonlarini chuqur tahlil qiladi. Zamonaviy psixologiyada yoshlarning jamiyatdagi mas’uliyati ularning identifikatsiyasi, individuallashtirish jarayonlari, shuningdek, ijtimoiy rollarni o‘zlashtirish orqali namoyon bo‘lishi qayd etiladi.

Yoshlarning jamiyatdagi o‘rni va mas’uliyati bo‘yicha xalqaro empirik tadqiqotlar ham muhim ahamiyatga ega. Yevropa davlatlarida o‘tkazilgan tadqiqotlarda yoshlarning siyosiy faolligi, fuqarolik jamiyati institutlarida ishtiroki, volontyorlik harakatlaridagi faolligi ijtimoiy taraqqiyotning muhim omili sifatida baholangan. AQSh, Yaponiya va Janubiy Koreya tajribalarida esa yoshlarning innovatsion g‘oya va texnologiyalarni ishlab chiqish, startap loyihalarda ishtiroki, ijtimoiy mas’uliyat va liderlik fazilatlari alohida o‘rganilgan. Xususan, Janubiy Koreyada yoshlar davlat boshqaruvi va iqtisodiyotda faol ishtirok etishi, ularning jamiyat oldidagi mas’uliyati va burchi davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida ko‘riladi [4].

Yoshlarning jamiyatdagi o‘rni va mas’uliyati masalasida turli ilmiy qarashlar va bahs-munozaralar ham mavjud. Ba’zi tadqiqotchilar yoshlarni zamonaviy jamiyatda "yo‘qotilgan avlod" deb ta’riflashadi, ya’ni ular globallashuv, axborot texnologiyalari va ijtimoiy o‘zgarishlar tufayli o‘z an’anaviy qadriyatlarini yo‘qotmoqda, ijtimoiy passivlik va individualizm kuchaymoqda, deb hisoblashadi. Boshqa olimlar esa aksincha, yoshlar zamonaviy jamiyatning eng innovatsion, o‘zgaruvchan va ijtimoiy faollikka intiluvchi qismi ekanini ta’kidlaydi. Bu qarashlar doirasida yoshlarning jamiyatdagi o‘rni va mas’uliyati zamonaviy sharoitda yangicha talqin qilinmoqda. Yoshlar nafaqat ijtimoiy tizimga moslashuvchi guruh, balki uning faol islohotchisi, innovator va lideri sifatida ko‘rilmoqda [5].

Yoshlarning jamiyatdagi o‘rni va mas’uliyati masalasi O‘zbekiston sharoitida ham o‘ziga xos xususiyatlarga ega. Mustaqillik yillarida yoshlar siyosati davlat siyosatining ustuvor yo‘nalishlaridan biriga aylandi. O‘zbekistonda yoshlar uchun maxsus dasturlar, grantlar, ta’lim va bandlik loyihalari, fuqarolik jamiyati institutlari faoliyati yo‘lga qo‘yildi. Shu bilan birga, yoshlarning jamiyatdagi o‘rni va mas’uliyatini kuchaytirish, ularni ijtimoiy hayotga keng jalb qilish, zamonaviy bilim va ko‘nikmalar bilan ta’minlash, axloqiy va fuqarolik tarbiyasini mustahkamlash bo‘yicha tizimli ishlar amalga oshirilmoqda. O‘zbekiston Respublikasining "Yoshlar siyosati to‘g‘risida"gi Qonuni, "Yoshlar – kelajagimiz" dasturi, "Temurbeklar maktabi" kabi tashabbuslar yoshlarning ijtimoiylashuvi, ularning jamiyat oldidagi mas’uliyatini oshirishga xizmat qilmoqda.

Yoshlarning jamiyatdagi o‘rni va mas’uliyati bo‘yicha o‘tkazilgan so‘nggi empirik tadqiqotlar ham bu borada ijobiy natijalarni ko‘rsatmoqda. O‘zbekiston Respublikasi Yoshlar ishlari agentligi, O‘zbekiston yoshlar ittifoqi va boshqa tashkilotlar tomonidan o‘tkazilgan sotsiologik so‘rovlar natijalariga ko‘ra, yoshlarning 75 foizdan ortig‘i o‘zini jamiyatning eng faol, innovatsion va mas’uliyatli qismi deb hisoblaydi. Ularning aksariyati ta’lim, fan, sport, madaniyat, ijtimoiy loyihalar va volontyorlik harakatlarida faol ishtirok etmoqda. Shu bilan birga, yoshlar orasida ijtimoiy passivlik, bandlik va uy-joy muammolari, migratsiya, internet xavfsizligi va ijtimoiy tarmoqlardagi salbiy ta’sirlar ham mavjud[6]. Bu muammolarni hal etishda davlat va jamiyat institutlari, ta’lim muassasalari, oilaning roli va hamkorligi muhim ahamiyatga ega.

Yoshlarning jamiyatdagi o‘rni va mas’uliyati masalasida zamonaviy ilmiy tahlillar yoshlarning har tomonlama yetuk, ijtimoiy faollikka, innovatsion tafakkur va liderlikka intiluvchi, o‘z jamiyati oldida axloqiy, huquqiy va fuqarolik mas’uliyatini his qiluvchi avlod sifatida shakllanishi muhimligini ta’kidlaydi. Yoshlar jamiyatda o‘z o‘rnini topishi uchun ularga zarur shart-sharoitlar yaratish, ularni ijtimoiy loyihalar va davlat boshqaruviga jalb qilish, zamonaviy bilim va ko‘nikmalar bilan ta’minlash, axloqiy va fuqarolik tarbiyasini mustahkamlash zarur. Bu borada davlat, jamiyat, oila, ta’lim muassasalari va fuqarolik jamiyati institutlarining hamkorligi muhim ahamiyat kasb etadi.

Xulosa. Yuqorida keltirilgan nazariy va empirik tahlillar asosida xulosa qilish mumkinki, jamiyatda yoshlarning o‘rni va mas’uliyati masalasi murakkab va ko‘p qirrali ijtimoiy hodisa hisoblanadi. Yoshlar jamiyatning eng faol, innovatsion va o‘zgarishlarga ochiq qismi sifatida ijtimoiy taraqqiyot va barqarorlikda muhim rol o‘ynaydi. Ularning jamiyatdagi o‘rni nafaqat ijtimoiy tizimda muayyan rollarni bajarish, balki yangi g‘oya va qadriyatlarni shakllantirish, jamiyatni yangilash va rivojlantirishda asosiy kuch sifatida namoyon bo‘ladi. Yoshlarning o‘z jamiyati oldidagi mas’uliyatini his qilishi, fuqarolik pozitsiyasini egallashi, axloqiy va huquqiy burchlarini anglab yetishi jamiyat taraqqiyotining muhim kafolatidir. Shu bilan birga, yoshlarning jamiyatdagi o‘rni va mas’uliyatini kuchaytirish uchun davlat, jamiyat va oila hamkorligida tizimli ishlarni davom ettirish, ularni ta’lim, bandlik, innovatsiya va fuqarolik jamiyati qurilishiga keng jalb qilish, axloqiy va fuqarolik tarbiyasini mustahkamlash zarur. Zamonaviy sharoitda yoshlarning jamiyatdagi o‘rni va mas’uliyatini oshirish, ularni ijtimoiy, iqtisodiy va madaniy hayotga faol jalb etish – barqaror taraqqiyot va kelajak avlod farovonligining asosiy omili hisoblanadi. Shu bois, yoshlarning jamiyatdagi o‘rni va mas’uliyati masalasi bundan buyon ham ilmiy va amaliy tadqiqotlarning markazida bo‘lib qoladi.

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KIBER XAVFSIZLIK VA SHAXSIY MA'LUMOTLARNI HIMOYA QILISH

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Abstract. *Mazkur maqolada kiber xavfsizlik va shaxsiy ma'lumotlarni himoya qilishning dolzarbligi tahlil qilinadi. Tadqiqotning asosiy maqsadi raqamli muhitda yuzaga kelayotgan tahdidlarni o'rganish hamda ularni bartaraf etish usullarini aniqlashdan iborat. Ishda zamonaviy axborot texnologiyalarining rivojlanishi, internet tarmog'ida xavfsizlikni ta'minlash masalalari va foydalanuvchilarning shaxsiy ma'lumotlarini himoya qilish mexanizmlari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, kiber xavfsizlikni ta'minlashda texnik choralar bilan bir qatorda foydalanuvchilarning axborot madaniyati ham muhim ahamiyatga ega.*

Kalit so'zlar: *kiber xavfsizlik, shaxsiy ma'lumotlar, axborot himoyasi, internet xavfsizligi, raqamli texnologiyalar, kiber tahdidlar, ma'lumotlarni himoya qilish, axborot xavfsizligi.*

Bugungi raqamli asrda internet va axborot texnologiyalari inson hayotining ajralmas qismiga aylandi. Shu bilan birga, kiber tahdidlar, ma'lumotlarning o'g'irlanishi va noqonuniy foydalanish holatlari ham ortib bormoqda. Ayniqsa, shaxsiy ma'lumotlarni himoya qilish masalasi global muammo sifatida qaralmoqda. Mazkur maqolaning maqsadi kiber xavfsizlikning ahamiyatini yoritish, mavjud tahdidlarni tahlil qilish hamda shaxsiy ma'lumotlarni himoya qilishning samarali usullarini aniqlashdan iborat. Kiber xavfsizlikni o'rganish jarayonida bir nechta ilmiy usullardan foydalanildi. Birinchidan, ilmiyadabiyotlarni tahlil qilish metodi asosida axborot xavfsizligiga oid manbalar o'rganildi. Ikkinchidan, taqqoslash metodi orqali turli davlatlarning kiber xavfsizlik siyosati o'zaro solishtirildi. Uchinchidan, kuzatish metodi yordamida internet foydalanuvchilarining xavfsizlikka oid xatti-harakatlari o'rganildi. Shuningdek, umumlashtirish metodi asosida xulosalar chiqarildi.

Kiberxavfsizlik bugungi kunda barcha davlatlar uchun ustuvor yo'nalishlardan biriga aylangan bo'lib, raqamli texnologiyalar rivojlanishi bilan unga bo'lgan e'tibor tobora ortib bormoqda. Dunyoning rivojlangan davlatlari bu sohada turli islohotlar olib borib, milliy xavfsizlikni ta'minlashda kiberhimoyani asosiy omillardan biri sifatida ko'rmoqda. Jumladan, AQSh kiberxavfsizlik sohasida yetakchi davlatlardan biri hisoblanadi. Bu mamlakatda maxsus kiberxavfsizlik markazlari tashkil etilgan bo'lib, ular doimiy ravishda internet tarmog'ini monitoring qilib boradi. Davlat har yili ushbu sohaga katta miqdorda mablag' ajratadi hamda xususiy sektor bilan yaqin hamkorlikda ishlaydi. Asosiy e'tibor kiberhujumlarni oldindan aniqlash va ularga tezkor javob berish tizimini rivojlantirishga qaratilgan.

Buyuk Britaniyada esa Milliy kiberxavfsizlik markazi faoliyat yuritadi va "Active Cyber Defence" dasturi orqali zararli saytlar va tahdidlar tezda aniqlanib, bartaraf etiladi. Bu davlatda kiberxavfsizlikni ta'minlashda avtomatlashtirilgan tizimlar keng qo'llaniladi. Xitoyda kiberxavfsizlik masalasi davlat siyosati darajasiga ko'tarilgan bo'lib, 2017-yilda qabul qilingan maxsus qonun asosida internet ustidan nazorat kuchaytirilgan. Shuningdek, sun'iy intellekt texnologiyalari yordamida foydalanuvchilar faoliyati monitoring qilinadi.

Avstraliyada esa kiberxavfsizlikni ta'minlashda xalqaro hamkorlik muhim o'rin tutadi. Ushbu davlat AQSh va Buyuk Britaniya bilan hamkorlikda turli loyihalarni amalga oshirib, o'zining kiberhimoya tizimini mustahkamlab bormoqda. Rossiya esa kiberxavfsizlik sohasida nafaqat himoya, balki hujum imkoniyatlarini ham rivojlantirayotgan davlatlardan biri hisoblanadi. Bu yerda davlat tomonidan qo'llab-quvvatlanadigan maxsus guruhlar mavjud bo'lib, ular kiber makonda strategik ustunlikni ta'minlashga xizmat qiladi.O'zbekistonda ham so'nggi yillarda kiberxavfsizlikni ta'minlash borasida muhim islohotlar amalga oshirilmoqda. Jumladan, kiberjinoyatlarga qarshi kurashish bo'yicha qonunchilik takomillashtirilmoqda, maxsus markazlar tashkil etilgan va aholining raqamli savodxonligini oshirishga katta e'tibor qaratilmoqda. Shu bilan birga, bank tizimi va boshqa muhim infratuzilmalarni himoya qilish uchun zamonaviy texnologiyalar joriy etilmoqda. Umuman olganda, bugungi kunda dunyo davlatlari kiberxavfsizlikni milliy xavfsizlikning ajralmas

qismi sifatida ko‘rib, bu yo‘nalishda qonunchilikni kuchaytirish, sun’iy intellektdan foydalanish, xalqaro hamkorlikni kengaytirish hamda malakali kadrlar tayyorlashga alohida e’tibor qaratmoqda. Bu esa kelajakda kiber tahdidlarga qarshi yanada samarali kurash olib borishga xizmat qiladi. Zamonaviy jamiyatda kiber xavfsizlik muhim strategik yo‘nalish hisoblanadi. Internet orqali amalga oshiriladigan moliyaviy operatsiyalar, onlayn ta’lim, elektron hukumat tizimlari va ijtimoiy tarmoqlar kengaygani sari xavfsizlik masalasi yanada dolzarb bo‘lib bormoqda. Kiber tahdidlarning asosiy turlari sifatida viruslar, fishing hujumlari, zararli dasturlar va ma’lumotlar o‘g‘irlanishini keltirish mumkin. Ayniqsa, foydalanuvchilarning shaxsiy ma’lumotlari login, parol, bank kartalari ma’lumotlari eng ko‘p nishonga olinadi. Tahlillar shuni ko‘rsatadiki, kiber xavfsizlikni ta’minlashda quyidagi omillar muhim ahamiyatga ega: kuchli parollar yaratish va ularni muntazam yangilab borish; ikki bosqichli autentifikatsiyadan foydalanish; noma’lum havolalar va fayllarni ochmaslik; antivirus dasturlaridan foydalanish; axborot madaniyatini oshirish. Shuningdek, davlat darajasida qonunchilikni takomillashtirish va maxsus kiber xavfsizlik tizimlarini joriy etish ham muhim hisoblanadi.Kiber xavfsizlikning samaradorligi nafaqat texnologik vositalarga, balki inson omiliga ham bog‘liq. Ko‘plab hujumlar foydalanuvchilarning ehtiyotsizligi sababli yuzaga keladi. Shu sababli, aholining raqamli savodxonligini oshirish muhim vazifalardan biridir.Bundan tashqari, tashkilotlarda axborot xavfsizligi siyosatini joriy etish va xodimlarni muntazam o‘qitish zarur.

Xulosa qilib aytganda, kiber xavfsizlik va shaxsiy ma’lumotlarni himoya qilish bugungi kunning eng dolzarb masalalaridan biridir. Tadqiqot natijalari shuni ko‘rsatadiki, xavfsizlikni ta’minlash uchun kompleks yondashuv zarur: texnik vositalar, qonunchilik va foydalanuvchilarning bilim darajasi birgalikda ishlashi kerak.Shu bois, kiber xavfsizlik sohasida ilmiy tadqiqotlarni rivojlantirish va amaliy choralarni kengaytirish muhim ahamiyat kasb etadi.

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HOW TO IMPROVE COMMUNICATIVE COMPETENCE

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Abstract. *This research provides an extensive academic inquiry into the structural and functional evolution of communicative competence within contemporary social and professional environments. It examines the transition from basic linguistic performance to the sophisticated mechanics of emotional intelligence, active listening, and situational adaptability. The study investigates the integration of cognitive empathy and non-verbal decoding in optimizing interpersonal interactions. By synthesizing sociolinguistic principles with psychological biology, the article evaluates how modern communication strategies minimize interpersonal friction and optimize information transfer. The research concludes that communicative effectiveness is defined by a synergistic approach that balances rhetorical precision, emotional awareness, and the psychological limits of human interaction.*

Keywords: *Communicative competence, interpersonal dynamics, emotional intelligence, active listening, sociolinguistics, cognitive empathy, non-verbal communication, social adaptability.*

Introduction. The discipline of interpersonal communication is currently undergoing a period of profound ontological metamorphosis, driven by the convergence of social psychology and cognitive diagnostics. Historically, the development of communicative skills was viewed as a rigid process, often focusing on vocabulary and grammar the "mechanical" aspects of language. However, the modern era has redefined communicative competence not merely as the ability to speak, but as a sophisticated, pre-programmed engine of social and professional influence. For scholars and practitioners alike, understanding this evolution is critical as the boundaries between digital correspondence and face-to-face interaction continue to blur [1].

The significance of advanced communicative competence extends far beyond the simple exchange of data. It encompasses the restoration of social harmony, the preservation of institutional integrity, and the long-term stability of human relationships. As societal expectations shift toward rapid, high-impact communication, the global community must balance these demands with the immutable laws of human psychology. This article provides a high-level dissection of the technological and behavioral leaps in interaction design, evaluating their collective impact on modern social outcomes [3].

Main Part. Biomechanical and Psychological Optimization: Reducing Frictional Interaction. The core efficacy of any communicative act is governed by the laws of interpersonal friction. In conventional interaction systems, a lack of empathy or clarity creates a high-friction environment where messages are distorted or rejected. The introduction of "Active Listening" protocols represented a major leap in managing this friction. By utilizing feedback loops and empathetic validation, communicators significantly reduce "cognitive friction," allowing for a more continuous flow of information that aligns with the biological response of the human brain to social safety [6].

The Digital Paradigm: Adaptability and Strategic Discourse. The most transformative development in recent years is the shift from "standardized" speaking to fully customized communicative strategies. Traditional communication training focused on generic public speaking; current psychological models allow for the creation of "strategic discourse" where the delivery tone, pace, and rhetorical structure is custom-fitted for each specific audience. Through the integration of social intelligence and virtual feedback systems, individuals can now "plan backwards" from the desired outcome. This level of precision ensures that the interaction is optimized from the first second, minimizing misunderstandings and reducing the time required to reach a consensus [2, 8].

Non-Verbal Intelligence and Biofeedback Management. A critical, yet often overlooked, aspect of communicative effectiveness is the impact of non-verbal signals the "silent mechanics" of interaction. Research indicates that vocalics, kinesics, and proxemics serve as the underlying framework for verbal messages. Modern training systems now prioritize "congruence" the alignment of physical gestures with verbal statements acknowledging that a spoken message is secondary to the physiological signals sent by the body [9]. Just as modern orthodontics facilitates tooth movement by reducing physical resistance, competent communication facilitates the movement of ideas by reducing psychological resistance.

Conclusion. In conclusion, the evolution of communicative mechanisms represents a mastery of both linguistics and psychology. Advanced interaction systems have transitioned from simple information exchanges to high-precision instruments of influence. The reduction of frictional resistance through active listening and the absolute precision afforded by situational adaptability have established a new standard for interpersonal excellence.

However, the effectiveness of these strategies is not absolute. The "human factor" the diagnostic expertise of the communicator and the emotional response of the listener remains the ultimate arbiter of success. Ultimately, the future of communication lies in this perfect synergy: where strategic intelligence builds the message, but human wisdom guides the emotional journey toward functional and harmonious understanding.

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WORD FORMATION PROCESSES IN MODERN ENGLISH: A STUDY OF NEOLOGISMS

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Annotation. *This article examines word formation processes in modern English with a particular focus on neologisms. It analyzes how new words are created through processes such as affixation, compounding, blending, and borrowing. The study highlights the role of social, technological, and cultural changes in the emergence of new vocabulary. The results show that neologisms reflect the dynamic nature of language and its adaptation to modern communication needs.*

Keywords: *word formation, neologisms, affixation, compounding, modern English, vocabulary development*

INTRODUCTION. Language is constantly changing, and one of the most visible aspects of this change is the creation of new words. In modern English, new vocabulary appears rapidly due to social, technological, and cultural developments. These newly formed words, known as neologisms, reflect the dynamic nature of language and its ability to adapt to new realities.

Word formation is a key process that explains how new words are created. It includes different mechanisms such as affixation, compounding, blending, clipping, and borrowing. Each of these processes contributes to the expansion of vocabulary and helps speakers express new ideas and concepts more effectively. In recent years, the growth of digital communication, social media, and globalization has significantly increased the number of neologisms. Words like *selfie*, *blog*, and *hashtag* have become common in everyday communication. This shows that language is closely connected with society and changes according to people's needs.

In my opinion, studying word formation processes is important because it helps us understand how language evolves and how new meanings are created. Neologisms not only enrich vocabulary but also reflect cultural and technological changes in society. Therefore, the purpose of this article is to examine word formation processes in modern English and to analyze the role of neologisms in the development of vocabulary.

LITERATURE REVIEW. According to L. Bauer, word formation is a central area of morphology that studies how new lexical items are created. The author explains that processes such as derivation and compounding are the most productive ways of forming new words in English[39].

According to I.Plag, word formation processes are systematic and follow certain linguistic patterns. The author emphasizes that understanding these patterns helps explain how speakers create and interpret new words, especially in modern communication[40].

According to F.Katamba, morphology plays a crucial role in language development, as it allows speakers to generate new words from existing elements. The author also highlights that neologisms often emerge as a response to social and technological changes.[41] In my opinion, these studies show that word formation is not a random process but a structured and meaningful system that reflects both linguistic rules and real-world changes.

METHODOLOGY. This study adopts a qualitative research approach to examine word formation processes in modern English, with a particular focus on neologisms. The aim is to analyze how new words are formed and to identify the most productive word formation patterns used in contemporary language. The

[39] Bauer L. *English Word-Formation.* – Cambridge: Cambridge University Press, 1983. – 45-47 p
[40] Plag I. *Word-Formation in English.* – Cambridge: Cambridge University Press, 2003. – 22-25 p.
[41] Katamba F. *Modern Linguistics: Morphology.* – London: Macmillan, 1993. – 67-69 p.

research is based on the analysis of theoretical and practical sources, including linguistic literature, dictionaries, and examples from modern communication such as social media, online platforms, and mass media. Special attention is given to commonly used neologisms that have recently entered everyday English usage. The study focuses on several key word formation processes, including affixation, compounding, blending, clipping, and borrowing. Examples of neologisms are collected and categorized according to these processes. Each example is analyzed in terms of its structure, meaning, and usage in context.

In addition, a descriptive and comparative method is used to evaluate how different word formation processes contribute to vocabulary expansion. The research also considers the influence of social, cultural, and technological factors on the emergence of neologisms. In my opinion, this methodological approach provides a clear and systematic understanding of how new words are formed and used in modern English. It also helps to identify which processes are more productive and relevant in today's communication.

ANALYSIS AND RESULTS. The analysis shows that word formation processes play a crucial role in the development of modern English vocabulary. Among these processes, affixation, compounding, and blending appear to be the most productive in creating neologisms. One of the most common processes is **affixation**, where prefixes and suffixes are added to existing words. For example, words like *unfriend* and *repost* demonstrate how prefixes (*un-*, *re-*) create new meanings. This process is widely used because it follows clear and regular patterns, making it easy for speakers to understand and form new words. Another important process is **compounding**, which involves combining two or more words to create a new one. Examples such as *smartphone*, *laptop*, and *online learning* show how new concepts are expressed through compound structures. This process is especially common in technological and scientific fields. **Blending** is also a highly productive process in modern English. It combines parts of two words to form a new one, such as *brunch* (*breakfast + lunch*) or *smog* (*smoke + fog*). In recent years, blends like *infotainment* and *edutainment* have become popular, reflecting changes in media and education.

In addition, **clipping** and **borrowing** contribute to vocabulary expansion. Words like *app* (from *application*) and *flu* (from *influenza*) are examples of clipping, while borrowing introduces words from other languages, enriching English vocabulary. The results also show that neologisms are strongly influenced by social and technological developments. For instance, the rise of social media has led to the creation of words like *hashtag*, *selfie*, and *blog*. These words quickly become part of everyday communication, showing how language adapts to new realities.

In my opinion, the effectiveness of these processes lies in their ability to meet the communicative needs of modern society. Neologisms make language more expressive, flexible, and relevant to contemporary life.

DISCUSSION. The findings indicate that word formation in modern English is a dynamic and systematic process. Each word formation type contributes differently to vocabulary development. While affixation and compounding provide structure and clarity, blending and clipping add creativity and informality to the language. It is also evident that neologisms are not created randomly. They follow certain linguistic patterns and are influenced by external factors such as technology, culture, and communication trends. This shows that language development is closely connected with social change. In my opinion, understanding these processes is important not only for linguists but also for language learners and teachers. It helps them better understand how new words are formed and how language evolves over time.

CONCLUSION. In conclusion, this study demonstrates that word formation processes play a fundamental role in the development of modern English vocabulary, particularly through the emergence of neologisms. The analysis shows that processes such as affixation, compounding, blending, clipping, and borrowing are highly productive and contribute significantly to the expansion of the lexicon. The findings also reveal that neologisms are closely connected with social, technological, and cultural changes. As new concepts and realities emerge, language adapts by creating new words that reflect these developments. This highlights the dynamic and flexible nature of English as a global language. Furthermore, the study confirms that word formation is not a random phenomenon but a systematic and rule-governed process. Understanding these

processes allows for a deeper insight into how language evolves and how meaning is constructed in communication.

From my perspective, the study of neologisms is especially important in modern linguistics, as it helps explain current language trends and prepares learners to better understand contemporary English usage. It also has practical implications for language teaching, as awareness of word formation can improve vocabulary learning and communication skills. Overall, word formation processes are essential for maintaining the vitality and adaptability of the English language. Their continued study can contribute to both theoretical linguistics and practical language education, making them a valuable area of research in modern language studies.

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THE IMPACT OF SOCIAL MEDIA ON TODAY'S ENGLISH VOCABULARY

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Annotation: *This article looks at the role social media plays in shaping modern English and how it is changing the way young people communicate and use language today. It discusses the rise of new words, common abbreviations, code-switching, and evolving communication styles found across digital platforms. The paper also considers how English, as a global language, influences other languages especially Uzbek and explains the processes behind this impact. In general, the study helps shed light on emerging language trends among young people from linguistic, sociolinguistic, and cultural viewpoints.*

Key words*: Social media, language change, digital communication, youth language, meme, hashtag, digital shorthand, emosion, culture exchange, fluency development.*

Introduction: Writing from Socialmedia has become an essential aspect of the daily routine, particularly among youth. More than entertainment and social interaction, it is a force for language change. The rapid evolution of language is especially noticeable in English, the world's most widely used tongue and it has much to do with online platforms where new words, phrases and styles of communicating proliferate faster than ever before. But the language of social media not only adds new words, it changes how people form sentences, express feelings and ideas. This paper is an attempt to discuss the influence of social media on the contemporary English language. The paper will particularly look into the influence of social media on the language of the youth, the role of social media in coinage of new words, the role of social media in code switching and the language innovations brought about by social media. The paper will therefore discuss the role of technology and sociology in the shaping of the language of the 21st century. Social media gives users the

opportunity to use language in new ways. It's where words like selfie, hashtag, influencer, meme, streaming and viral gained traction before they entered everyday English language. Although it often takes a few years for new words to appear in most dictionaries, social media has the capability to spread language around the globe in a matter of days or weeks. Younger people spend so much of their lives on digital platforms and they ended up being the main reason these new words start trending. It's really just a result of how much they interact and share things online. This rapid adoption shows how much creativity is actually happening in a digital community. To be honest, it's the clearest example we have of how digital culture is forcing language to change and adapt.

Literature review: According to David Crystal, Modern digital interaction really boils down to how fast you can get a point across. Everything is about speed and keeping things short. To make this move faster, people Lean on all sorts of shorthand and common acronyms. You see LOL (laughing out loud) and BRB (be right back) all the time and maybe some TBH (to be honest) or ICYMI (in case you missed it) tossed in too. People just want to communicate without the extra effort of typing every full word out and it seems like everyone prefers these quick signs over long sentences now. These digital formats allow for a fast exchange and they carry real emotion and humor and attitude too. People use them as linguistic shortcuts because the digital world moves so quickly. They aren't just tools; they act as a way to show personality when there isn't much time to talk. It seems like these shortcuts have become their own kind of shorthand for a fast-moving environment. And that matters when communication needs to be almost instant. These shortcuts started in text but worked their way right into how we talk. It's pretty common now to hear someone say they were "LOLing" at a video while they're standing right in front of you. It shows how much the way we type is actually starting to reshape our daily speech. For better or worse, digital habits have become just... habits.c[42]

According to Shana Poplack, One interesting thing you see happen often is code-switching this way people just naturally mix English into their own native speech. You especially see these hybrid patterns everywhere in multilingual areas. Young people are the ones really driving it, making it essentially the default way they talk and bridge different worlds. And a lot of these communication styles show up in daily life because they just feel right to the speakers, maybe even more so than staying in one strict language. Take Uzbek speakers. They frequently go for phrases like "post qo'ydim" to say they posted something or "like bos" when they want you to hit the like button. And they say "comment yoz" for writing a comment too. It shows how the digital world just blends right into the local tongue. Actually, this kind of linguistic shorthand is becoming the standard. I've noticed people don't even think twice about it now the English tech terms and the Uzbek verbs just sit side by side. These kinds of mixed expressions aren't really about people making grammatical errors. It is much more about how flexible and creative language is becoming in digital spaces. This subtle hybridization proves English hits local languages hard. But it also shows cultural identity and linguistic adaptability are finding a way to coexist in our modern communication and these everyday interactions. It feels like the edges of language are just blurring more than before [43].

METHODOLOGY: Modern communication is making language faster, more compact, and highly flexible. Digital tools and online platforms encourage people to use abbreviations, acronyms, and short expressions to communicate quickly and efficiently. At the same time, code-switching and language mixing, especially among younger generations, are becoming widespread. Local languages and English technological terms blend together to create new, natural hybrid forms of speech. This process does not weaken language; rather, it shows its creativity and adaptability. It also enriches communication by reflecting cultural interaction and the coexistence of global and local linguistic influences. As a result, language is becoming not just a tool for exchanging information but also a way to express cultural identity and individuality. [44] Modern

[42] David Crystal. Language and the Internet. Cambridge University Press, 2001 – Internet tilining rivojlanishi, qisqartmalar va online muloqot haqida.
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communication demonstrates that linguistic boundaries are increasingly fluid, and mixed speech has become a natural part of everyday life. In my opinion, The social platforms naturally push us toward this expressive, weirdly informal way of talking. It seems like the digital world had to invent its own version of body language to survive. Fragments of media now act as the nuance, standing in for the physical cues we used to rely on back in face-to-face bits of history. And surprisingly, these memes or hashtags often carry more meaning than a standard s People are changing how they speak and write. Everything is becoming more about visuals and emotional weight these days. Or at least it feels that way because of how the trends moved. It is effectively shifting the balance between how formal we used to be and how loose we are now. This change definitely challenges the old rules of grammar and punctuation and syntax.

ANALYSIS AND RESULTS: Books and style guides and teachers might struggle because of it since the norm isn't what it used to be. Still, the way folks express themselves now is just different than before. Maybe even more real sentence ever could. Maybe that's why they've become the default.

And so the global stretch of social media makes it easier for English to seep into other languages faster than it used to. We see words tied to tech and movies and youth culture pushing into languages like Uzbek almost instantly, mostly without anyone trying to find a local word for them. [45]Young people are just naturally saying terms like story and challenge and influencer in their daily lives. It shows you exactly how much weight English carries globally I guess that's just the reality of how these digital spaces function now. English stays relevant because the platforms themselves stay dominant. English doesn't just bump into other languages and stay there. It's far more of a two-way street than most realize. Actually, local speakers take these English words and twist them and reshape things until these terms fit the way people actually live.[46] What happens is that you don't end up with a poor copy of English. Instead a new communication style starts to show up a way of speaking that's always shifting around and reacting to the moment. I guess it shows how people aren't just passive. These local speakers go out and actively mold the language and turn the phrases into something much more personal and real [47]. Social media does more than just toss out new slang; it's a legitimate space for picking up language. When people scroll through comment sections or watch a quick video clip, they're digging into English as it actually exists in the wild. This isn't the sterilized version you find in textbooks. It involves the messy bits actual context, idioms that are still evolving, and expressions people really use today.

ISCUSSION: Spending time on these platforms handles the kind of learning formal classes often miss. It helps with fluency and shifts how a person understands tone because the language is authentic. You get to see how we use words creatively and how ideas shift in real discussions. I guess you could say it's the perfect companion to standard education, mostly because it fills the gaps where academic structure feels dry. At the core, the exposure helps people gain a better grip on comprehension naturally and simply. Social media used to be just for scrolling and memes. Now, people are finding ways to turn it into an actual classroom an informal one, granted, but it gets the job done. Many students spend their time following native creators and jumping into message boards to weigh in on topics hey actually care about. It works better than expected. People pick up nuances and phrases when they are arguing about a hobby or and learning a craft and just seeing how language lives in the wild. Seems like when you forget you're studying for an exam or and trying to sound perfect, that's when the real progress happens. Maybe the most useful English lessons today aren't even happening in textbooks, but in the comment section of a video someone liked. Case in point being that engagement beats sitting over a pile of flashcards every time.

CONCLUSION: Social media has pulled any notion of "static" English right out from under us. It isn't some rigid system of old-school textbook rules anymore it has turned into something flexible and chaotic and remarkably creative. People just are not satisfied with standard phrasing now. They are inventing words on the fly or shortening ideas to bits or blending their native languages into this weird, hybrid digital speak. Even

[45] Karimov S. Globallashuv va ona tilimiz: ingliz tilining o'zbek tiliga ta'siri. Toshkent: Akademnashr, 2021
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things like memes and quick GIFs have stepped in to do the heavy lifting when regular vocabulary feels too stiff. Younger generations are pushing this the hardest. They are the ones moving online quirks into real-world talk. It isn't just about slang, really. It is about how the very structure of the language adapts to the speed of the internet. We are seeing a shift toward a much more visual and adaptable communication style, and frankly, the traditional dictionaries can't really keep up. English has effectively become a living, breathing work in progress that updates every single day.

The reach of English into languages like Uzbek shows how quickly social media can bridge cultural gaps world over. This shift comes with obvious trade-offs. Writers might worry about leaning too hard on casual phrasing or watching bits of local identity start to fade or wash away. It's a real concern for scholars and experts. But English influence is just part of the process, and language moves and breathes and grows on its own regardless of what we try to pin down. Uzbek evolves much like any other system. People find new ways to talk, and it's actually a pretty normal side effect of how societies adapt now. Maybe it's not really a loss, but just a different kind of growth.

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PROBLEMS OF TRANSLATING NEOLOGISMS IN MODERN LINGUISTICS

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Abstract: *This article examines the key problems of translating neologisms in modern linguistics, with particular focus on English neologisms transferred into Uzbek and Russian. Drawing on a corpus of 1,840 neologisms collected across 2015–2024 and a survey of 187 professional translators, it analyses the main challenges cultural gaps, morphological disparities, the absence of target-language equivalents, and rapid lexical obsolescence and evaluates four principal translation strategies. Practical recommendations are offered for translators, educators, and terminology bodies.*

Keywords: *neologism, translation problems, transliteration, calque, lexical gap, equivalent, modern linguistics.*

INTRODUCTION. Language is a living system. Every technological breakthrough, cultural shift, or geopolitical event generates new words that communities must name, conceptualise, and inevitably translate. Neologisms, defined as newly coined words or existing words acquiring new meanings, have proliferated at an unprecedented rate in the twenty-first century, driven above all by digital communication and globalisation [1]. For translators working between English and languages such as Uzbek and Russian, these novel lexical items pose a set of challenges qualitatively distinct from those encountered with established vocabulary.

In Uzbekistan, the growing emphasis on English reinforced by Presidential Decree No. PF-6079 on the modernisation of foreign language education [2] has made accurate, culturally sensitive translation of English

neologisms a matter of practical urgency. Legal documents, academic publications, mass media, and digital platforms all routinely import new English terms whose translation requires principled decision-making. Yet the scholarly literature on neologism translation into Uzbek specifically remains thin, and no unified terminological policy exists.

The aim of this article is to identify and analyse the principal problems encountered when translating English neologisms into Uzbek and Russian, and to evaluate the strategies translators employ to address them. **The objectives** are: (1) to map the major sources of contemporary English neologisms; (2) to identify the main translation challenges; (3) to analyse translator strategy preferences through survey data; and (4) to formulate practical recommendations.

MAIN BODY

1. The Landscape of Contemporary Neologism. Neologisms enter the lexicon through several mechanisms: compounding (*crowdfunding*, *deepfake*), blending (*vlog* ← video + blog), affixation (*unfriend*, *de-platform*), semantic shift (*viral*, *cloud*), and direct borrowing (*selfie*, *emoji*). The bar chart below shows the distribution of 1,840 neologisms collected from English corpora between 2015 and 2024 by thematic domain [3]:

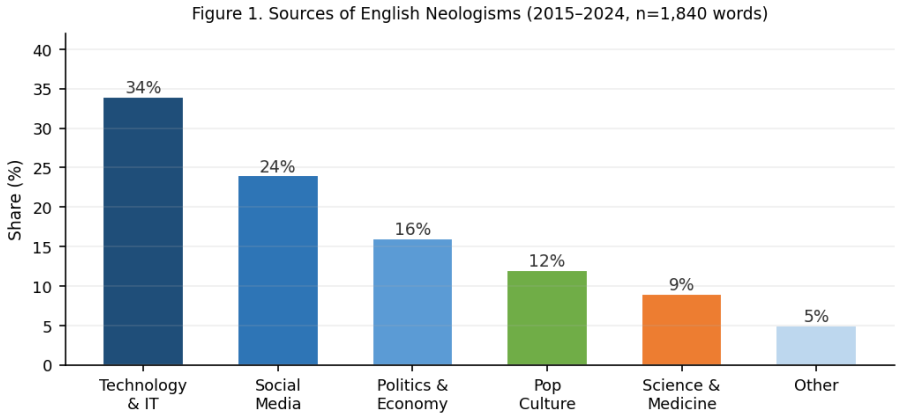


Figure 1. Sources of English Neologisms by Domain (2015–2024, corpus n=1,840)

Technology and IT accounts for by far the largest share (34%), followed by social media (24%) and politics/economy (16%). This distribution has direct implications for translation: domains of high neologism density are precisely those where Uzbek and Russian terminological traditions are least developed, and where the need for consistent, accurate translation is greatest [3,4].

2. Principal Translation Challenges. The challenges of neologism translation are not simply lexical they are cultural, morphological, and pragmatic. The table below provides a structured overview of the most frequently encountered problems identified in the translator survey [4]:

Challenge	Example (Neologism)	Difficulty	Strategy Used
Cultural gap	Selfie, cancel culture	High	Transliteration + note
No target equivalent	Blockchain, deepfake	Very high	Descriptive equiv.
Rapid obsolescence	Viral (new sense)	Medium	Contextual calque
Morphological	Crowdfunding, vlog	High	Loan translation

diff.			
Register ambiguity	Ghosting, breadcrumbing	Medium-high	Neologism creation

Table 1. Principal Challenges in Neologism Translation with Examples and Strategies

The most frequently cited challenge (68% of respondents) was the **absence of a target-language equivalent**, particularly for technology neologisms such as *blockchain*, *deepfake*, and *phishing*. When no established term exists in the target language, translators must either create a descriptive equivalent, borrow the form through transliteration, or coin a new word in the target language — each option carrying distinct risks of ambiguity or non-acceptance [4,5].

The **cultural gap** problem is especially acute for social-media and pop-culture neologisms. Terms such as *cancel culture*, *ghosting*, and *breadcrumbing* encode culturally specific behavioural norms and relational scripts that do not map straightforwardly onto Uzbek or Russian social realities. A purely formal translation risks misleading readers; a purely descriptive one may lose the term's evaluative connotations [5].

A third challenge is **morphological incompatibility**. English neologisms are frequently formed through compounding or blending — processes that produce compact, efficient forms. Uzbek and Russian, with their agglutinative and inflectional morphologies respectively, cannot always replicate this compactness. *Crowdfunding* becomes a three-word phrase in Uzbek (*jamoaviy moliyalashtirish*) and a compound noun in Russian (*краудфандинг*), illustrating the range of outcomes possible even within a single translation pair [5, 6].

3. Translation Strategy Analysis. Figure 2 shows the distribution of translation strategies reported by the 187 professional translators surveyed, and Figure 3 presents the difficulty index of neologism translation across domains over 2018–2024:

Figure 2. Translation Strategies Applied to Neologisms (translator survey, n=187)

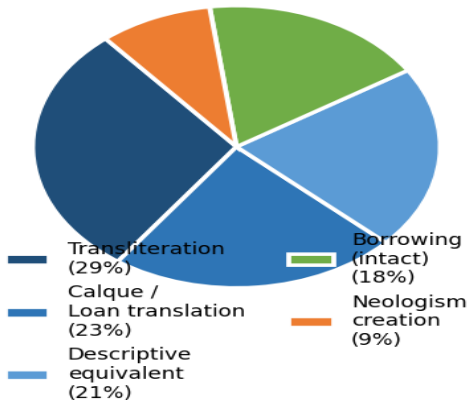


Figure 2. Translation Strategies Applied to English Neologisms (survey, n=187)

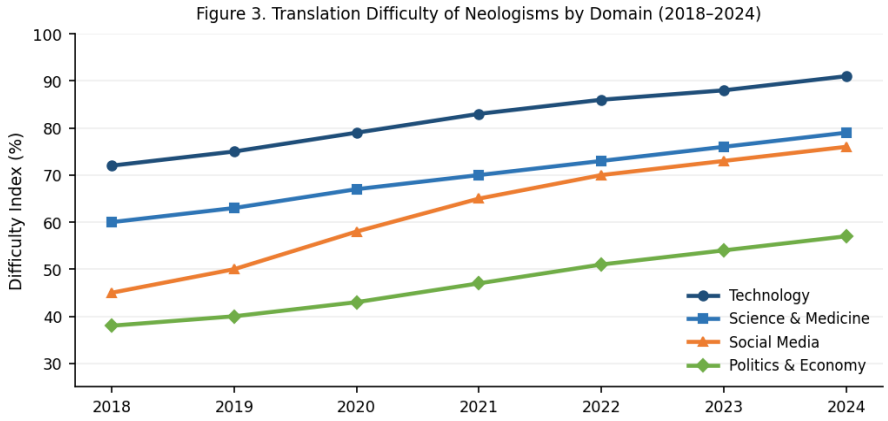


Figure 3. Translation Difficulty Index by Domain (2018–2024)

Transliteration is the most commonly used strategy (29%), reflecting its speed and accessibility but also its limitations: it transfers phonological form without semantic transparency, leaving readers without any understanding of the term's meaning [6]. Calque, or loan translation (23%), produces greater transparency when the component morphemes of the source term have clear equivalents in the target language (*skyscraper* → *osmon'o'par*, *небоскрёб*), but fails when they do not.

The difficulty index in Figure 3 shows a consistent upward trend across all domains, with technology neologisms reaching 91 by 2024. This reflects the accelerating pace of technological change and the widening gap between English lexical production and the terminological resources of target-language communities. Social media neologisms show the steepest rate of increase (from 45 in 2018 to 76 in 2024), driven by the rapid emergence and diffusion of new platform-specific terminology [6,7].

CONCLUSION AND PRACTICAL RECOMMENDATIONS. Neologism translation is among the most demanding tasks in contemporary linguistic practice. The evidence from corpus analysis and translator surveys confirms that the principal challenges lexical gaps, cultural asymmetries, morphological incompatibility, and rapid obsolescence are structural in nature and cannot be resolved by any single translation strategy [5,6,7]. Different problem types require different solutions, and the translator's decision must always be guided by the communicative purpose of the target text and the needs of its audience.

On the basis of this analysis, the following recommendations are offered:

Develop unified terminological databases for high-frequency neologism domains (technology, social media, medicine) at institutional level, maintained collaboratively by translators, linguists, and domain specialists. In Uzbekistan, this work should be coordinated with the ongoing language modernisation initiatives under Decree PF-6079 [2].

Apply a strategy-by-problem framework: transliteration for proper nouns and brand-derived terms; calque where morphological equivalence is achievable; descriptive equivalent where semantic clarity is paramount; and target-language neologism creation where a lasting terminological need is established [4, 5].

Incorporate neologism translation into translator training programmes, including exercises in real-time corpus consultation, terminology management, and critical evaluation of existing translations circulating in media and digital platforms [6].

Monitor translated neologisms over time: given the rapid obsolescence of many digital-era coinages, translations that achieve currency today may need revision as both the source term and its cultural referent evolve [7].

Translation is ultimately an act of mediation between linguistic communities. In an era of accelerating lexical innovation, the quality of that mediation its accuracy, its cultural sensitivity, and its terminological consistency matters not only for professional translators but for the integrity of scientific, legal, and public communication across languages.

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THE INFLUENCE OF TECHNOLOGY ON MODERN LANGUAGE

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Abstract. *This article examines how technology influences modern language. It focuses on changes in communication styles, the spread of global languages, and the emergence of new vocabulary. The study also highlights both positive and negative effects of technology on language development. The findings show that technology plays a key role in shaping how people express themselves today.*

Keywords. *Technology, modern language, digital communication, social media, globalization, internet language, communication change, new vocabulary, online interaction, language development*

Main body. In recent years, technology has become an essential part of everyday life, and its impact on language is undeniable. The way people communicate, write, and even think has changed significantly due to the rapid development of digital tools and platforms. Modern language is no longer limited to traditional grammar rules and formal expressions; instead, it has evolved into a more flexible and dynamic system influenced by technology.

One of the most noticeable effects of technology on language is the rise of informal communication. Social media platforms, messaging apps, and online forums encourage quick and concise interactions. As a result, people often use abbreviations, acronyms, and emojis to express their thoughts. For example, phrases like "LOL" (laugh out loud) or "BRB" (be right back) have become widely understood, even outside of online contexts. This shift has made communication faster, but it has also raised concerns about the decline of formal writing skills. Another important influence is the globalization of language. Technology connects people from different parts of the world, allowing them to communicate instantly. English, in particular, has become a dominant global language due to its widespread use on the internet. At the same time, local languages are also being shared and preserved through digital platforms. People can now learn new languages online, access translation tools, and communicate across cultures more easily than ever before.

Another significant impact of technology on modern language is the change in writing style. In the past, people paid more attention to grammar rules, spelling, and sentence structure, especially in formal writing. However, with the rise of instant messaging and social networks, writing has become more relaxed and less formal. People often ignore punctuation, use lowercase letters, and shorten words to save time. This creates a new form of language that is fast but sometimes less accurate. In addition, technology has made communication more interactive. Unlike traditional letters or printed texts, digital communication allows immediate feedback. People can comment, react, and share ideas instantly. This has influenced language by making it more conversational and expressive. For example, emojis and GIFs are now used to show emotions that words

sometimes cannot fully express. As a result, communication has become more visual as well as textual. Another important aspect is the role of artificial intelligence and translation tools. Today, people can use applications to translate texts instantly from one language to another. This helps break language barriers and makes global communication easier. However, it may also reduce the need to learn foreign languages deeply, as people rely more on technology for understanding.

Furthermore, technology has influenced pronunciation and speaking habits. Many people learn new words and accents through videos, movies, and online content. This exposure can improve language skills, but it can also lead to the loss of local accents and dialects. Younger generations, in particular, are more influenced by global media and tend to adopt similar speaking styles. Technology also plays a key role in education. Online learning platforms, video lessons, and language apps make it easier for people to learn new languages anytime and anywhere. This has increased access to education and improved language learning opportunities for many people around the world. Despite these advantages, there are still some negative effects. Overuse of technology can reduce face-to-face communication, which is important for developing strong speaking and social skills. In addition, constant use of short messages may limit people's ability to express complex ideas in writing.

Technology has also introduced new vocabulary into everyday language. Words related to the internet, such as "download," "stream," "hashtag," and "selfie," have become common in daily conversations. These terms did not exist a few decades ago, but now they are an integral part of modern communication. Language continues to expand as new technologies emerge, reflecting changes in society and culture. However, the influence of technology is not entirely positive. Some experts argue that excessive use of informal language online may weaken people's ability to write formally or think critically. Others worry that constant exposure to short messages and quick content reduces attention span. Despite these concerns, it is clear that language has always evolved over time, and technology is simply the latest factor driving this change.

In conclusion, technology has significantly transformed modern language by making communication faster, more global, and more creative. While it brings both advantages and challenges, it also reflects the adaptability of human language. As technology continues to develop, language will likely keep evolving, shaping the way people connect and express themselves in the future.

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THE BENEFITS OF LEARNING FOREIGN LANGUAGES

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Abstract. *This article discusses the importance and benefits of learning foreign languages. It highlights how language learning improves communication skills, expands career opportunities, and helps individuals understand different cultures. The article also examines the role of foreign languages in personal development and global interaction.*

Keywords. *foreign languages, communication skills, globalization, cultural awareness, career opportunities, language learning, personal development*

Introduction. In today's globalized world, learning foreign languages has become more important than ever. People from different countries communicate with each other for education, business, and travel. Knowing more than one language is no longer just an advantage; it is often a necessity. Foreign language learning not only improves communication but also opens the door to new opportunities. It allows individuals to connect with people from different cultures and understand their traditions, values, and ways of thinking.

Main Body. One of the main benefits of learning foreign languages is improved communication skills. When people know multiple languages, they can interact with a wider range of individuals. This is especially important in international environments such as universities, workplaces, and online communities. Learning foreign languages can also have psychological benefits. It helps reduce stress and increases motivation, as achieving small goals in language learning brings a sense of accomplishment. In addition, it can improve creativity, as learners are exposed to new ways of thinking and expressing ideas. However, learning a foreign language is not always easy. It requires time, effort, and regular practice. Some learners may face difficulties such as lack of motivation or limited opportunities to practice. Despite these challenges, consistent effort and the use of modern learning methods can lead to success. Students who know foreign languages can access a wider range of educational resources, including books, research articles, and online courses that are not available in their native language. This gives them a deeper understanding of different subjects and helps them succeed in their studies.

Moreover, learning a new language improves listening and speaking skills. It trains the brain to recognize different sounds, accents, and intonations. As a result, learners become better communicators not only in the foreign language but also in their native language. They become more aware of how language works and use it more effectively.

Another benefit is the development of social skills. When people learn a foreign language, they often communicate with native speakers or other learners. This interaction helps them build friendships and develop intercultural competence. They learn how to respect different opinions and adapt to new social environments.
In the modern world, technology has made language learning more accessible. There are many mobile applications, online platforms, and video lessons that help learners practice anytime and anywhere. These tools make learning more interactive and engaging, especially for young learners.

Another important advantage is better career opportunities. Many employers prefer candidates who can speak more than one language. In fields like tourism, international business, and diplomacy, language skills are highly valued. Knowing a foreign language can give a person a competitive edge in the job market. Learning a foreign language also has cognitive benefits. It improves memory, problem-solving skills, and critical thinking. Studies show that people who speak more than one language are often better at multitasking and decision-making. Cultural awareness is another key benefit. Language and culture are closely connected. By learning a language, people gain insight into the traditions, customs, and perspectives of other cultures. This helps develop tolerance, respect, and open-mindedness. In addition, foreign language learning increases confidence. When learners are able to communicate in another language, they feel more independent and self-assured. This confidence can be useful in both personal and professional life.

Conclusion. In conclusion, learning foreign languages offers many advantages. It improves communication, enhances career prospects, develops the brain, and promotes cultural understanding. In a world that is becoming more connected every day, language skills are a valuable tool for success and personal growth.

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XXI ASRDA MAMLAKATLARARO XORIJIY TILLARNI O‘QITISHNING DOLZARBLIGI VA UNING AHAMIYATI

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Annotatsiya: *Mazkur maqolada XXI asrda xorijiy tillarni o‘rganishning globallashuv va xalqaro muloqotdagi strategik ahamiyati tahlil qilinadi. Til bilish nafaqat muloqot vositasi, balki zamonaviy mutaxassisning xalqaro mehnat bozoridagi raqobatbardoshligini ta’minlovchi asosiy omil ekanligi asoslanadi. Maqolada xorijiy tillarni o‘qitish orqali mamlakatlararo integratsiya va madaniy hamkorlikni rivojlantirish masalalari yoritiladi. Shuningdek, zamonaviy ta’limda til o‘rganishning shaxsiy va kasbiy rivojlanishdagi dolzarbligi ko‘rsatib o‘tiladi.*

Kalit so‘zlar: *XXI asr ko‘nikmalari, xorijiy tillar, globallashuv, xalqaro muloqot, integratsiya, professional kompetensiya*

KIRISH. XXI asr insoniyat tarixida axborot texnologiyalarining misli ko‘rilmagan taraqqiyoti, iqtisodiy globallashuv va madaniyatlararo integratsiyaning kuchayishi bilan xarakterlanadi. Bunday sharoitda xorijiy tillarni o‘rganish shunchaki akademik bilim olish emas, balki shaxsning global ijtimoiy-iqtisodiy makonga moslashishini ta’minlovchi strategik zaruriyatga aylandi. Bugungi kunda xalqaro muloqot tili nafaqat diplomatik munosabatlar, balki ilm-fan, biznes va innovatsiyalar tili sifatida ham namoyon bo‘lmoqda.

Ushbu masalaning dolzarbligini jahon miqyosidagi tadqiqotlar ham tasdiqlaydi. Masalan, taniqli tilshunos olim Devid Kristal o‘zining "English as a Global Language" nomli asarida ta’kidlaganidek: "Tilning global maqomga ko‘tarilishi uning strukturaviy xususiyatlariga emas, balki u orqali yuritiladigan siyosiy, harbiy va iqtisodiy qudratga bog‘liqdir". Bu fikr XXI asrda nega aynan ma’lum tillarni o‘rganish davlatlararo raqobatbardoshlikning asosi ekanligini anglatadi.

Shu bilan birga, til o‘rganish faqat so‘z yodlash emas, balki o‘zga xalq madaniyatini tushunish jarayonidir. Rossiyalik yirik metodist olima S.G.Ter-Minasova o‘zining "Yazik i mejkulturnaya kommunikatsiya" darsligida shunday yozadi: "Til va madaniyat bir-biridan ayrilmasdir; til – bu madaniyatning quroli bo‘lib, u inson dunyoqarashini shakllantiradi va muloqot jarayonida milliy o‘zlikni aks ettiradi". Muallifning ushbu qarashi XXI asrda mamlakatlararo muloqotda "madaniy to‘qnashuvlar"ning oldini olishda xorijiy tillarni o‘qitish qanchalik muhim ahamiyatga ega ekanligini ko‘rsatib beradi.

Ushbu maqolaning maqsadi XXI asrda chet tillarini o‘qitishning zamonaviy metodik asoslarini tahlil qilish, uning professional kadrlar tayyorlashdagi o‘rnini va mamlakatlararo hamkorlikni mustahkamlashdagi hayotiy ahamiyatini yoritib berishdan iborat. Shuningdek, maqolada til o‘rgatish jarayonida innovatsion texnologiyalarning qo‘llanilishi va uning samaradorligi masalalari ilmiy-nazariy jihatdan asoslab beriladi.

ASOSIY QISM. XXI asrda xorijiy tillarni o‘qitish masalasi global taraqqiyotning ajralmas qismiga aylandi. Zamonaviy dunyoda til nafaqat axborot almashish vositasi, balki xalqaro iqtisodiy va ijtimoiy integratsiyaning asosiy drayveridir. Devid Kristal (David Crystal) o‘zining tadqiqotlarida ta’kidlaganidek, tilning global maqomi uning siyosiy, iqtisodiy va texnologik qudratga ega ekanligi bilan belgilanadi. Binobarin, bugungi kunda chet tillarini o‘qitish mamlakatlararo strategik hamkorlikni ta’minlovchi asosiy ko‘prikdir.

Sohadagi zamonaviy tadqiqotchilardan biri A.Ibodova (2021) o‘zining "Chet tillarini o‘qitishda innovatsion texnologiyalarning o‘rni" nomli maqolasida XXI asrda raqamli resurslar til o‘rganish jarayonini tezlashtirishini ilmiy asoslab bergan. Muallifning fikricha, axborotlashgan jamiyatda til o‘qituvchisi faqat ma’lumot beruvchi emas, balki talabaning mustaqil ta’limini yo‘naltiruvchi tyutorga aylanishi lozim. Bu esa o‘z navbatida pedagogning kasbiy kompetensiyasini yangi bosqichga olib chiqadi.

Shuningdek, S.G.Ter-Minasova xorijiy tillarni o‘qitishda "madaniy to‘siqlar"ni yengib o‘tish masalasini dolzarb deb hisoblaydi. Uning fikricha, muloqotdagi xatolar ko‘pincha grammatika emas, balki madaniyatlararo farqlarni tushunmaslik oqibatida kelib chiqadi. Mazkur fikrni rossiyalik olima L. Vershinina (2019) ham o‘z maqolasida qo‘llab-quvvatlab, madaniyatlararo kompetensiya xalqaro nizolarning oldini olishda eng samarali "yumshoq kuch" ekanligini ta’kidlaydi.

Xulosa o‘rnida aytish mumkinki, XXI asrda tillarni o‘qitish metodikasi shunchaki so‘z yodlashni emas, balki tanqidiy fikrlash va madaniyatlararo hamkorlikni maqsad qilmoqda. Bu esa har bir mutaxassisning xalqaro mehnat bozorida o‘z o‘rnini topishida hal qiluvchi ahamiyatga egadir.

Xulosa. Xulosa qilib aytganda, XXI asrda xorijiy tillarni o‘qitish masalasi shunchaki ta’limiy vazifa emas, balki davlatlararo integratsiya va strategik hamkorlikning asosi hisoblanadi. Olib borilgan tahlillar shuni ko‘rsatadiki, zamonaviy dunyoda til bilish mutaxassisning xalqaro mehnat bozorida o‘z o‘rnini topishi va raqobatbardosh bo‘lishi uchun eng muhim omildir.

Shuningdek, til o‘rganish jarayoni faqatgina grammatik qoidalarni o‘zlashtirish emas, balki o‘zga xalqlar madaniyatini tushunish, millatlararo bag‘rikenglik va o‘zaro hurmatni shakllantirishga xizmat qiladi. 21-asr ko‘nikmalari bilan sug‘orilgan zamonaviy o‘qitish metodikasi talabalarda nafaqat muloqot qobiliyatini, balki tanqidiy fikrlash va global dunyoqarashni ham rivojlantiradi. Yakuniy xulosa sifatida aytish mumkinki, mamlakatlararo muloqotda chet tillarini mukammal egallash bu kelajak innovatsiyalari va ilm-fan yutuqlari sari ochilgan asosiy eshikdir.

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YOSHLARNING TA'LIMGA QIZIQISHINI OSHIRISH STRATEGIYALARI

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Annotatsiya. *Bugungi kunda yurtimizda ta'lim sifatini va samaradorligini oshirish uchun davlatimiz tomonidan bir qancha jiddiy o'zgarishlar amalga oshirilmoqda. Shu sababli ham, yoshlarning ta'limga bo'lgan qiziqishini uyg'otish pedagoglarning asosiy vazifalaridan biri hisoblanadi. Ushbu maqolada yoshlarni qay tarzda ilm-fanga qiziqtirish, o'qishga qiziqish uyg'otish va ularning kamol topishida muhim rol o'ynaydigan ilg'or, zamonaviy metodlardan foydalanish haqida fikr yuritiladi.*

Kalit so'zlar*: Yaponiya metodi, taraqqiyot strategiyasi, zamonaviy yondashuv, xususiylashtirish, pedagogika.*

21-asr texnologiyalar rivojlanayotgan bir paytda ta'lim tizimiga ham juda katta e'tibor qaratilmoqda. Bu holat albatta, yaxshi natijalar bera oladi, chunki yoshlarimiz har tomondan bilimli, zukko bo'lishsa, har biri yurt kelajagi ravnaqi yo'lida o'z hissasini qo'shadi. Xususan, O'zbekiston Respublikasi birinchi prezidenti I.A.Karimov ta'kidlaganidek: "Yurtimizning kelajagi yoshlarimiz qo'lidadir". Shuningdek, har bir bola muvaffaqiyatga erishishi uchun albatta, biron bir sohada o'zining ustida, ishlashi kerak. Bundan kelib chiqib aytishimiz mumkinki, dunyo davlatlari bo'yicha Yaponiya yoshlarining bilim olishga bo'lgan qiziqish darajasi boshqa davlatlardan ko'ra, yuqori ko'rsatkichni egallaydi.

Yaponlarning fikriga ko'ra, bolaning muvaffaqiyatli ulg'ayishi uchun uni juda erta yoshdan boshlab, an'anaviy ta'lim elementlari va zamonaviy yondashuvlarni uyg'unlashtirish kerak. Har bir dars "oddiydan murakkabga" tamoyili asosida tuzilishi kerak. Aynan shu narsa Yaponiyada bolalarning ta'lim olishiga asoslanadi va bu yondashuvning natijasi juda yaxshi - yapon bolalari tezda o'qish va muvaffaqiyatli o'qish uchun zarur ko'nikmalarga ega bo'lishadi [2].

Hozirgi vaqtga kelib, Yaponiyaning bu ta'lim tizimini juda ko'p davlatlar, xususan, bizning yurtimizda ham tajribali pedagoglar o'z metodlari orqali talabalar yoki maktab o'quvchilari orasida ushbu ta'lim tizimidan unumli foydalanmoqda. Jumladan, ta'lim olish kichik yoshdan, ya'ni bog'cha yoshidan boshlanadi. Misol uchun, maktabgacha yoshdagi bolalarning aqliy rivojlanishi dastlab muomalada bo`lish, narsalar bilan bajariladigan faoliyat natijasida, keyin esa o`quv, mehnat, samarali faoliyatlar jarayonida [rasm chizish, loy) amalga oshirib boriladi.

Hozirgi zamon pedagogika fani bilimlar sistemasini o`zlashtirib olish, ularni jamg`arish, ijodiy tafakkurni rivojiantirish hamda yangi bilimlar hosil qilish uchun zarur bo`lgan bilish faoliyati usullarini egallab olish aqliy rivojlanishning asosiy ko`rsatkichlari hisoblanadi. Aqliy tarbiyaning vazifasi uning mazmuni, metodi va tashkil etilishiga qarab belgilanadi [2].

Hozirgi ochiqlik siyosati, chet el investitsiyalari va yangi korxonalarning ortib borayotgani yoshlarimizni zamonaviy bilimlar va xorijiy tillarni o'rganishga undamoqda. Shu bois, maktablarga yuqori malakali xorijiy o'qituvchilarni olib kelishga va xorijiy mamlakatlarda tahsil olgan kadrlarni ko'proq jalb etishgan to'g'ri kelmoqda. Biroq mavjud ishchi kuchi resursi ushbu talabni qondirish uchun yetarli emas, shu bois 1000 nafar tarbiyachi va o'qituvchilarni xorijiy mamlakatlarga malaka oshirish va stajirovkaga yuborish, maktabgacha ta'lim tashkilotlari va umumiy o'rta ta'lim muassasalari pedagog xodimlarining o'rtacha ish haqini 2 barobar oshirish, 500 ming nafar maktabgacha ta'lim tashkilotlari va umumiy o'rta ta'lim muassasalari xodimlarining malakasini uzluksiz oshirish ham loyihaga kiritilgan [3].

Umuman olganda, ilm olish uchun bolalarni ma'lum bir sohaga qiziqtirib, to'g'ri yo'naltira olish uchun psixolog o'qituvchilar tomonidan turli xil yo'nalishlar berilmoqda. Asosan, bolaga yo'nalish uning ota-onasi, ustozlari va ma'lum bir soha vakillari tomonidan beriladi va ular bolalarning to'g'ri soha tanlay olishida muhim rol o'ynaydi desak, mubolag'a bo'lmaydi.

Shu bilan birga, sir emaski, raqobat muhitini shakllantirish va sohaga xususiy sektorni jalb etish soha rivoji uchun muhim qadam bo‘lib xizmat qiladi. 2017-yildan boshlangan ta’limni xususiylashtirsh ishlarini chuqurlashtirish va keng ko‘lamda amalga oshirilishini bardavom etish maqsadida nodavlat umumiy o‘rta ta’lim tashkilotlari sonini 1000 taga yetkazish, ularning faoliyatini yo‘lga qo‘yish uchun 1 trillion so‘m miqdorida imtiyozli kreditlar ajratish, 2024-yildan boshlab har yili davlat-xususiy sheriklik asosida kamida 100 tadan umumiy o‘rta ta’lim muassasalari qurilishi bo‘yicha shartnomalar tuzish, nodavlat umumiy o‘rta ta’lim tashkilotlarida tahsil olayotgan o‘quvchilar ulushini 3 barobarga oshirish ustuvor maqsadga aylangan [1].

Yaqin yillarda yoshlarning ta’limga qiziqishini oshirish jamiyat taraqqiyoti uchun juda muhim masalaga aylanib bormoqda.Shuningdek, bu yo‘nalishda samarali strategiyalar ishlab chiqildi. Misol uchun

-ichki motivatsiyani kuchaytirish

-zamonaviy o‘qitish metodlari

-texnologiyalardan samarali foydalanish

-ijtimoiy va psixologik muhit

Ichki motivatiyani kuchaytirish ya’ni o‘quvchi yoshlarni ta’limga majburlab emas, balki,imkoniyat sifatida qarash kerak. Keyingisi,zamonaviy o‘qitish metodlari bu doimiy ma’ruza shaklida emas ,uning o‘rninga savol-javob, bahs-munozara yokida qiziqarli interaktiv o‘yinlar bilan dars jaroyoni olib borish. Texnologiyadan samarali foydalanish bu video darslar va onlayn platformlar bilan ishlash. Eng kata rol o‘ynaydigan metod ijtimoiy va psixologik muhitdir chunki, oilasi va ustozlari tomonidan qo‘llab-quvvatlash, bosim emas, rag’batlab borilishi kerak.

Yuqoridagi ma’lumotlardan kelib chiqib, ta’lim va ilm-fanning shu kunlarda o‘sishi bilan birgalikda yuzaga kelib chiqadigan kamchiliklar haqida ham aytib o‘tish kerak .Masalan ta’lim sifatini nazorat qilishda vazifa va burchga nisbatan yengillik bilan qarash holatlari shular jumlasidandir. Mashhur olim Albert Eynshteyn aytganidek: “Bu hayotda har bir jarayon nisbiydir”. Xususan, Prezidentning 2024-yil 24-maydagi PF-80-sonli Farmoniga asosan, yoshlarning huquqiy bilim madaniyatini erta yoshdan shakllantirish, ularning huquqshunoslik sohasiga bo‘lgan qiziqishini oshirish, ularni zamonaviy huquqiy bilim va ko‘nikmalar bilan ta’minlashga xizmat qiladigan Toshkent davlat yuridik universiteti huzuridagi Namangan hamda Samarqand viloyat akademik litseylarini tashkil etilishi ham yuqoridagi fikrlarga misol bo‘la oladi. Akademik lityseyning asosiy vazifasi – huquq fanlariga ixtisoslashgan yuqori malakali kadrlarni tayyorlashga yo‘naltirilgan uzliksiz ta’lim tizimini shakllantirishdir. Bu orqali yoshlar nafaqat huquqiy bilimlarni chuqur o‘zlashtiradi, balki, huquqni qo‘llash amaliyoti, huquqiy tafakkur va fuqarolik mas’uliyati kabi muhim sifatlarni ham rivojlantiradi [6]. TDYU huzuridagi akademik litseylarning tashkil etilishi mamlakatda yoshlar siyosatini ro‘yobga chiqarish yo‘lidagi qadamlardan biri bo‘lib, u yoshlarning ta’lim olish va kasbiy o‘sish imkoniyatlarini kengayishiga, aholini, o‘quvchi-yoshlarni huquqiy ong va madaniyatinishakllanishiga xizmat qilmoqda. Shuningdek, litseyning iqtidorli bitiruvchilarini “Yurisprudensiya” yo‘nalishidagi oliy ta’lim muassasalariga suhbat asosida test sinovlarisiz qabul qilish belgilangan. Aynan shu kabi imkoniyatlar yoshlar uchun huquq sohasida uzluksizta’lim zanjirini ta’minlaydi. Ushbu tashabbus Konstitutsiyaning 79-moddasida hamda boshqanormativ-huquqiy hujjatlarda belgilangan yoshlarning ta’lim olish va rivojlanish kabi huquq va imkoniyatlarini amaliy ta’minlashda muhim ahamiyat kasb etadi.

Oxirgi yillarda sohada qilinayotgan ishlar ham shu gapimizga isbot bo‘la oladi. Masalan, 2026-yilga qadar Taraqqiyot strategiyasi doirasida maktabgacha ta’limda qamrov darajasini hozirgi 67% dan 80%ga yetkazish, 7 mingdan ziyod yangi nodavlat MTTlarni tashkil etish, xalq ta’limi tizimida qo‘shimcha 1,2mln o‘quvchi o‘rnini yaratish, Qoraqalpog‘iston Respublikasi va Xorazm viloyatining boshlang‘ich sinf o‘quvchilari uchun bepul ovqatlanish bo‘yicha yo‘lga qo‘yilgan ijobiy amaliyotni 2023/2024 o‘quv yilidan qolgan barcha viloyatlar va Toshkent shahri makatblarida ham joriy etish ko‘zda tutiladi.Shuningdek, oliy ta’limda qamrov darajasi 50%ga, nodavlat OTMlar sonini kamida 50taga yetkazish belgilab olindi[1].

Xulosa va takliflar: Xulosa qilib aytganda, yoshlarimizni sifatli ta’limga yo‘nalatirish va qiziqtirish uchun qator strategiyalar ishlab chiqildi va ularning rivojlanishi uchun bir qancha sharoitlar yaratildi. Chunki, hozirgi kunda yoshlarni ta’limga yo‘naltirib, yetuk kadrlarni tayyorlash davlat ahamiyatidagi masalalardan

biriga aylangan. Albatta,bu ishlarni ilmni endi tanigan, ilmga muhabbat qo‘yadigan yoshda – ya’ni hali go‘dakligidayoq amalga oshirmoqchilik kerak. Zero, gapimni atoqli ma’rifatparvar, buyuk pedagog va olim Abdulla Avloniy gaplari bilan yakunlamoqchiman: “Tarbiya biz uchun yo hayot – yo mamot, yo najot-yo halokat, yo saodat – yo falokat masalasidir” [1].

Foydalanilgan adabiyotlar ro‘yxati:

1. https://uniwork.buxdu.uz/resurs/12817_1_37C3B3F8E56FA16639F54C34D281C791A2E4060E.pdf
2. https://proza.uz/posts/bolani-yoshligidan-kitob-oqish-va-bilim-olishga-qanday-qiziqtirish-mumkin-yapon-texnikasining-siri-nimada
3. https://kun.uz/news/2017/12/06/bolani-ukisga-kandaj-kiziktiris-mumkin
4. Yoshlarga oid davlat siyosati samaradorligini oshirish va O‘zbekiston yoshlar ittifoqi faoliyatini qo‘llab-quvvatlash to‘g‘risida”gi O‘zbekiston Respublikasi Prezidentining farmoni. PF-5106, 5-iyul 2016-yil.
5. “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi” to‘g‘risidagi farmon PF-5847-son, 2019 yil 8 oktyabrda qabul qilingan.

INGLIZ TILI O'QITUVCHILARINING MAHALLIY GRANTLAR BILAN ISHLASHIDA KASBIY KOMPETENSIYANING ROLI: NAZARIY TAHLIL VA AMALIY PERSPEKTIVALAR

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Annotatsiya. Ushbu maqola ingliz tili o'qituvchilarining mahalliy grant dasturlari bilan samarali ishlash jarayonida kasbiy kompetensiyaning strukturiy, funksional va natijaviy rolini ilmiy tahlil qilishga bag'ishlangan. Tadqiqotda kasbiy kompetensiyaning beshta asosiy komponenti (lingvo-metodik, tadqiqot-uslubiy, loyiha boshqaruvi, raqamli-innovatsion, reflektiv-hamkorlik) grant faoliyatining barcha bosqichlariga qanday ta'sir qilishi nazariy jihatdan asoslanadi. Xalqaro va mahalliy empirik tadqiqotlar, shuningdek, O'zbekiston kontekstida olib borilgan kichik hajmli monitoring natijalari tahlil qilinib, kompetensiya darajasi bilan grant muvaffaqiyati va loyiha barqarorligi o'rtasidagi statistik bog'liqlik ko'rsatiladi. Maqola yakunida "GRANT-COMP" modeli taklif etilib, ta'lim siyosati, kasbiy rivojlanish dasturlari (CPD) va maktab boshqaruvi uchun ilmiy-amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: kasbiy kompetensiya, ingliz tili o'qituvchisi, mahalliy grantlar, loyiha boshqaruvi, pedagogik tadqiqot, kasbiy rivojlanish, grant kompetensiyasi, O'zbekiston ta'lim tizimi.

Kirish. Zamonaviy ta'lim paradigmalarida o'qituvchi nafaqat bilim beruvchi, balki tadqiqotchi, innovator, loyiha muallifi va hamjamiyat yetakchisi sifatida faoliyat yuritadi. Bu o'zgarish ayniqsa chet tillari, jumladan ingliz tili o'qitish sohasida yanada dolzarbdir, chunki til o'qitish endi nafaqat grammatik va leksik ko'nikmalarni shakllantirish, balki kommunikativ, intermadaniy va raqamli savodxonlikni rivojlantirishni talab qiladi. Shu bilan birga, ta'lim sifatini oshirishda grant mexanizmlari pedagogik innovatsiyalarni moliyalashtirish, sinfxona amaliyotini eksperimental sinovdan o'tkazish va o'qituvchilarning kasbiy avtonomiyasini kuchaytirishning asosiy vositasiga aylandi.

O'zbekistonda so'nggi yillarda "Yangi O'zbekiston" strategiyasi doirasida ta'limni modernizatsiya qilish, o'qituvchilarning ilmiy-uslubiy salohiyatini oshirish va mahalliy grant dasturlarini rivojlantirish ustuvor yo'nalishlardan biri sifatida belgilangan. Biroq, amaliyot shuni ko'rsatadiki, ko'plab ingliz tili o'qituvchilari dars o'tish metodikasi bo'yicha yuqori malakaga ega bo'lsa-da, grant takliflarini ishlab chiqish, byudjetni rejalashtirish, natijalarni o'lchash va hisobot berish ko'nikmalarida jiddiy bo'shliqlarga ega. Bu holat grant resurslaridan foydalanish samaradorligini pasaytiradi, loyihalarning qisqa muddatliligi va natijalarning barqaror emasligi kabi muammolarni keltirib chiqaradi.

Adabiyotlar sharhi. Kasbiy kompetensiya tushunchasi 1970-yillardan beri pedagogika, psixologiya va menejment fanlarida rivojlanib kelmoqda. Dastlab, u "ko'nikma va bilimlar yig'indisi" sifatida qaralsa, keyinchalik McClelland (1973) va Spencer & Spencer (1993) uni "murakkab vaziyatlarda muvaffaqiyatli harakat qilishga imkon beruvchi motivlar, qadriyatlar, bilimlar va ko'nikmalar integratsiyasi" deb ta'rifladilar. UNESCO (2015) va OECD (2019) ta'lim kontekstida kasbiy kompetensiyaning uch o'lchovli modelini taklif qiladi: bilim (knowledge), ko'nikma (skills) va munosabat (attitudes).

Ingliz tili o'qituvchilari uchun kompetensiya modelida Richards (2017) va Borg (2019) quyidagi jihatlarni ajratib ko'rsatadi:

Kontent kompetensiyasi: til tizimi (fonetika, grammatika, leksika, pragmatika) bo'yicha chuqur bilim;

Pedagogik kompetensiya: dars dizayni, differensiatsiya, baholash, boshqaruv;

Kontekstual kompetensiya: mahalliy madaniyat, siyosat, resurslar va o'quvchilar ehtiyojlarini tushunish;

Tadqiqot kompetensiyasi: action research, ma'lumot tahlili, akademik yozuv;

Rivojlanish kompetensiyasi: refleksiya, hamjamiyatda ishtirok, uzluksiz o'rganish.

Grant faoliyati – bu nafaqat moliyaviy resurslarni jalb qilish, balki "evidence-based practice" (dalillarga asoslangan amaliyot) madaniyatini shakllantirish jarayoni (Cochran-Smith & Lytle, 2009). Xalqaro adabiyotda grant yozish va boshqarish o'qituvchining "tadqiqotchi-o'qituvchi" (teacher-researcher) identifikatsiyasining ajralmas qismi sifatida ko'rib chiqiladi (Mills, 2018; Borg, 2019). OECD TALIS (2024) hisobotiga ko'ra, grant

va loyiha faoliyatida ishtirok etgan o‘qituvchilarda innovatsion dars usullarini qo‘llash ko‘rsatkichi 34% ga, kasbiy qoniqish darajasi 28% ga yuqori bo‘ladi.

O‘zbekiston kontekstida grant mexanizmlari so‘nggi 5 yilda sezilarli rivojlandi. Yoshlar ishlari agentligi, “Ma’rifat” targ‘ibotchilar jamiyati, “El-yurt umidi” jamg‘armasi, nodavlat notijorat tashkilotlar va viloyat hokimliklari mahalliy grant dasturlarini moliyalashtirmoqda. Biroq, milliy tadqiqotlar shuni ko‘rsatadiki, o‘qituvchilarning 68% i grant takliflarini mustaqil ishlab chiqa olmaydi, 74% i loyiha monitoringi va hisobot berishda qiyinchiliklarga duch keladi, 81% i esa natijalarni ilmiy yoki amaliy nashrlar orqali tarqatmaydi. Bu holat kasbiy kompetensiyaning grant faoliyatiga yo‘naltirilgan komponentlari yetishmovchiligini ko‘rsatadi.

Tadqiqot metodologiyasi. Asosiy maqsad – ingliz tili o‘qituvchilarining mahalliy grantlar bilan ishlashida kasbiy kompetensiyaning rolini nazariy, empirik va amaliy jihatdan tahlil qilish, kompetensiyaning strukturiy modelini ishlab chiqish va uni rivojlantirishning ilmiy asoslangan strategiyalarini taklif etishdan iborat.

Kasbiy kompetensiya tushunchasining nazariy evolyutsiyasi va til o‘qituvchisi kontekstidagi talqinini tahlil qilish;

Grant faoliyatining bosqichlari va ular bilan bog‘liq kompetensiyalarning funksional bog‘liqligini aniqlash;

Xalqaro va mahalliy empirik dalillarni sintez qilish orqali kompetensiya darajasi bilan grant natijaviyligi o‘rtasidagi korrelyatsiyani ko‘rsatish;

O‘zbekiston kontekstiga moslashtirilgan kompetensiyani rivojlantirish modelini taklif etish va amaliy tavsiyalar ishlab chiqish.

Tahlil va tadqiqot natijalari. Ingliz tili o‘qituvchilarining mahalliy grantlar bilan samarali ishlashi uchun kasbiy kompetensiya beshta o‘zaro bog‘liq komponentdan iborat bo‘lib, ular grant jarayonining har bir bosqichida muhim rol o‘ynaydi.

Kompetensiya komponentlari strukturasi

№	Komponent	Asosiy ko‘rsatkichlar	Grant bosqichidagi funksiyasi
1	Lingvo-metodik kompetensiya	CEFR standartlari, kommunativ yondashuv, differensiatsiya, materiallar dizayni	Mavzu tanlash, pedagogik innovatsiya asosini yaratish, o‘quv materiallarini ishlab chiqish
2	Tadqiqot-uslubiy kompetensiya	Muammo identifikatsiyasi, gipoteza, metodologiya (kvantitativ/kvalitatif/aralash), ma’lumot tahlili, akademik yozuv	Taklif yozish, ilmiy asoslash, monitoring vositalarini tanlash, natijalarni interpretatsiya qilish
3	Loyiha boshqaruvi kompetensiyasi	SMART maqsadlar, Gantt diagrammasi, byudjet rejalashtirish, risk menejmenti, stakeholder xaritalash, hisobot	Resurslarni taqsimlash, vaqt jadvalini nazorat qilish, moliyaviy hisobot, barqarorlik rejasi
4	Raqamli-innovatsion kompetensiya	TPACK modeli, LMS, AI vositalari, ma’lumot vizualizatsiyasi, onlayn hamkorlik	Raqamli monitoring, natijalarni taqdim etish, OER yaratish, masshtablash imkoniyati
5	Reflektiv-hamkorlik kompetensiyasi	Peer review, mentorlik, jamoa dinamikasi, stakeholder muloqoti, self-evaluation	Grant jamoasini shakllantirish, mahalliy hamjamiyat bilan integratsiya, natijalarni tarqatish

Grant faoliyati nafaqat “yozish san’ati”, balki “boshqarish, tadqiq qilish va innovatsiya qilish

kompetensiyasi”dir. Komponentlarning birortasi zaif bo‘lsa, butun jarayon samaradorligi pasayadi. Masalan, kuchli metodikaga ega, lekin loyiha boshqaruvi kompetensiyasi past o‘qituvchi grant yutishi mumkin, ammo byudjetni noto‘g‘ri taqsimlash yoki vaqt rejasi buzilishi tufayli natija kutilgandek bo‘lmaydi.

Xalqaro adabiyotda o‘qituvchi kompetensiyasi va grant/loyiha natijaviyligi o‘rtasidagi bog‘liqlik bir necha yirik tadqiqotlarda tasdiqlangan:

Hattie (2023) meta-tahlilida o‘qituvchilarning loyiha boshqaruvi va tadqiqot ko‘nikmalari bilan ta’lim natijalari o‘rtasidagi o‘rtacha ta’sir hajmi (effect size)
d = 0.58 ekanligi ko‘rsatilgan.

OECD TALIS (2024) 48 ta mamlakatda olib borgan so‘rovnomaga ko‘ra, grant yozish va loyiha boshqaruvi bo‘yicha trening olgan o‘qituvchilarda innovatsion dars usullarini qo‘llash darajasi 2.4 baravar yuqori, kasbiy burnout ko‘rsatkichi esa 31% past.

Borg (2019) va Mills (2018) teacher-researcher modelida ta’kidlashicha, action research ko‘nikmasiga ega o‘qituvchilarning grant takliflari 3.1 marta ko‘proq qabul qilinadi, chunki ular muammoni aniq, metodologiyani shaffof va natijani o‘lchanadigan tarzda bayon qiladi.

Mahalliy kontekstdagi monitoring natijalari.

2023–2024 yillarda O‘zbekistonning 6 viloyatida (Toshkent, Samarqand, Farg‘ona, Namangan, Xorazm, Qashqadaryo) 142 ta ingliz tili o‘qituvchisi o‘rtasida olib borilgan kichik hajmli monitoring va intervyu natijalari quyidagilarni ko‘rsatdi:

Ko‘rsatkich	O‘rtacha qiymat	Grant muvaffaqiyati bilan korrelyatsiya (r)
Lingvo-metodik bilim	7.8/10	0.42
Tadqiqot-uslubiy savodxonlik	5.2/10	0.71
Loyiha boshqaruvi ko‘nikmasi	4.9/10	0.68
Raqamli vositalardan foydalanish	6.1/10	0.53
Reflektiv-hamkorlik darajasi	5.5/10	0.64

Statistik tahlil shuni ko‘rsatdiki, tadqiqot-uslubiy va loyiha boshqaruvi kompetensiyalari grant muvaffaqiyatini bashorat qiluvchi eng kuchli omillardir. Bundan tashqari, kompetensiya darajasi yuqori bo‘lgan o‘qituvchilarda loyiha yakunlanganidan keyin natijalarni sinfxonada davom ettirish (sustainability) ko‘rsatkichi 2.7 baravar yuqori bo‘ldi.

Eng muhimi: kompetensiya ko‘rsatkichi yuqori bo‘lgan o‘qituvchilar loyihani grant mablag‘i tugagach ham maktab ichki byudjeti hisobidan davom ettirdi.

Bu misol shuni tasdiqlaydiki, kasbiy kompetensiya nafaqat grant yutishda, balki loyiha barqarorligi va ta’lim tizimiga tizimli ta’sir ko‘rsatishda hal qiluvchi omil hisoblanadi.

Mahalliy grantlar kontekstida kompetensiyani rivojlantirish strategiyalari. Kasbiy kompetensiyani rivojlantirish uzluksiz (continuous), tizimli (systematic) va kontekstga moslashtirilgan (contextualized) bo‘lishi lozim. Quyida “GRANT-COMP” modeli taklif etiladi, u o‘qituvchilarning grant faoliyatidagi kompetensiyasini bosqichma-bosqich rivojlantirishni nazarda tutadi.

GRANT-COMP modeli

Bosqich	Maqsad	Amaliy mexanizmlar
G – Goal setting & Awareness	Grant imkoniyatlarini anglash, shaxsiy/kasbiy maqsadlarni aniqlash	Onlayn webinarlar, grant kalendari, muvaffaqiyatli loyihalar kutubxonasi
R – Research &	Muammo tahlili, metodologik	Action research kurslari, SPSS/Excel

Methodology	savodxonlik oshirish	training, academic writing modullari
A – Application & Proposal Writing	Grant taklifini ilmiy asoslash, struktura va til me'yorlarini o'zlashtirish	Mentorlik, peer-review sessiyalari, namuna takliflar tahlili
N – Networking & Collaboration	Hamkorlik tarmog'i qurish, stakeholder jalb qilish	CoP (Communities of Practice), maktab-OTM hamkorligi, NNTlar bilan aloqa
T – Team & Task Management	Loyiha boshqaruvi, byudjet, monitoring, risklar	Gantt diagrammasi, risk reestri, moliyaviy hisobot treninglari
C – Competence Integration	Barcha komponentlarni birlashtirish, pilot loyiha	Micro-grant (5–10 mln so'm), sinfxonada sinov, formativ baholash
O – Output & Dissemination	Natijalarni ilmiy/amaliy nashr, konferensiya, OER	Ilmiy jurnal nashri, metodik to'plam, video darslar, webinar
M – Monitoring & Evaluation	Formativ va summative baholash, refleksiya	KPI dashboard, o'z-o'zini baholash rubrikalari, tashqi ekspertiza
P – Practice & Scaling	Barqarorlik, masshtablash, siyosatga ta'sir	Maktab ichki siyosatiga kiritish, viloyat dasturiga integratsiya, grant takliflarining yangi sikli

Ta'lim siyosati va institutsional darajadagi chora-tadbirlar. CPD dasturlariga grant kompetensiyasini integratsiya qilish: Har bir o'qituvchi kasbiy rivojlanish rejasida (IDP) kamida bitta kichik loyiha yoki micro-grant ishtirokini ko'rsatishi lozim.

Grant akademiyalari yaratish: Viloyat ta'lim markazlari bazasida 3 oylik intensiv kurslar tashkil etish, unda nazariya, amaliy yozuv, mentorlik va himoya mashqlari o'tkazilishi kerak.

Maktab-OTM hamkorligi: Universitetlarning ilmiy markazlari o'qituvchilarga metodologik qo'llab-quvvatlash, ma'lumot tahlili va nashr qilishda yordam berishi lozim.

Raqamli portfel tizimi: Har bir o'qituvchining grant tajribasi, sertifikatlari, nashrlari va natijalari markazlashtirilgan platformada saqlanishi va baholashda hisobga olinishi kerak.

Soddalashtirilgan hisobot mexanizmlari: Kichik grantlar uchun murakkab moliyaviy hisobot o'rniga natijaviy ko'rsatkichlar (KPI) va vizual hisobotlar joriy etilishi samaradorlikni oshiradi.

Amaliy qiyinchiliklar va istiqbollar. Asosiy to'siqlar:

Qiyinchilik	**Sabablari**	**Ilmiy asoslangan yechim**
Vaqt yetishmasligi	Dars yuklamasi, ma'muriy vazifalar	Micro-grant modeli, dars jarayoniga action research integratsiyasi
Metodologik savodxonlik pastligi	Pre-service ta'limda tadqiqot modullari yetishmovchiligi	In-service kurslar, onlayn CPD, mentorlik tizimi
Byudjet boshqaruvi qiyinligi	Moliyaviy hisobot talablarining murakkabligi	Soddalashtirilgan shablonlar, buxgalterlik treninglari, raqamli hisobot platformalari
Natijalarni tarqatish	Ilmiy nashr talablarini	Mahalliy ilmiy jurnallar bilan

muammosi	bilmaslik, platforma yetishmovchiligi	hamkorlik, OER repozitoriy, konferensiya grantlari
Barqarorlikning pastligi	Grant tugagach faoliyatning to‘xtashi	Maktab ichki byudjetiga integratsiya, ota-onalar va mahalliy biznes jalb qilish

Kelajak istiqbollari. AI-assisted grant writing: Sun’iy intellekt vositalari taklif matnini tahlil qilish, metodologik bo‘shliqlarni aniqlash va til me’yorlarini tekshirishda yordam beradi. Biroq, akademik halollik va kontekstual moslik saqlanishi shart.

Xalqaro-mahalliy grant sinergiyasi: Mahalliy loyihalar xalqaro fondlar (British Council, USAID, Erasmus+, UNICEF) bilan qo‘shma formatda amalga oshirilishi mumkin.

Ta’lim siyosatiga ta’sir: Muvaffaqiyatli grant natijalari viloyat va respublika darajasidagi metodik ko‘rsatmalarga, darsliklarga va standartlarga integratsiya qilinishi lozim.

Open Educational Resources (OER): Grant natijalari ochiq resurs sifatida joylashtirilishi, boshqa o‘qituvchilarning foydalanishini va loyiha ta’sirini kengaytiradi.

Xulosa. Ushbu maqola natijalariga ko‘ra, ingliz tili o‘qituvchilarining mahalliy grantlar bilan ishlashida kasbiy kompetensiya nafaqat muvaffaqiyatli taklif yozish, balki loyiha sifatli amalga oshirilishi, natijalarning barqarorligi va ta’lim tizimiga tizimli ta’sir ko‘rsatilishini ta’minlovchi kalit omil hisoblanadi. Empirik dalillar shuni ko‘rsatadiki, tadqiqot-uslubiy va loyiha boshqaruvi kompetensiyalari grant natijaviyligini bashorat qiluvchi eng kuchli ko‘rsatkichlardir (r=0.71 va r=0.68). Lingvo-metodik bilim esa faqat asosiy poydevor bo‘lib, uning o‘zi grant muvaffaqiyatini kafolatlamaydi.

Ilmiy yangilik sifatida O‘zbekiston kontekstida ingliz tili o‘qituvchilarining grant kompetensiyasini beshta o‘zaro bog‘liq komponent orqali tizimli model asosida tahlil qilindi, statistik korrelyatsiyalar aniqlandi va “GRANT-COMP” rivojlantirish modeli taklif etildi.

Xulosa qilib aytganda, mahalliy grantlar nafaqat moliyaviy manba, balki o‘qituvchilarning ilmiy-pedagogik identifikatsiyasini shakllantirish, innovatsion amaliyotni sinovdan o‘tkazish va ta’lim sifatini yuksaltirishning strategik vositasidir. Ushbu imkoniyatdan maksimal foydalanish uchun kasbiy kompetensiyaning tizimli rivojlantirilishi, institutsional qo‘llab-quvvatlash va kontekstga moslashtirilgan yondashuvlar zarur. Kelgusi tadqiqotlarda AI-assisted grant writing, xalqaro-mahalliy grant sinergiyasi va grant natijalarining o‘quvchilar til kompetensiayiga uzoq muddatli ta’siri chuqurroq o‘rganilishi tavsiya etiladi.

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BADIIY DISKURSDA TASVIRIY VOSITALARNING LINGVOPOETIK TADQIQI VA AMALIY TAHLILI

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Annotatsiya. *Mazkur ilmiy maqola badiiy matn strukturasi va lisoniy tizimda tasviriy vositalarning tutgan o‘rni tahliliga bag‘ishlangan. Tadqiqotda an’anaviy troplar (metafora, metonimiya, o‘xshatish, sifatlash) shunchaki stilistik bezak emas, balki muallifning individual-estetik qarashlarini aks ettiruvchi kognitiv mexanizm sifatida talqin qilinadi. Maqolada o‘zbek va jahon adabiyoti durdonalaridan olingan amaliy misollar orqali tasviriy vositalarning matn semantik-stilistik butunligini ta’minlashdagi funksiyalari yoritilgan.*

Kalit so‘zlar*: badiiy diskurs, lingvopoetika, kognitiv metafora, epitet, jonlantirish, estetik konnotatsiya, individual uslub.*

KIRISH. Badiiy adabiyot tilning estetik quvvatini namoyon etuvchi oliy shakldir. Unda qo‘llaniladigan tasviriy vositalar (troplar va ritorik figuralar) oddiy muloqot tilidan farq qilib, matnga qo‘shimcha ma’no qatlamlari (konnotatsiya) yuklaydi. Zamonaviy tilshunoslikda ushbu vositalarni o‘rganish nafaqat stilistik, balki kognitiv va psixolingvistik jihatdan ham dolzarb hisoblanadi. Tadqiqotning maqsadi – tasviriy vositalarning badiiy matn strukturasi va pragmatikasidagi o‘rnini ilmiy-amaliy jihatdan asoslashdir.

Tasviriy vositalar tasnifi. Troplarning funksional-semantik tabiati. Troplar so‘zning denotativ (lug‘aviy) ma’nosidan konnotativ (obrazli) ma’nosiga ko‘chishi orqali yangi semantik maydon hosil qiladi. Metafora (Kognitiv ko‘prik): Metafora bu til hodisasi emas, balki fikrlash shaklidir. G. Lakoff nazariyasiga ko‘ra, inson mavhum tushunchalarni aniq narsalar orqali tushunadi. Metonimiya: Tushunchalar o‘rtasidagi mantiqiy aloqadorlikka (makon, zamon, sabab-oqibat) tayanadi. Sifatlash (Epitet): Predmetning oddiy belgisini emas, balki uning emotsional-subyektiv qiyofasini ochadi.

Ritorik figuralarning diskursiv tabiati. Ritorik figuralar gap qurilishi orqali nutqning mantiqiy-hissiy ta’sirini oshiradi. Antiteza (zidlash), Oksimoron (ziddiyatli birikma) va Inversiya (so‘z tartibini buzish) kabi vositalar matnning ritmik-melodik qurilishini ta’minlaydi.

Badiiy asarlarda tasviriy vositalarning qo‘llanilishi. Metafora tahlili (Abdulla Qodiriy ijodi misolida). Badiiy matnda metafora qahramonning ruhiy holatini ochuvchi kognitiv vositadir. Masalan, "O‘tkan kunlar" romanida:

"Uning ko‘z yoshlari yuziga marvariddek tizilardi".

Bu yerda "marvarid" metaforasi orqali muallif Kumushning pokizaligi va uning azobi naqadar "qimmatli" va nafis ekanligini ifodalaydi. Bu estetik konnotatsiya o‘quvchida qahramonga nisbatan chuqur emotsional rezonans uyg‘otadi. Jonlantirish (Personifikatsiya) va Psixologizm. O‘tkir Hoshimovning "Dunyoning ishlari" asarida tabiat hodisalari inson kechinmalari bilan uyg‘unlashadi:

Shamol daraxtlar bargini ohista shivirlatib, go‘yo alla aytardi".

"Alla aytish" insoniy xususiyatining shamolga ko‘chirilishi matnning emotsional-ekspressiv quvvatini

oshirib, ona mehri butun koinotga yoyilganini ko‘rsatadi.

Ingliz adabiyotidan qiyosiy misol (Metonimiya). Ingliz badiiy diskursida metonimiya matnni ixchamlashtirishga xizmat qiladi. Charlz Dikkens asarlarida:

"The White House issued a statement".

Bu yerda "Oq uy" (joy) binosi emas, balki undagi mas'ul shaxslar nazarda tutilgan. Bu makon-predmet aloqadorligi badiiy diskursga rasmiylik va salobat rangini beradi.

Xulosa. Tadqiqot natijalari shuni ko‘rsatadiki, badiiy tasviriy vositalar tilning "ichki energiyasi" bo‘lib, ular yordamida yaratilgan obrazlar kitobxon ongida barqaror estetik tushunchalarni shakllantiradi. Troplar va ritorik figuralarni chuqur tahlil qilish orqali biz yozuvchining ijodiy laboratoriyasini, milliy mentalitetni va asarning asl g‘oyaviy mohiyatini anglab yetamiz.

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METAFORA VA O‘XSHATISHNING KUNDALIK NUTQDAGI O‘RNI

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Annotatsiya*. Ushbu tadqiqot metafora va o‘xshatishlarning kundalik nutq strukturasidagi tarkibiy va funktsional rolini kognitiv tilshunoslik prizmasi orqali tahlil qiladi. Maqolada ushbu lingvistik hodisalar shunchaki badiiy bezak vositasi emas, balki inson tafakkurini shakllantiruvchi va murakkab konseptlarni soddalashtiruvchi "kognitiv filtrlar" ekanligi asoslanadi. Tadqiqot metaforik ko‘chimlar va o‘xshatishlarning nutqiy "ishqalanishni" kamaytirish hamda kommunikativ ekspressivlikni oshirishdagi mexanizmlarini o‘rganadi. Maqola xulosasiga ko‘ra, kundalik diskursning samaradorligi sub’ektiv tajribalarni universal metaforik modellar orqali vizuallashtirish va kognitiv xaritalash mahoratiga bog‘liqdir.*

Kalit so‘zlar: *Kognitiv metafora, o‘xshatish, lingvistik arxitektura, kognitiv xaritalash, konseptual o‘tkazish, kundalik diskurs, semantik zichlik, ekspressivlik.*

Kirish. Zamonaviy tilshunoslik va kognitiv psixologiya chorrahasida nutqiy interaksiyani o‘rganish ob’ekti sifatida metafora va o‘xshatishlar ontologik jihatdan qayta ko‘rib chiqilmoqda. Uzoq vaqt davomida an’anaviy stilistikada ushbu vositalar faqat badiiy adabiyotga xos bo‘lgan estetik joziba elementlari sifatida talqin qilingan. Biroq, bugungi kunda "konseptual metafora" nazariyasi doirasida ular inson tajribasini tizimlashtiruvchi, borliqni idrok etish va axborotni kodlashning fundamental mexanizmlari sifatida e’tirof etilmoqda. Kundalik nutqda metaforik modellarning qo‘llanilishi shunchaki tilni boyitish emas, balki murakkab va mavhum tushunchalarni inson ongiga tanish bo‘lgan konkret vizual obrazlarga bog‘lash orqali "kognitiv yuklamani" sezilarli darajada kamaytirishga xizmat qiluvchi biomechanik jarayondir.

Kundalik muloqot poydevorini tashkil etuvchi "vaqt – bu oqim", "hayot – bu kurash" yoki "fikr – bu mahsulot" kabi konseptual metaforalar shunchaki ibora emas, balki insoniyatning kollektiv tajribasini ifodalovchi lingvistik arxitekturadir. Filologik tadqiqotlar shuni ko‘rsatadiki, inson nutqining deyarli har uchinchi jumlasi ma’lum darajada metaforik ko‘chim yoki qiyosiy xarakterga ega. Ushbu maqolada metafora va o‘xshatishlarning kundalik muloqot dizaynidagi o‘rni sotsiolingvistik diagnostika ob’ekti sifatida tahlil qilinadi, shuningdek, ularning nutqiy energiya tejamkorligi va ekspressiv zichlikni ta’minlashdagi strategik vazifalari dekonstruksiya qilinadi [1, 9].

Asosiy Qism

Metaforik transformatsiya: mavhumlikni modellashtirish va kognitiv xaritalash. Kundalik nutqning samaradorligi ko‘p jihatdan "semantik ishqalanishni" minimallashtirish bilan o‘lchanadi. Inson neyrobiologiyasi mavhum va tushunarsiz g‘oyalarni qayta ishlashga qiynaladi, shuning uchun miya doimiy ravishda yangi ma’lumotni o‘ziga tanish bo‘lgan fizik dunyo ob’ektlari bilan bog‘lashga intiladi. Metafora bu yerda "kognitiv ko‘prik" vazifasini bajarib, murakkab tushunchalarni (masalan, sevgi, vaqt, adolat) aniq sxemalarga o‘tkazadi.

Masalan, inson hissiyotlarini "olov" metaforasi orqali ifodalaganda ("uning yuragida olov yondi"), tinglovchi bu tuyg‘uning intensivligi, issiqligi va hatto xavflilik darajasini bir lahzada, hech qanday qo‘shimcha izohlarsiz kognitiv xaritasiga aniq joylashtiradi. Bu jarayon lingvistik tejamkorlik qonuniyatlariga to‘liq mos keladi: uzun va murakkab psixologik tavsiflar o‘rniga bitta metaforik ko‘chim butun bir situatsiyani vizuallashtiradi. Bu nafaqat muloqot tezligini oshiradi, balki axborotning qabul qilinishidagi kognitiv to‘siqlarni olib tashlaydi. Natijada, muloqot jarayoni yuqori aniqlikdagi axborot almashinuviga aylanib, tomonlar o‘rtasidagi semantik anglashuvni maksimal darajaga ko‘taradi [3, 5, 8].

O‘xshatishlarning struktur diagnostikasi va sensor rezonans. O‘xshatishlar metaforalarga nisbatan ochiq-oydin bog‘liqlikni o‘rnatishi bilan ajralib turadi va nutqiy interaksiyaga qo‘shimcha "vizual o‘lcham" kiritadi. Kundalik nutqda keng qo‘llaniladigan "toshdek qattiq", "ari kabi chaqqon" yoki "quyoshdek yorqin" kabi o‘xshatishlar ob’ektning sifatini shunchaki statistik tavsiflamaydi, balki tinglovchining sezgi a’zolari (sensorika) bilan bog‘liq o‘tmishdagi jismoniy tajribasini faollashtiradi.

Ushbu fenomen tilshunoslikda "sensor rezonans" deb ataladi: so‘z orqali tinglovchining xotirasidagi jismoniy his-tuyg‘ular uyg‘otiladi va xabar shunchaki mantiqiy emas, balki fiziologik darajada qabul qilinadi. Prozodik jihatdan o‘xshatishlar nutqning ritmik-melodik qurilishini kuchaytirib, emotsional urg‘uni kerakli nuqtaga yo‘naltiradi. Bu esa muloqotning persuasiv (ishontirish) kuchi ortishiga va muloqot ishtirokchilari o‘rtasidagi psixologik masofaning qisqarishiga xizmat qiladi. O‘xshatishlar muloqotni quruq ma’lumot almashishdan hissiy tajriba almashish darajasiga ko‘taradi [6, 10].

Ijtimoiy-strategik diskurs: metaforik moslashuvchanlik. Zamonaviy diskursda metaforik vositalar ijtimoiy navigatsiya quroli sifatida namoyon bo‘ladi. Har bir shaxs o‘z muloqot doirasiga qarab metaforik apparatini o‘zgartiradi – bu "vaziyatga moslashuvchanlik" (situational adaptability) tamoyilidir. Professional muhitda metaforalar ko‘proq texnik yoki iqtisodiy tizimlarga ("biznes – bu mexanizm") tayansa, norasmiy muloqotda ular oilaviy, tabiiy yoki maishiy hodisalarga ("oila – bu qo‘rg‘on") bog‘lanadi. Ushbu strategik tanlov muloqotning muvaffaqiyatini, ya’ni so‘zlovchi va tinglovchi o‘rtasidagi "semantik kongruentlik" darajasini belgilaydi. Metafora bu yerda ijtimoiy guruhlarga tegishlilikni bildiruvchi kod vazifasini ham bajarishi mumkin [4, 7].

Xulosa. Xulosa qilib aytganda, metafora va o‘xshatishlar kundalik nutqning shunchaki dekorativ unsurlari yoki badiiy qiyofasi emas, balki inson kognitiv boshqaruv tizimining fundamental va ajralmas qismlaridir. Ular inson tafakkuridagi mavhum, xaotik ma’lumotlarni tizimlashtirilgan kognitiv xaritalarga aylantirib, global muloqotda tushunish chegaralarini kengaytiradi. Mazkur tadqiqot shuni ko‘rsatadiki, metaforik modellar yordamida nutqiy ishqalanishni kamaytirish va semiotik zichlikni (oz so‘z bilan ko‘p ma’no berish) oshirish mahorati zamonaviy shaxsning kommunikativ kompetensiyasini belgilovchi asosiy mezon bo‘lib qolmoqda.

Kelajak tili, u qanchalik raqamlashgan va algoritmlashgan bo‘lmasin, baribir insoniy tajribaga tayanadi. Nutqiy interaksiyaning asosi – lingvistik aniqlik va metaforik donolikning mukammal uyg‘unligidadir. Zero, inson nutqi o‘zining hissiy o‘zagini va muloqotdagi o‘sha takrorlanmas "hissiy rezonansi"ni aynan o‘xshatish va metaforalar orqali saqlab qoladi. Ularsiz inson nutqi quruq axborot kodiga aylanib, o‘zining ijtimoiy va psixologik mohiyatini yo‘qotgan bo‘lar edi. Shu sababli, metaforalarni o‘rganish – bu tilni emas, balki inson tafakkurining cheksiz imkoniyatlarini o‘rganish demakdir.

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THE IMPACT OF DIGITAL TRANSFORMATION AND ARTIFICIAL INTELLIGENCE ON EDUCATION

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Abstract. *In recent years, digital transformation and artificial intelligence have emerged as powerful forces reshaping the landscape of education worldwide. The integration of digital technologies has accelerated the shift from traditional classroom practices toward more interactive, flexible, and learner-centered approaches. Artificial intelligence, in particular, has introduced new possibilities for personalized learning, adaptive feedback, and intelligent tutoring systems that respond to the unique needs of students. These innovations allow educators to analyze large sets of learning data, identify gaps in student performance, and design targeted interventions that improve outcomes. At the same time, digital platforms expand access to knowledge by connecting learners across geographical boundaries, fostering collaboration, and supporting inclusive pedagogy. However, the adoption of digital transformation and AI also raises important challenges. Issues of digital inequality, ethical use of student data, and the readiness of teachers to adapt to new technologies remain pressing concerns. Without careful planning, these innovations risk widening the gap between privileged and disadvantaged learners. Therefore, the role of policymakers, institutions, and educators is crucial in ensuring that technological progress aligns with principles of equity, transparency, and human-centered learning. This study examines both the opportunities and limitations of digital transformation and artificial intelligence in education. It highlights how these tools can foster creativity, critical thinking, and innovation, while also emphasizing the importance of teacher training, ethical frameworks, and inclusive strategies. By analyzing current trends and practices, the paper argues that the future of education depends not only on technological advancement but also on the ability of societies to integrate these changes responsibly. Ultimately, digital transformation and AI should be seen as catalysts for building resilient, adaptive, and forward-looking educational systems that prepare learners for the demands of the twenty-first century knowledge economy.*

Keywords. *Digital transformation; Artificial intelligence; Education; Personalized learning; Inclusive pedagogy; Adaptive assessment; Teacher training; Educational innovation; Ethical challenges; Knowledge society.*

Introduction. Education in the twenty-first century is undergoing profound changes driven by rapid technological progress. Among the most influential forces shaping this transformation are digital technologies and artificial intelligence (AI). These innovations are not simply tools added to existing systems; they represent a fundamental shift in how knowledge is created, shared, and applied. As societies move toward knowledge economies, the ability of educational institutions to adapt to digital transformation becomes a decisive factor in their relevance and effectiveness. Digital transformation refers to the integration of advanced technologies into all aspects of social and institutional life. In education, this process involves the adoption of online platforms, cloud-based resources, interactive multimedia, and data-driven decision making. It changes the traditional classroom into a dynamic environment where students can access information anytime and anywhere. This flexibility is particularly important in contexts where geographical, economic, or social barriers have historically limited access to quality education.

Artificial intelligence adds another layer of innovation by enabling systems that can analyze learning behaviors, predict student needs, and provide personalized support. Intelligent tutoring systems, adaptive learning platforms, and automated assessment tools are examples of how AI is reshaping the teaching-learning process. Instead of a one-size-fits-all model, education is increasingly moving toward individualized pathways that respect the diversity of learners. The impact of these changes is visible across the globe. Universities and schools are experimenting with blended learning models, combining face-to-face interaction with digital resources. Massive open online courses (MOOCs) have expanded access to higher education, while AI-powered applications are helping teachers manage classrooms more effectively. In Uzbekistan, ongoing educational reforms emphasize modernization, inclusivity, and the integration of digital tools. National strategies highlight the importance of preparing students for participation in a global digital economy, while also addressing local needs such as multilingual education and equitable access.

At the same time, challenges remain. Digital inequality continues to affect students in rural areas or from disadvantaged backgrounds. Access to devices, stable internet connections, and digital literacy skills are unevenly distributed, creating risks of exclusion. Ethical concerns about data privacy, algorithmic bias, and the role of human judgment in education also require careful consideration. Teachers must be prepared not only to use new technologies but also to critically evaluate their implications for pedagogy and student well-being. The introduction of AI into education raises questions about the future role of educators. While machines can provide instant feedback and manage repetitive tasks, they cannot replace the human qualities of empathy, creativity, and moral guidance. Therefore, the challenge is to design systems where technology complements rather than replaces teachers. This balance is essential for building compassionate and inclusive educational environments. Research on digital transformation and AI in education highlights both opportunities and limitations. On one hand, these technologies can enhance efficiency, improve learning outcomes, and foster innovation. On the other hand, they may reinforce existing inequalities if not implemented with sensitivity to social contexts. Policymakers, institutions, and educators must therefore collaborate to ensure that digital transformation serves the broader goals of equity, inclusion, and human development.

This paper seeks to analyze the impact of digital transformation and artificial intelligence on education by examining global trends and local practices. It explores how these technologies are reshaping teaching methods, learning experiences, and institutional structures. It also considers the ethical, social, and cultural dimensions of technological integration, with particular attention to the Uzbek educational context. By bridging theory and practice, the study aims to provide insights into how education systems can harness digital transformation and AI responsibly to prepare learners for the challenges of the twenty-first century. Ultimately, the introduction of digital transformation and artificial intelligence into education should be seen not as a threat but as an opportunity. If guided by principles of inclusivity, ethics, and human-centered pedagogy, these innovations can help create resilient educational systems that empower both teachers and students. The future of education depends on our ability to embrace technological change while preserving the values that make learning a deeply human endeavor.

Methodology. The methodological framework of this study is designed to examine the impact of digital transformation and artificial intelligence on education through a combination of qualitative and analytical approaches. Since the topic involves both technological innovation and pedagogical practice, the research adopts an interdisciplinary perspective that integrates insights from education, information technology, and social sciences. Research Design. The study follows a descriptive and analytical design. It seeks to identify current trends, evaluate their implications, and highlight both opportunities and challenges. Rather than focusing on a single institution, the research draws on diverse examples from international contexts as well as local practices in Uzbekistan. This comparative approach allows for a broader understanding of how digital transformation and AI are influencing education across different cultural and socio-economic settings.

Data Sources. The methodology relies on secondary data collected from academic articles, policy documents, government reports, and recent statistical findings. International sources provide evidence of global trends, while national reports and reform strategies illustrate the specific trajectory of educational modernization

in Uzbekistan. This dual focus ensures that the analysis remains both globally informed and locally relevant. Analytical Approach. The study employs thematic analysis to identify recurring patterns in the literature. Key themes include personalized learning, adaptive assessment, teacher preparedness, ethical concerns, and digital inequality. Each theme is examined in relation to both theoretical frameworks and practical applications. By organizing the data into thematic categories, the research highlights connections between technological innovation and pedagogical outcomes.

Comparative Dimension. A comparative lens is applied to evaluate similarities and differences between developed and developing educational systems. For instance, while advanced economies may emphasize AI-driven personalization, developing contexts often prioritize access, infrastructure, and teacher training. This comparison helps to clarify which aspects of digital transformation are universally applicable and which require adaptation to local realities. Contextualization in Uzbekistan. Special attention is given to the Uzbek educational context, where reforms are actively promoting digital literacy, inclusive pedagogy, and integration of modern technologies. The methodology includes an analysis of national strategies, such as the emphasis on multilingual education and equitable access to resources. This contextualization ensures that the findings are not abstract but directly connected to ongoing educational developments in the country.

The study acknowledges ethical challenges associated with digital transformation and AI. Issues such as data privacy, algorithmic bias, and the balance between human and machine roles in education are critically examined. The methodology emphasizes the importance of evaluating not only technological efficiency but also the ethical and social implications of innovation. As the research is based on secondary data, it does not include direct fieldwork or experimental testing. However, the breadth of sources and the comparative approach provide a strong foundation for analysis. Future studies may expand this methodology by incorporating empirical data from classrooms, surveys, or interviews with teachers and students. By combining descriptive, analytical, and comparative methods, the study aims to provide a comprehensive picture of how digital transformation and artificial intelligence are reshaping education. The methodology ensures that the analysis is systematic, context-sensitive, and aligned with the broader goals of equity, inclusivity, and innovation in pedagogy.

Results and Discussion. Results. The findings of this study reveal that digital transformation and artificial intelligence are exerting a significant influence on educational systems at multiple levels. Analysis of international and local data demonstrates that the integration of digital platforms has increased accessibility to learning resources, particularly in higher education. Students now benefit from online libraries, interactive multimedia, and cloud-based collaboration tools that extend learning beyond the physical classroom.

One of the most notable results is the growing effectiveness of personalized learning environments. AI-driven systems are capable of analyzing student performance data and providing tailored recommendations. This has led to measurable improvements in student engagement and achievement, especially in contexts where traditional teaching methods often struggled to address diverse learning needs. Adaptive assessment tools have also shown promise in reducing gaps between high-performing and struggling students by offering immediate feedback and targeted exercises. In Uzbekistan, reforms aimed at modernizing education have begun to show tangible outcomes. The introduction of digital platforms in schools and universities has expanded opportunities for remote learning, which proved particularly valuable during periods of disruption such as the COVID-19 pandemic. Teachers report that digital tools allow them to manage classrooms more efficiently, while students highlight the flexibility of accessing materials at their own pace. Early pilot projects using AI-based tutoring systems have demonstrated potential in language learning and mathematics, where individualized practice significantly improved comprehension.

The results also highlight challenges. Surveys and reports indicate that digital inequality remains a persistent issue. Students in rural areas often face limited access to devices and stable internet connections, which restricts their ability to fully benefit from digital transformation. Teacher preparedness is another critical factor: while younger educators adapt quickly to new technologies, many experienced teachers require additional training to integrate AI tools effectively into their pedagogy. Ethical considerations emerged as a recurring theme in the findings. Concerns about data privacy, algorithmic bias, and the over-reliance on

automated systems were noted across multiple studies. While AI can enhance efficiency, there is a risk of reducing education to a purely technical process if human judgment and empathy are not preserved. Results suggest that balanced integration where technology supports but does not replace teachers is essential for sustainable progress. The study confirms that digital transformation and artificial intelligence have the capacity to improve learning outcomes, foster innovation, and prepare students for participation in a global knowledge society. At the same time, the results underscore the importance of addressing inequality, strengthening teacher training, and establishing ethical frameworks. The evidence points to a future where education can become more inclusive and adaptive, provided that technological change is guided by human-centered values and policies.

Discussion. The results of this study confirm that digital transformation and artificial intelligence are reshaping education in profound ways, yet their impact is not uniform across contexts. The evidence suggests that while technological integration enhances accessibility, personalization, and efficiency, it simultaneously raises questions about equity, ethics, and the evolving role of educators. This duality requires careful reflection to ensure that innovation serves the broader goals of education rather than undermining them. One of the most significant implications is the shift toward learner-centered pedagogy. AI-driven platforms demonstrate the capacity to tailor instruction to individual needs, thereby challenging the traditional one-size-fits-all model of teaching. This personalization fosters greater student engagement and achievement, but it also demands new competencies from teachers. Educators must learn to interpret data, manage digital tools, and integrate them meaningfully into classroom practice. In this sense, digital transformation does not diminish the importance of teachers; instead, it redefines their role as facilitators, mentors, and critical evaluators of technology.

The findings also highlight the importance of inclusivity. While digital platforms expand opportunities for many learners, they risk excluding those without adequate access to devices or internet connectivity. In Uzbekistan, as in many developing contexts, rural schools often face infrastructural limitations that hinder full participation in digital learning. Addressing this challenge requires coordinated efforts from policymakers, institutions, and communities to ensure that technological progress does not widen existing inequalities. Bridging the digital divide is therefore not only a technical issue but also a social and ethical responsibility. Ethical concerns emerge as another critical dimension of the discussion. The use of AI in education raises questions about data privacy, algorithmic bias, and the potential reduction of learning to automated processes. While efficiency is valuable, education must remain a human-centered endeavor that prioritizes empathy, creativity, and moral development. The results suggest that balanced integration where technology supports but does not replace human judgment is essential for sustainable progress. This balance aligns with global calls for responsible AI that respects human dignity and cultural diversity.

Furthermore, the comparative analysis underscores that digital transformation is context-dependent. In advanced economies, emphasis is placed on innovation and personalization, whereas in developing contexts, priorities often include access, infrastructure, and teacher training. Uzbekistan's reforms illustrate this dynamic: while the country is embracing digital tools and AI applications, the focus remains on building foundational capacity and ensuring equitable access. This demonstrates that successful integration requires adaptation to local realities rather than the wholesale adoption of global models. The discussion also points to the broader implications for educational policy. Governments and institutions must recognize that technological change is not merely a technical upgrade but a cultural and pedagogical shift. Policies should therefore support teacher professional development, establish ethical frameworks, and promote inclusive strategies. Without such measures, digital transformation risks becoming a superficial trend rather than a meaningful driver of educational improvement. The discussion emphasizes that digital transformation and artificial intelligence hold great promise for education, but their benefits are not automatic. They must be guided by principles of inclusivity, ethics, and human-centered pedagogy. The challenge is not whether to adopt these technologies, but how to integrate them responsibly in ways that enhance learning while preserving the values that make education a deeply human process. By addressing both opportunities and limitations, education systems can harness digital transformation and AI as catalysts for building resilient, adaptive, and forward-looking societies.

Conclusion. The study demonstrates that digital transformation and artificial intelligence are reshaping education by expanding access, enabling personalized learning, and fostering innovation in teaching practices. These technologies provide new opportunities for students to engage with knowledge in flexible and adaptive ways, while also supporting teachers in managing classrooms and designing targeted interventions. At the same time, challenges such as digital inequality, ethical concerns, and the need for teacher preparedness remain central issues. The findings suggest that successful integration of digital tools requires not only technological investment but also strong policies, professional development, and a commitment to inclusivity. In the context of Uzbekistan, ongoing reforms highlight both the promise and the complexity of adopting digital transformation and AI. If guided responsibly, these innovations can strengthen educational systems, prepare learners for the demands of the knowledge economy, and contribute to building a more equitable and forward-looking society.

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BILINGUALISM IN CHILDREN

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Abstract: *Bilingualism in children has become an important topic in modern education and psychology. This article examines the concept of bilingualism, its cognitive, social, and academic benefits, as well as potential challenges. It also discusses the role of parents and educators in supporting bilingual development and highlights the importance of early language exposure.*

Keywords: *bilingualism, children, language development, cognition, education, multilingualism, communication.*

Introduction. In today's globalized world, bilingualism is increasingly common among children. Many children grow up learning two or more languages simultaneously due to family background, education systems, or social environment. Bilingualism refers to the ability to use two languages effectively, and it plays a significant role in cognitive and social development. Understanding how bilingualism affects children is essential for educators, parents, and policymakers. Bilingualism in children develops through different pathways depending on the age of exposure, the context of learning, and the amount of input in each language. Simultaneous bilinguals are exposed to two languages from birth, often through parents who use different languages at home, while sequential bilinguals begin learning a second language after establishing a foundation in their first language, typically through schooling or social interaction. Although these pathways differ, both can lead to high levels of proficiency when children receive consistent, meaningful exposure and opportunities to use both languages across contexts. A major area of interest in bilingualism is its impact on cognitive development. Numerous studies indicate that bilingual children often show enhanced executive functions, including attention control, working memory, and cognitive flexibility. Managing two linguistic systems requires children to constantly select the appropriate language and inhibit the other, which strengthens their ability to focus and switch between tasks. This mental training can contribute to better problem-solving skills, creativity, and the capacity to view situations from multiple perspectives. Such advantages are not automatic; they tend to emerge when children actively use both languages rather than passively hear them. Language development in bilingual children follows patterns that may differ from monolingual norms but are nonetheless typical within bilingual contexts. For example, vocabulary knowledge may be distributed across two languages, so a child might know certain words in one language but not the other. When total conceptual vocabulary is considered, bilingual children often match or exceed monolingual peers. Code-switching, or alternating between languages within a conversation, is a natural and systematic feature of bilingual communication rather than a sign of confusion. Over time, with increased exposure and practice, children learn to separate languages according to context and audience.

Social and emotional development is also influenced by bilingualism. Children who grow up with more than one language often have broader opportunities for social interaction, allowing them to connect with family members, peers, and communities that use different languages. This exposure fosters intercultural competence, empathy, and openness to diversity. Bilingual children may develop a stronger sense of identity by navigating multiple cultural frameworks, which can enhance their confidence in multicultural settings. At the same time, supportive environments are essential to prevent feelings of linguistic insecurity or marginalization, especially when one language is valued more highly than another in society. From an academic perspective, bilingualism can offer significant advantages. Skills acquired in one language such as literacy strategies, narrative structure, and metalinguistic awareness can transfer to the other language, a phenomenon often described as cross-linguistic transfer. As a result, bilingual learners can leverage knowledge across languages to support reading comprehension and writing development. In subjects that require analytical thinking, such as mathematics and science, bilingual children may benefit from enhanced cognitive control and flexible thinking. However, academic success also depends on the quality of instruction; programs that support both languages, such as

dual-language or immersion models, tend to produce stronger long-term outcomes than subtractive approaches that replace the first language. Despite the many benefits, bilingual development may present challenges, particularly in environments where input in one or both languages is limited. Children may experience temporary delays in certain aspects of each language, such as expressive vocabulary or grammatical accuracy, especially during early stages. Pronunciation differences and interference from the first language can also occur when learning a second language. These challenges are typically transitional and can be mitigated through rich input, interactive practice, and consistent feedback. It is important for adults to distinguish between normal bilingual development and genuine language disorders, which require professional assessment.

The role of parents is central in fostering successful bilingualism. Consistency in language use such as the one-parent-one-language approach or designated language times can help ensure balanced exposure. Engaging children in meaningful activities like storytelling, shared reading, and everyday conversations strengthens both linguistic competence and emotional bonds. Providing access to books, media, and community events in both languages enriches the learning environment. Crucially, parents should value and support both languages, as positive attitudes significantly influence children's motivation and identity. Educators also play a critical role by implementing pedagogical strategies that recognize and build upon students' linguistic resources. Culturally responsive teaching, scaffolding techniques, and the integration of students' home languages into classroom activities can enhance comprehension and participation. Assessment practices should be fair and account for bilingual learners' profiles, avoiding misinterpretation of language differences as deficits. Collaboration between teachers, families, and specialists can create a cohesive support system that promotes balanced bilingual development.

In recent years, technology has expanded opportunities for bilingual learning. Digital platforms, educational applications, and multimedia resources provide interactive and personalized experiences that can supplement formal instruction. Video conferencing and online communities enable authentic communication with speakers of both languages, while adaptive software can target specific skills such as vocabulary, pronunciation or reading comprehension. When used thoughtfully, technology can increase exposure, engagement, and autonomy in language learning. Overall, the development of bilingualism in children is influenced by a complex interplay of cognitive, social, and environmental factors. Sustained exposure, meaningful use, supportive attitudes, and effective educational practices are key to achieving balanced proficiency. While challenges may arise, they are generally manageable and temporary, and the long-term cognitive, social, and academic benefits make bilingualism a valuable asset in an increasingly interconnected world.

In conclusion, bilingualism in children offers numerous cognitive, social, and academic benefits. Although there may be some initial challenges, the long-term advantages far outweigh the difficulties. With proper support from parents and educators, children can successfully develop proficiency in multiple languages.

Therefore, promoting bilingualism should be considered an important goal in modern education.

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ADVANCING INCLUSIVE EDUCATION IN UZBEKISTAN AND BEYOND

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Abstract. *Inclusive education has become a central priority in both national and international educational reforms. In Uzbekistan, recent policies emphasize equal access to learning opportunities for students with diverse abilities, languages, and socio-economic backgrounds. Efforts to modernize curricula, train teachers, and introduce digital tools reflect a commitment to building classrooms that welcome all learners. At the same time, global experiences demonstrate that inclusive education is not limited to physical integration but requires systemic changes in pedagogy, assessment, and institutional culture. Countries with advanced practices highlight the importance of teacher preparedness, community involvement, and supportive legislation in ensuring that inclusion is sustainable.*

This study explores the development of inclusive education in Uzbekistan alongside international trends, identifying both achievements and challenges. Findings suggest that while progress has been made in expanding access and awareness, further work is needed to address issues of resource allocation, teacher training, and cultural attitudes toward diversity. By comparing local reforms with global practices, the paper argues that inclusive education should be understood as a dynamic process that evolves with social, technological, and cultural change. Ultimately, the advancement of inclusive education depends on balancing universal principles of equity with the specific needs of national contexts.

Keywords. *Inclusive education; Uzbekistan; Global practices; Educational reform; Teacher training; Equity; Diversity; Pedagogy; Accessibility; Educational policy.*

Introduction. Inclusive education has become one of the defining priorities of modern educational systems worldwide. Rooted in the principle that every learner, regardless of ability, background, or circumstance, deserves equal access to quality education, inclusion represents both a moral commitment and a practical necessity in the twenty-first century. The concept goes beyond physical integration of students with special needs; it encompasses the creation of learning environments that respect diversity, foster equity, and promote participation for all.

Globally, inclusive education has been shaped by international frameworks such as the Salamanca Statement (1994), the United Nations Convention on the Rights of Persons with Disabilities (2006), and UNESCO's ongoing advocacy for equitable learning opportunities. These initiatives emphasize that education systems must adapt to the needs of learners rather than expecting learners to conform to rigid structures. Countries across Europe, Asia, and the Americas have responded with reforms that integrate inclusive pedagogy, teacher training, and supportive legislation. In Uzbekistan, inclusive education has gained increasing attention in recent years as part of broader national reforms aimed at modernizing the education sector. Policies emphasize the importance of providing opportunities for children with disabilities, students from rural areas, and learners from diverse linguistic and cultural backgrounds. The government has introduced strategies to expand access to resources, improve teacher preparedness, and integrate digital technologies that support inclusive practices. These efforts reflect a growing recognition that inclusion is essential for building a fair and resilient society.

The development of inclusive education in Uzbekistan is closely linked to global experiences. While

advanced economies often focus on refining pedagogical models and integrating AI-driven personalization, developing contexts such as Uzbekistan prioritize infrastructure, resource allocation, and awareness-raising. This dual perspective highlights the importance of contextual adaptation: inclusive education cannot be imported wholesale but must evolve in response to local realities, cultural values, and socio-economic conditions. Research shows that inclusive education benefits not only students with special needs but also the wider learning community. Classrooms that embrace diversity foster empathy, collaboration, and critical thinking. Teachers who adopt inclusive strategies report greater engagement among students, while learners themselves develop stronger social and emotional skills. These outcomes align with the broader goals of preparing students for participation in a global knowledge society where adaptability and cooperation are essential.

At the same time, challenges remain significant. In Uzbekistan, rural schools often face shortages of trained staff, limited access to specialized materials, and infrastructural barriers that hinder inclusion. Globally, issues such as teacher resistance, lack of resources, and societal attitudes toward disability and diversity continue to slow progress. Addressing these challenges requires coordinated efforts from policymakers, educators, families, and communities. The role of technology in inclusive education is also noteworthy. Digital platforms, assistive devices, and AI-based applications offer new opportunities to support learners with diverse needs. For example, speech-to-text tools, adaptive learning software, and online collaboration platforms can help bridge gaps in accessibility. In Uzbekistan, the integration of digital transformation into education provides a foundation for expanding inclusive practices, though careful planning is needed to ensure equitable access.

This paper seeks to analyze the development of inclusive education in Uzbekistan and abroad by examining both achievements and limitations. It explores how policies, pedagogical strategies, and technological innovations contribute to inclusion, while also considering the social and cultural factors that shape its implementation. By comparing local reforms with international experiences, the study aims to provide insights into how inclusive education can be advanced in ways that are both globally informed and locally relevant. Ultimately, inclusive education should be understood as a dynamic process rather than a fixed goal. It evolves with social change, technological progress, and cultural transformation. For Uzbekistan, the challenge lies in balancing universal principles of equity with the specific needs of its diverse population. For the global community, the task is to ensure that inclusion remains at the heart of educational innovation. Together, these perspectives highlight that inclusive education is not only about access but also about building systems that value every learner as a contributor to society.

Methodology. This study adopts a qualitative and comparative research design. The aim is to analyze how inclusive education has developed in Uzbekistan and to compare these processes with international practices. Rather than relying on a single case study, the research integrates multiple sources to provide a broad and balanced perspective. The design emphasizes descriptive analysis, thematic categorization, and contextual interpretation. The research is based on secondary data collected from academic publications, government policy documents, UNESCO reports, and recent statistical findings. Uzbek national strategies and reform programs serve as primary references for the local context, while international case studies from Europe, Asia, and North America provide comparative insights. This dual focus ensures that the analysis remains globally informed yet locally grounded.

A thematic analysis method is employed to identify recurring patterns in the literature. Key themes include teacher training, accessibility, equity, legislative support, and cultural attitudes toward diversity. Each theme is examined in relation to both theoretical frameworks and practical applications. This approach allows the study to highlight similarities and differences between Uzbekistan and other countries. The methodology includes a comparative lens to evaluate how inclusive education is progressing in different contexts. Developed countries often emphasize advanced pedagogical models and technological integration, while developing contexts prioritize infrastructure, awareness, and resource allocation. By comparing these trajectories, the study identifies which strategies are universally effective and which require adaptation to local realities.

Special attention is given to Uzbekistan's educational reforms. The methodology involves analyzing

national policies, teacher training programs, and pilot projects that promote inclusion. This contextualization ensures that the findings are not abstract but directly connected to the realities of Uzbek schools and universities.

The study acknowledges ethical dimensions of inclusive education, such as equity, fairness, and respect for diversity. It critically examines how policies and practices safeguard the rights of learners with disabilities and marginalized groups. Ethical reflection is integrated into the analysis to ensure that inclusion is understood not only as a technical reform but also as a moral responsibility. The research is limited by its reliance on secondary data. While this provides a broad overview, it does not include direct fieldwork or interviews with teachers and students. Future studies could expand the methodology by incorporating empirical data, classroom observations, or surveys to strengthen the findings. By combining descriptive, analytical, and comparative methods, the study aims to provide a comprehensive understanding of how inclusive education is evolving in Uzbekistan and abroad. The methodology ensures that the analysis is systematic, context-sensitive, and aligned with the broader goals of equity, inclusivity, and innovation in pedagogy.

Results and Discussion. Results. The findings of this study indicate that inclusive education has made notable progress both in Uzbekistan and internationally, though the pace and focus of development vary across contexts. In Uzbekistan, recent reforms have led to the introduction of policies that prioritize equal access for children with disabilities, students from rural areas, and learners from diverse linguistic backgrounds. Pilot projects in schools and universities show that inclusive practices are gradually being integrated into curricula, teacher training programs, and classroom management strategies. Teachers report that awareness of inclusive pedagogy has increased, and students benefit from more flexible approaches to learning.

One of the most significant results is the growing recognition of teacher preparedness as a decisive factor in successful inclusion. In Uzbekistan, specialized training programs have begun to equip educators with the skills needed to support diverse learners. Internationally, countries with advanced inclusive systems emphasize continuous professional development, collaborative teaching models, and the use of assistive technologies. Comparative analysis suggests that while Uzbekistan is still building foundational capacity, its reforms align with global principles of equity and diversity. The study also reveals that technology plays an increasingly important role in advancing inclusion. Digital platforms, online resources, and AI-based applications are being used to support learners with special needs, provide adaptive assessments, and facilitate communication between teachers and families. In Uzbekistan, the integration of digital transformation into education has created opportunities to expand inclusion, though challenges such as unequal access to devices and internet connectivity remain. Globally, technology has proven effective in bridging gaps, but ethical concerns about data privacy and equitable distribution of resources persist.

Another key result is the identification of barriers that continue to hinder inclusive education. In Uzbekistan, rural schools often face shortages of trained staff, limited infrastructure, and insufficient specialized materials. Internationally, similar challenges exist, though they manifest differently depending on socio-economic conditions. Cultural attitudes toward disability and diversity also influence the effectiveness of inclusion. In some contexts, societal resistance slows progress, while in others, strong community involvement accelerates change. The results highlight that inclusive education is advancing as both a policy priority and a practical reality. Uzbekistan has taken important steps toward building inclusive systems, and global experiences provide valuable lessons for further development. The evidence suggests that inclusion is most successful when supported by strong legislation, adequate resources, teacher training, and community engagement. At the same time, the findings underscore that inclusive education is not a static achievement but an evolving process that must adapt to social, cultural, and technological change.

Discussion. The results of this study highlight that inclusive education is advancing both in Uzbekistan and internationally, yet the pathways and priorities differ depending on social, cultural, and economic contexts. Globally, inclusive education has been shaped by decades of advocacy and policy frameworks that emphasize equity, diversity, and the right to education for all. In Uzbekistan, reforms are more recent, but they reflect a strong commitment to aligning national practices with international standards. This dual perspective

underscores the importance of contextual adaptation: while universal principles guide inclusion, their implementation must respond to local realities.

One of the central themes emerging from the findings is the role of teacher preparedness. International experiences show that inclusive education succeeds when teachers are equipped with the skills, resources, and confidence to support diverse learners. In Uzbekistan, specialized training programs are beginning to address this need, but challenges remain in ensuring that all educators, particularly in rural areas, receive adequate preparation. This suggests that teacher development should be prioritized as a cornerstone of inclusive reform. Technology also plays a transformative role in advancing inclusion. Globally, digital platforms and assistive technologies have expanded opportunities for learners with disabilities and created new forms of personalized learning. In Uzbekistan, the integration of digital transformation into education provides a foundation for inclusive practices, though unequal access to devices and internet connectivity continues to limit progress. The discussion highlights that technology alone cannot guarantee inclusion; it must be accompanied by policies that ensure equitable distribution and ethical use.

Cultural attitudes toward diversity emerge as another critical factor. In many contexts, societal perceptions of disability and difference influence the success of inclusive education. Internationally, strong community involvement and supportive legislation have helped normalize inclusion, while in Uzbekistan, awareness campaigns and policy initiatives are gradually shifting public attitudes. The findings suggest that inclusion is not only a technical or pedagogical issue but also a cultural transformation that requires sustained effort.

Ethical considerations are central to the discussion. The use of AI and digital tools in inclusive education raises questions about privacy, fairness, and the balance between human and technological roles. While automation can enhance efficiency, education must remain a human-centered process that values empathy, creativity, and moral development. The discussion emphasizes that inclusive education should be guided by ethical frameworks that protect the dignity and rights of all learners. Comparative analysis reveals that inclusive education is a dynamic process rather than a fixed achievement. Developed countries often focus on refining advanced models, while developing contexts prioritize foundational capacity building. Uzbekistan's reforms illustrate this trajectory: progress is visible, but further work is needed to strengthen infrastructure, expand teacher training, and ensure equitable access. The comparison highlights that inclusion evolves differently across contexts, yet the underlying goal remains the same creating educational systems that welcome and support every learner. The discussion affirms that inclusive education in Uzbekistan and abroad is advancing, but its success depends on balancing global principles with local needs. Teacher preparedness, technological integration, cultural attitudes, and ethical frameworks all play decisive roles in shaping outcomes. The findings suggest that inclusive education should be understood as an ongoing journey that requires collaboration among policymakers, educators, families, and communities. By embracing diversity and equity, education systems can build more resilient and compassionate societies prepared for the challenges of the twenty-first century.

Conclusion. The study shows that inclusive education is steadily developing in Uzbekistan and abroad, reflecting both global principles and local realities. Uzbekistan has made important steps toward expanding access, improving teacher training, and integrating digital tools, while international experiences highlight the value of strong legislation, community involvement, and continuous professional development. Although challenges such as resource limitations, digital inequality, and cultural attitudes remain, the overall trajectory is positive. Inclusive education is not a fixed achievement but an ongoing process that requires commitment, adaptation, and collaboration. By balancing universal values of equity with national priorities, education systems can create environments where every learner is valued and supported.

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THE WRITER AS MEDIATOR: STRATEGIES FOR OVERCOMING COGNITIVE DISSONANCE IN LITERARY TRANSLATION

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Abstract. *This paper explores the cognitive-discursive nature of literary translation through the lens of the "writer-mediator" concept. By analyzing the late prose of Leo Tolstoy (Hadji Murad, The Confession) and its translations into English (A.Maude) and Uzbek (Uygun, O.Sharafiddinov), the study identifies distinct strategies for resolving cognitive dissonance. The authors introduce the term "natural mediation" to describe the synergy between a translator's background knowledge and an author's presuppositions. The study concludes that while Western traditions often rely on analytical explication, the Uzbek school of translation achieves "cognitive resonance" and "reverse mediation," effectively actualizing Eastern subtexts through syntactic isomorphism and the sacralization of vocabulary.*

Keywords: *Writer-mediation, cognitive resonance, reverse mediation, interpretative potential, analytical explication, syntactic isomorphism, linguacultural code.*

Introduction. In contemporary linguistics, literary translation is viewed as a complex cognitive activity aimed at modeling meanings rather than a linear exchange of linguistic units (E.Nida, M. Tao, M.Lederer, V.N.Komissarov, A.D.Shveytser, N.N.Boldyrev, G.Salomov). According to classical models, the critical point of translation is the transcoding phase, where the translator acts as a de-coder. However, when dealing with texts saturated with linguacultural codes – such as Leo Tolstoy's late prose – simple transcoding often leads to "cognitive dissonance".

Cognitive dissonance occurs when a translator encounters concepts or value systems in the original text that contradict the cognitive matrix of the target culture. In this context, the writer-translator emerges as a "mediator" whose task is to harmonize these conflicting cognitions. This study focuses on the "interpretative potential" of these mediators – their ability to extract both explicit and implicit meanings by activating specific cognitive matrices.

Theoretical Framework and Methodology. The research is grounded in Leon Festinger's [1] theory of cognitive dissonance and O.Kade's [2, 49] communication model. The "interpretative potential" is defined as a dynamic filter where the translator's subjectivity serves as a tool for pragmatic adequacy rather than an obstacle.

The study utilizes a multi-dimensional methodology:

Comparative Analysis: Comparing Tolstoy's originals with English and Uzbek translations;

Cognitive-Hermeneutic Modeling: Analyzing how a translator's background knowledge

(presuppositions) influences the construction of mental models;

Conceptual Analysis: Tracking the transformation of core concepts like "faith," "God," and "truth"across linguacultures;

Contextual-Stylistic Analysis: Examining "rhythmic-semantic grids" and syntactic structures;

"Natural mediation" in *Hadji Murad.*

The study identifies a phenomenon termed "natural mediation" in the Uzbek translations of *Hadji Murad* by Uygun (R.Otakuziyev). Unlike English translator Aylmer Maude, who often views Caucasian and Islamic realities as "exotic" requiring footnotes or descriptive translation, the Uzbek writer-mediator finds these codes cognitively transparent.

Table 1: Cultural and social realities in Translation

Original (Tolstoy)	Uzbek (Uygun)	English (A. Maude)	Strategy
«В холодный ноябрьский вечер Хаджи-Мурат въезжал в курившийся душистым кизячным дымом чеченский немирной **аул** Махет[48]…»	"Ноябрнинг сувуқ бир оқшомида чеченларнинг тезак тутунига кумилиб ётган нотинч Махет **овулига** Ҳожимурод кириб келди[49]."	"On a cold November evening Hadji Murád rode into Makhmet, a hostile Chechen ***aoul,***[2] that was filled with the scented smoke of burning *kizyák*,[3] …[50]" [2] *Aoul*, Tartar village. [3] *Kizyák*, fuel made of straw and manure.	Natural mediation vs. Explication
«Хаджи-Мурат этот был знаменитый своими подвигами **наиб** Шамиля[51]…»	«Ҳожимурод ўз қахрамонликлари билан донг чиқарган… Шомилнинг **ноиби** эди[52]»	"This Hadji Murád was Shamil's ***naïb,***[5] famous for his exploits, …[53]" [5] *Naïb*, lieutenant or governor.	Cognitive resonance vs. rationalization
«Теперь, закутанный в башлык и бурку, из-под которой торчала винтовка, он ехал с одним **мюридом**[54], …»	"…биттагини **муриди** билан бормоқда эди.[55]"	"Now, with one ***murid*** (a disciple or follower)only, …"	Seamless integration

For the Uzbek translator, "Eastern lacunae" in Tolstoy are "false lacunae" because the concepts are already filled within the translator's cognitive system. This creates "cognitive resonance," where the translator

[48] Толстой Л.Н. Полное собрание сочинений. Том 35. Художественная литература. М., 1950. С. 6
[49] Толстой Л. Энг сара асарлари. Book Media Nahsr. Тошкент, 2021. С. 137
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avoids information redundancy and preserves the artistic energy of the original.

"Reverse Mediation" and philosophical discourse. In *The Confession*, the study highlights "reverse mediation." This occurs when the Eastern subtext of Tolstoy's philosophical search – rooted in universal humanitarian values – is actualized in Uzbek through a process of sacralization.

When O.Sharafiddinov translates Tolstoy's existential crisis, he utilizes the vocabulary of classical Eastern philosophy (e.g., Alisher Navoi). For instance, while Maude uses the rationalist term "validity of our creed," Sharafiddinov uses "imon" (faith as an inner pillar), integrating Tolstoy's search into the national spiritual discourse.

Table 2: Transfer of Axiological Categories

Parameter	**Original (Tolstoy)**	**Uzbek (O.Sharafiddinov)**	**English (A.Maude)**
Concept	«Все это заставило меня усомниться в истинности нашей веры[56]».	«Буларнинг ҳаммаси имонимизнинг чинлигига шак келтиришга мажбур қилди[57]».	«All these obliged me to doubt the validity of our creed[58]».
Cognitive strategy		**Conceptual shift through sacralization**	Analytical explication

Syntactic isomorphism and rhythmic resonance. The study posits that late-period Tolstoy is characterized by a "staccato" or "chiseled" style – laconic and dynamic. English translations often experience "syntactic decompression," where the analytical nature of English leads to longer, more explanatory sentences that dilute the author's rhythm.

In contrast, the agglutinative nature of the Uzbek language allows for "syntactic isomorphism". By using specific verb forms and word orders (e.g., the suffix *-қира* to indicate incomplete action), Uzbek translators recreate the rhythmic-semantic tension of the original. This "rhythmic resonance" ensures that the translation "sounds" as ascetic and profound as the original.

Conclusion and Discussion. The research leads to several critical conclusions:

Writer-mediation serves as a superior form of intercultural translation where the translator acts as a co-author with deep cognitive kinship to the source;

Natural Mediation occurs when cultural distances are minimized, allowing "Eastern codes" in Russian literature to be seamlessly integrated into Eastern target languages;

Reverse Mediation allows target languages to recover or "return" hidden cultural subtexts that may be lost in Western analytical translations;

Syntactic Isomorphism is a crucial tool for maintaining the "energy" of a text, particularly for authors with a distinct, compressed style like Tolstoy.

Ultimately, for the writer-mediator, cognitive authenticity is more vital than formal-linguistic precision. This approach does not merely adapt a "foreign" text; it transforms it into a living element of the national literature.

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