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УРГЕНЧСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ
ИНСТИТУТ



**“XORIJIY TILLARNI O’QITISHDA INTEGRATIV YONDASHUV:
INNOVATSIYALAR VA ILG’OR TAJRIBALAR”
MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN**

**INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE ON THE
TOPIC “AN INTEGRATIVE APPROACH TO TEACHING FOREIGN
LANGUAGES: INNOVATIONS AND BEST PRACTICES”**

**“ИНТЕГРАТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫМ
ЯЗЫКАМ: ИННОВАЦИИ И ЛУЧШИЕ ПРАКТИКИ”
МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ**

2-qism

Urgench, Uzbekistan, 2026

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ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: MOTIVATIONAL BENEFITS FOR ENGLISH LEARNERS

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Abstract

The topic of this article is one of the current topics, and the article focuses on the use of artificial intelligence in the educational process to improve both the intellectual potential of students and the quality of education. One of the projects aimed at developing the education sector, the importance of integrating artificial intelligence into this system, is also emphasized. At the same time, the positive and negative aspects of using artificial intelligence in education are analyzed.

Keywords: intellectual property, artificial intelligence, education, integration, information technologies, communication, digital technologies.

Аннотация

Тема данной статьи — одна из актуальных, и в ней рассматривается использование искусственного интеллекта в образовательном процессе для повышения как интеллектуального потенциала учащихся, так и качества образования. Также подчеркивается важность интеграции искусственного интеллекта в эту систему в рамках одного из проектов, направленных на развитие сектора образования. Одновременно анализируются положительные и отрицательные аспекты использования искусственного интеллекта в образовании.

Ключевые слова: интеллектуальная собственность, искусственный интеллект, образование, интеграция, информационные технологии, коммуникация, цифровые технологии.

Annotatsiya

Ushbu maqolaning mavzusi dolzarb mavzulardan biri bo'lib, maqola o'quvchilarning intellektual salohiyatini va ta'lim sifatini oshirish uchun ta'lim jarayonida sun'iy intellektdan foydalanishga qaratilgan. Ta'lim sohasini rivojlantirishga qaratilgan loyihalardan biri bo'lgan sun'iy intellektni ushbu tizimga integratsiya qilishning ahamiyati ham ta'kidlangan. Shu bilan birga, ta'limda sun'iy intellektdan foydalanishning ijobiy va salbiy jihatlari tahlil qilinadi.

Kalit so'zlar: intellektual mulk, sun'iy intellekt, ta'lim, integratsiya, axborot texnologiyalari, kommunikatsiya, raqamli texnologiyalar.

In recent years, under the leadership of our President, Sh. Mirziyoyev, great attention has been paid to the social sphere - education. Great work is being done to improve the system, including the use of modern technologies to adapt the education system to high standards and modern requirements. Our opinion can be confirmed by observing the implementation of measures aimed at promoting the integration of modern technologies based on today's innovations, adapting

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the education system to high requirements, and improving the system based on the requirements of the times.

The development and implementation of artificial intelligence applications in the higher education system will allow students to learn subjects and teachers to positively change their teaching methods. Artificial intelligence applications will support individual learning for students and can create new ideas for education. Another important feature of artificial intelligence (AI) is the ability to evaluate and implement actions that will achieve specific goals with the best results. Currently, artificial intelligence includes algorithms and software systems designed to perform various tasks.

In today's age of information technologies, projects are being developed to study foreign experience, creatively approach them to practice, and implement them at the level of modern requirements in order to improve the education sector. The processes of integration with foreign education in education are also being accepted as an experience. The resolutions of the President of the Republic of Uzbekistan dated December 29, 2016, No. PQ2707 "On measures to further improve the general education system in 2017-2021", "On measures to radically improve the management of the general education system", "On measures to further improve the general education system" dated September 9, 2017, No. PQ-3261 "On measures to further improve the general education system" are among such efforts.

The results of research on "artificial intelligence" (AI) solve the problem of understanding this area, revealing the secrets of the human mind and creating machines with a level of intelligence comparable to or higher than that of humans. The main ability to model intellectual processes is the ability to perform on an electronic digital computer any function of the mind described in any language with a certain semantic meaning derived from a limited set of words. This process involves the convergence of human and technological capabilities, where technology works in conjunction with human efforts, rather than replacing them. We can observe the evolution towards artificial intelligence, which cannot replace humans but rather enhances human thinking. Applying this system to the field of education creates opportunities for its improvement and digitization. Such activities and efforts in the field of education are also moving in this direction.

Improving adaptive learning processes: AI applications can be used to create adaptive learning systems that adjust the level of difficulty and learning speed according to the individual progress and learning speed of students. This helps to maintain student engagement and motivation, while ensuring that they learn topics at an appropriate level of difficulty.

Within the scope of comprehensive support for students throughout the learning process: Artificial intelligence applications can provide various types of support to students through methods such as chatbots, such as tutoring and consulting services. For example, AI-based chatbots can provide assistance to students who are struggling with academic tasks at any time. In this case, this process can be quite lengthy due to the lack of time of teachers and other problems.

Artificial intelligence can greatly help simplify tasks such as assessment and monitoring. That is, tasks such as checking and evaluating student exam results are assigned to artificial intelligence. This will allow teachers to teach and work harder on themselves, which will greatly help improve the quality of education.

AI, that is, artificial intelligence, can further enhance the teaching process. For example, each educational institution can develop its own special application and integrate it with artificial intelligence.

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Homework and additional materials are uploaded to this application. In addition, due to its integration with artificial intelligence, the student's results are always analyzed. Through this analysis, an additional task is given to a student who is poorly mastered by artificial intelligence.

In the process of mastering the English language, attention has been paid to creating software and systems that allow learning from data in the field of artificial intelligence, reasoning, understanding natural language, perceiving images and sounds, and making decisions using information collected using various means. In supervised learning, machines learn from sample articles labeled by humans, while in unsupervised learning, they learn patterns in a dataset without any specific instructions. Deep learning, a recent development in machine learning, involves learning from large amounts of data with layered neural networks. This is where large amounts of data are fed into algorithms to learn or perform complex tasks.

Today, artificial intelligence programs are becoming more sophisticated and advanced, from voice assistants to stock market prediction algorithms, natural language processing, and image recognition programs. Artificial intelligence is engaged in robotics and provides machines that automate routine tasks.

At the initial stage, it is natural for students to experience negative consequences of using artificial intelligence in a wide range of situations, since this may be due to a lack of practical experience in how and on what principles to use it, but this does not mean that it is completely harmless, because the process of introducing each innovation is initially difficult and incomprehensible. However, as experience increases, the effectiveness of the result is observed.

Such practical activities show the important role of artificial intelligence in the development of education. It is necessary to recognize the importance of artificial intelligence in the integration of innovative technologies into education and in shaping the future of education. This will become an important tool in improving the quality, accessibility, and efficiency of education.

Conclusion

In conclusion, it is necessary to widely introduce digital technologies in the field of education and successfully integrate the educational sphere with them. Information technologies play an important role in the development of people, their personal and professional development, the creation and formation of independent skills, and the improvement of professional skills.

Currently, much attention is paid to the field of education. Important measures are being taken to organize the time of young people in a meaningful way, to carry out various spiritual and educational activities, and to use organized work instead of roundtable discussions with young people. Criminal proceedings and various legal problems that do not exist for the first time, everyday issues that affect the feelings of parents, strengthening family ties, and studying relationships with others are problems and issues that are receiving great attention in the field of education. We live in a modern, developing scientific society, but our young people are also fighting with the times.

These systems are being implemented with the use of a number of different idle networks, which can negatively affect the education of today's youth. Therefore, it is necessary to direct young people to the field of education. To develop this field and widely introduce artificial intelligence in the field of education, we need to adapt the field of education to the requirements of the time.

For this, teachers and educators, regardless of the subject, should strengthen joint activities in the process of work with students and young people.

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OPPORTUNITIES FOR INTEGRATING ARTIFICIAL INTELLIGENCE INTO SCIENTIFIC RESEARCH ACTIVITIES

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Annotation

This article analyzes the possibilities of integrating artificial intelligence (AI) into scientific research activities. The use of AI technologies in research processes significantly simplifies the collection, analysis, modeling, and forecasting of scientific data. AI technologies enhance efficiency in working with large datasets, saving time and resources for scientific conclusions. The article highlights examples of AI applications in scientific fields, their advantages, and limitations.

Keywords: Artificial intelligence, scientific research, data analysis, modeling, technology integration.

Annotatsiya

Mazkur maqola sun'iy intellektning ilmiy tadqiqotchilik faoliyatiga integratsiya qilish imkoniyatlarini tahlil qiladi. Tadqiqot jarayonlarida sun'iy intellekt texnologiyalaridan foydalanish ilmiy ma'lumotlarni to'plash, tahlil qilish, modellashtirish va prognozlashni sezilarli darajada soddalashtiradi. SI texnologiyalari yordamida katta hajmdagi ma'lumotlar bilan ishlash samaradorligi oshadi, ilmiy xulosalar uchun vaqt va resurslar tejaladi. Maqola sun'iy intellektning ilmiy sohalarda qo'llanilish misollarini, afzalliklarini va cheklovlarini ko'rsatadi.

Kalit so'zlar: Sun'iy intellekt, ilmiy tadqiqotlar, ma'lumotlarni tahlil qilish, modellashtirish, texnologiyalar integratsiyasi.

Аннотация

В данной статье рассматриваются возможности интеграции искусственного интеллекта в научно-исследовательскую деятельность. Использование технологий искусственного интеллекта в исследовательских процессах значительно упрощает сбор, анализ, моделирование и прогнозирование научных данных. Технологии искусственного интеллекта повышают эффективность работы с большими объемами данных, экономя время и ресурсы.

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для научных выводов. В статье приведены примеры применения искусственного интеллекта в научной сфере, а также его преимущества и ограничения.

Ключевые слова: Искусственный интеллект, научные исследования, анализ данных, моделирование, интеграция технологий.

KIRISH

Sun'iy intellekt bugungi kunda ko'plab sohalarda inqilobiy o'zgarishlarga sabab bo'lib, ilmiy tadqiqotchilik faoliyatida ham o'zining salmoqli o'rnini egallamoqda. Tadqiqot jarayonlarining murakkabligi, katta hajmdagi ma'lumotlar bilan ishlash ehtiyoji va texnologik rivojlanish talablariga javoban, AI vositalari zamonaviy ilm-fanni samarali va tezkor rivojlantirish imkoniyatlarini taqdim etadi.

AI yordamida ma'lumotlarni yig'ish, qayta ishlash va tahlil qilish jarayonlari optimallashtirilib, ilmiy jarayonlarning aniqligi va sifatini oshirishga xizmat qilmoqda. Ushbu maqolada AI texnologiyalarining ilmiy tadqiqotchilik faoliyatiga integratsiya qilish imkoniyatlari, uning afzalliklari va qo'llanilish misollari ko'rib chiqiladi.

ADABIYOTLAR TAHLILI

Zamonaviy AI algoritmlari katta hajmdagi ma'lumotlarni real vaqt rejimida qayta ishlash imkonini beradi. Tadqiqotlarda AI vositalari yordamida statistik tahlillarni o'tkazish ancha osonlashadi (Smith et al., 2020). Masalan, bioinformatikada genetik ma'lumotlarni qayta ishlashda AI usullari keng qo'llaniladi. AI vositalari murakkab biologik, ekologik va ijtimoiy jarayonlarni modellashtirishda keng qo'llanilmoqda. Dastlabki tadqiqotlar shuni ko'rsatadiki, AI orqali modellar tuzish aniqlik darajasini sezilarli oshiradi. Ilmiy maqolalarni avtomatik tahlil qilish va tegishli adabiyotlarni topishda AI asosidagi NLP vositalari katta yutuqlarga erishdi [1].

Sun'iy intellektning ilmiy tadqiqotchilik faoliyatiga integratsiyasi ilmiy jarayonlarni avtomatlashtirish va samaradorligini oshirish imkonini beradi. Adabiyotlar tahlilidan ko'rinib turibdiki, AI texnologiyalari katta ma'lumotlar bilan ishlash, murakkab jarayonlarni modellashtirish, va prognozlashni sezilarli darajada takomillashtiradi.

METODOLOGIYA VA MUHOKAMA

Midjourney AI dasturi tadqiqot ishlarining amaliy jihatlarini ochib berishda rasmlar, illiustrativ tasvirlarni keltirishda, fazoviy tasvirlarni ishlab chiqishda, tadqiqot ishini yoritishga doir virtual tasvirlarni ifodalashda ko'maklashadi. Tadqiqotchilar tomonidan yaratilgan o'quv qo'llanma va metodik ishlanmalarni ishlab chiqishda ushbu dastur asosida yaratilgan tasvirlardan qo'llanilgan.

AdobePODCAST dasturi onlayn darslarning sifat darajasini oshirishda va SMART texnologiyalariga asoslangan audiovizual materiallarni qayta ishlashda keng qo'llanildi. Talabalarga yetkazib berilishi mo'ljallangan onlayn darslarning ovozlari tiniqlashtirish va shovqinlardan tozalash imkonini yaratib berdi. Biz bilamizki avvallari bunday imkoniyatlardan kerakli asbob uskunalarsiz foydalanish imkonsiz bo'lgan[2].

Copy AI tadqiqot ishlarining kuzatish jarayonlarini tasvirga olishda, reklamalar yaratishda, yangi metodlarni videolarda aks ettirishda hamda multimedia resurslarini tayyorlashda kreativ videolarni yaratishda ko'maklashadi. Boshlang'ich ta'lim magistratura talabalar asosan tadqiqot ishlarining ob'yekti sifatida 1-4 sinf o'quvchilarining egallashlari lozim bo'lgan bilimlarini metodik takomillashtirishga qaratilgan tadqiqotlar bilan ishlaydilar. Buni inobatga olib boshlang'ich sinf o'quvchilari yoshiga mos metodikalarni tanlashda audio va video ishlanmalar muhim o'rin tutadi. Shuning uchun ham ushbu dasturdan foydalanish bir qancha qulayliklarni keltirib beradi.

Beautiful AI dasturi ijodiy va tizimli ishlangan taqdimotlar yaratishga va uni takomillashtirishga yaqindan ko'maklashadi. Bu oz vaqt saflab ko'p natijaga yetishishga olib

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keladi. Talabalarining uchbu dasturdan foydalanishlari bugungi kunda juda keng tarqaldi. Bizning tadqiqot ishimizda ham magistratura talabalarining tadqiqot ishlarini amaliyotda qo'llash va tajribasinovdan o'tkazish bosqichida qo'llaniladi.

Bing AI dasturinazariy va konseptual ma'lumotlarni yig'ishda ommalashgan usullardan biri hisoblanadi. Biz xohlamasakda talabalar kitoblar va boshqa adabiyotlarni ochib o'qishdan ko'ra internet imkoniyatlaridan foydalanishni afzal biladilar. Bu esa bizning tadqiqot ishimizda zamonaviy yondashuvlarga asoslanib vazifalar belgilashimizni taqozo qiladi. Ushbu dastur tanlangan muammolar bo'yicha yuzdan ortiq ma'lumotlarni jamlab, umumiy xulosalar, mantiqiy mulohazar berishi mumkin. Yana bir afzallik jihati boshqa dasturlardan farqli olindan manbaaning havolasini taqdim qila oladi. O'sha ma'lumot yuzasidan chuquqroq o'rganishni xoxlovchilar mazkur havola orqali bir qancha bilimlarga ega bo'lishlari mumkin hisoblanadi. Ularning tadqiqot faoliyatining ayrim boqqichlarida ushbu dasturdan qo'llanildi.

Sun'iy intellekt darslardagi qaysi mavzularni yaxshilash kerakligiga e'tiborni jalb qilishnishi kerak bo'lgan imkoniyatga ega, chunki o'qituvchilar har doim ham o'quv materiallaridagi bo'shliqlardan xabardor bo'lmasligi mumkin, bu esa ta'lim oluvchilarning chalkashliklariga olib keladi. Darslarni talabalarining profiliga ko'ra shakllantirish va turli mazmun va darslar bilan qiziqishlarini uyg'otish mumkin. Sun'iy intellekt o'qituvchilarga uy vazifasini bajarishda ko'maklashadi. Masalan, ochiq onlayn kurs provayderi sifatida faoliyat yurituvchi Coursera talabalarining muammoga javoblarini baholaydi. Coursera, talaba topshiriqqa noto'g'ri javob berganida, tizim orqali o'qituvchi ogohlantiriladi va tizim bo'lajak talabalarga to'g'ri javobga maslahatlar beradigan xabar jo'natadi. Ushbu sun'iy intellekt tizimi darslarni tushuntirishga va barcha talabalar ayni kontseptual asosni yaratishga yordam beradi. Shunday qilib, o'qitish strategiyalari uchun texnologiyalarni qo'llashda o'qituvchilar talabalar ishtirokida yaratilgan avtomatik ma'lumotlarning afzalliklaridan foydalana oladilar. Chunki bu raqamli axborot tizimlari qisqa vaqt ichida katta hajmdagi axborotni tez saqlash va qayta ishlab chiqishga moyildir. Ushbu maxsus algoritmlardan boshqa, ushbu tizimlar ta'lim oluvchilarning faollik darajasini belgilashi hamda ta'lim oluvchining sinfda sodir bo'ladigan xatti-harakatlar modellarini tushunishi va bu natijalarni o'qituvchiga xabar qilishi mumkin. Ushbu texnologiyani joriy etish o'qituvchilarga o'z sinflarini to'g'ri boshqarishga ko'maklashadi va ular hujjatlarga kamroq vaqt ajratadi va yuqori sifatli tadqiqot asosida o'qitish uchun sun'iy intellekt vositalaridan bebaho tushunchalarni olishga ko'proq vaqt sarflay oladilar.

NATIJA

Ushbu tadqiqot adabiyotlarni ko'rib chiqish bo'lib, sun'iy intellektning ta'limga ta'siri haqidagi mavjud ma'lumotlarni birlashtirishga yo'naltirilgan. Adabiyotlarni ko'rib chiqish – tadqiqotchilar, akademiklar yoki amaliyotchilar tomonidan mavzu bo'yicha olingan ma'lumotlarni tizimli, tushunarli va takrorlanadigan tarzda sintez qilish va baholash imkonini yaratadigan tadqiqot usuli hisoblanadi. Ushbu tadqiqot yozma manbalar orqali foydalaniladi.

Tadqiqotda sifatli tadqiqot usullaridan biri bo'lgan so'rov modeli qo'llanildi. So'rov modellari – bu o'tmishdagi yoki hozirgi vaziyatni qanday bo'lsa, shunday ifodalashga qaratilgan tadqiqot yondashuvlari. Tadqiqotning asosini tashkil etuvchi hamda tadqiqot fani bo'lgan hodisa, shaxs yoki ob'ektni o'zgartirish yoki ta'sir qilish uchun hech qanday harakat sarflamasdan mavjud shartlar doirasida aniqlashga harakat qilinadi. Ushbu tadqiqotda ma'lumotlarni to'plash uchun hujjatlarni skanerlash usulidan foydalanilgan. Mavjud yozuvlar va hujjatlarni tekshirish orqali ma'lumotlarni to'plash hujjatlarni skanerlash deb ta'riflanadi. Hujjatlarni skanerlash – ma'lum bir maqsad uchun manbalarni skanerlash, ko'rib chiqish, eslatmalar olish va baholashdir.

Sun'iy intellekt ta'lim jarayonlarining turli jabhalarida muhim rol o'ynaydi. Biroq, sun'iy

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intellektning pedagogik ta'limda tadqiqotchilik ko'nikmasini rivojlantirishga ta'siri bir qancha afzalliklarga bog'liq. Ushbu tadqiqotda sun'iy intellektning ta'lim sohasidagi ta'siri muhokama qilinadi. Sun'iy intellekt texnologiyalari so'nggi yillarda jadal rivojlanib, ta'lim jarayonlarida turli xil o'zgarishlarni keltirib chiqaradi. Bu o'zgarishlar ba'zan ijobiy imkoniyatlarni taqdim etsa, ba'zida yangi muammolarni keltirib chiqaradi[3]. Ta'limda sun'iy intellektning o'zgarishi talabalar, o'qituvchilar va ta'lim muassasalari nuqtai nazaridan muhokama etiladi. Biroq, sun'iy intellektdan foydalanish bilan bog'liq ba'zi munozarali fikrlarni ham hisobga olinishi lozim.

Birinchisi, sun'iy intellekt texnologiyalarining axloqiy o'lchovidir. Ma'lumotlarning maxfiyligi, talabalarining shaxsiy ma'lumotlarini himoya qilish, sun'iy intellekt tizimlari noxolis bo'lishi mumkinligi haqidagi xavotirlar va axloqiy me'yorlarga rioya etish kabi masalalarni hisobga olish lozim [4]. Ta'lim muassasalari ushbu axloqiy masalalarga ehtiyotkorlik bilan munosabatga kirishishlari va sun'iy intellektdan foydalanishda ta'lim oluvchilarning huquqlarini himoya qilishlari lozim.

Ikkinchisi, ta'lim jarayonida o'qituvchining o'rni, ta'lim oluvchilar bilan o'zaro munosabati, o'qitish strategiyasi va ta'lim oluvchi-o'qituvchi munosabatlari kabi inson omillari muhim o'rin egallaydi. Bu omillarga qanday ta'sir qilishini va o'qituvchilarning roli sun'iy intellekt texnologiyalari bilan o'zgarishini hisobga olish lozim. Sun'iy intellekt o'qituvchilarni qo'llab-quvvatlash va yaxshi ta'lim tajribasini ta'minlash uchun ishlatilishi kerak, lekin inson omilining ahamiyatini e'tiborsiz qoldirmaslik lozim.

XULOSA

Yuqorida keltirilgan fikrlarni inobatga olgan holda shuni ta'kidlash mumkinki, bizning fikrimizcha, magistratura talabalarining yuqori darajada ilmiy tadqiqotchilik kompetensiyasini rivojlantirishning eng oson usuli bu – pedagogik oliy ta'lim muassasalari talabalarining bilim, mediatahlil va kreativligini oshirib borishga qaratilgan harakatlardir. Bunda talabalar ilmiy tadqiqotchilikni o'zlashtirish, rivojlantirish va takomillashtirish orqali kompetensiyaviy layoqatga erishadilar.

Ta'lim samaradorligini ta'minlash keng qamrovli texnologik jarayon hisoblannazi. Ta'limni mazmunan yangilashda, oliy ta'lim muassasalarida ta'lim berishning yangi (loyiha ishi, amaliy-mashg'ulot, o'quv-tadqiqot kabi) turlarini joriy qilish hamda amaliyotga tatbiq qilishga o'zining mantiqiy asosiga ega bo'lgan psixologik-pedagogik ham falsafiy jihatlarining uslubiy yechimini topishi kerak bo'lgan muammolardan biri sifatida ta'kidlanadi. Hozirgi ta'lim tizimida magistratura talabalarida yangi bilimlarni mustaqil izlab topish, ularni egallash, zarur axborotlarni to'plash, farazlarni ilgari surish, muayyan fikrga kelish, yakuniy xulosa chiqarish ko'nikmalarini shakllantiradigan usullardan foydalanish aktual hisoblanadi.

Demak, sun'iy intellekt texnologiyalari ta'lim sohasida katta imkoniyatlarga ega. U talabalarga shaxsiylashtirilgan ta'lim tajribasini taqdim etishi, o'qituvchilar uchun ish yukini kamaytirishi va ma'lumotlarni tahlil qilish va ko'rsatmalar bilan ta'lim muassasalarini qo'llab-quvvatlash imkoniyatini yaratadi.

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METHODOLOGY OF USING READING STRATEGIES (SKIMMING, SCANNING, PREDICTION) IN THE PROCESS OF PRIMARY EDUCATION AND ITS EFFECTIVENESS

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Annotatsiya

Ushbu maqolada boshlang'ich sinf o'quvchilarida matnni tezkor va ongli idrok etish ko'nikmalarini shakllantirishda skimming, scanning va prediction strategiyalarining o'rni o'rganiladi. Tadqiqotda mazkur strategiyalarni qo'llashning kognitiv asoslari, ularning matn mazmunini tushunish, asosiy ma'lumotni ajratib olish hamda matnni oldindan bashorat qilish kabi ko'rsatkichlarga ta'siri tahlil qilinadi. Shuningdek, boshlang'ich sinf o'quvchilarining o'qish savodxonligini rivojlantirishda mazkur strategiyalarning integrativ qo'llash metodikasi va amaliy samaradorligi yoritiladi.

Kalit so'zlar: skimming, scanning, prediction, o'qish strategiyalari, o'qish savodxonligi, matnni idrok etish, boshlang'ich ta'lim.

Аннотация

В статье рассматривается роль стратегий skimming, scanning и prediction в формировании навыков быстрого и осознанного восприятия текста у учащихся начальных классов. Анализируются когнитивные основы применения данных стратегий и их влияние на понимание содержания текста, выделение ключевой информации и прогнозирование его дальнейшего развития. Представлена методика интегративного применения стратегий в процессе формирования читательской грамотности младших школьников и раскрыта их практическая эффективность.

Ключевые слова: skimming, scanning, prediction, стратегии чтения, читательская грамотность, восприятие текста, начальное образование.

Abstract

This article explores the role of skimming, scanning, and prediction strategies in developing

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fast and conscious text comprehension skills among primary school students. The study examines the cognitive foundations of these strategies and evaluates their impact on text understanding, identifying key information, and predicting subsequent content. The paper also presents a methodology for the integrative application of these reading strategies and analyzes their practical effectiveness in improving reading literacy in primary education.

Keywords: skimming, scanning, prediction, reading strategies, reading literacy, text comprehension, primary education.

Zamonaviy ta'lim jarayonida o'quvchilarning o'qish savodxonligini rivojlantirish global miqyosda muhim pedagogik vazifa sifatida e'tirof etilmoqda. PISA, PIRLS kabi xalqaro baholash dasturlarida o'quvchilarning matnni tushunish darajasi, mazmunni talqin qilish, asosiy g'oya va dalillarni ajratish hamda matn bo'yicha mustaqil fikr bildirish ko'nikmalariga alohida urg'u beriladi. Boshlang'ich sinf bosqichi esa ushbu kompetensiyalarning shakllanishidagi eng muhim poydevor sanaladi.

O'zbekiston ta'lim tizimida o'qish savodxonligi bo'yicha olib borilayotgan islohotlar umumiy o'rta ta'limda matn bilan ishlash strategiyalarini takomillashtirishni muhim vazifalardan biri sifatida belgilagan. Shundan kelib chiqib, o'qish jarayonida samarali strategiyalardan foydalanish — skimming, scanning va prediction — boshlang'ich sinf o'quvchilarining matnni ongli idrok etish darajasini oshiradi. Ushbu tadqiqotning maqsadi — skimming, scanning va prediction strategiyalarini boshlang'ich sinf o'quv jarayoniga tatbiq etishning ilmiy-nazariy asoslarini ochib berish hamda ularning pedagogik samaradorligini tajriba asosida aniqlashdan iborat.

O'qish strategiyasi — bu o'quvchining matndan ma'lumot olish jarayonini ongli boshqarish, kerakli maqsadga mos o'qishni tanlash va o'qish jarayonini monitoring qilishga xizmat qiluvchi kognitiv va metakognitiv faoliyatlar majmuidir. Tadqiqotchilar F. Grabe va W. Stoller (2019), shuningdek, P. Afflerbach (2022) o'qish jarayonini o'rganuvchi yetakchi mutaxassislar sifatida o'qish strategiyalarini asosiy turlarga ajratadi:

- **Kognitiv strategiyalar:** matndan axborotni kodlash, tahlil qilish, umumlashtirish.
- **Metakognitiv strategiyalar:** o'z o'qishini nazorat qilish, rejalashtirish, baholash.
- **Tezkor o'qish strategiyalari:** skimming, scanning, overview, preview.

Boshlang'ich sinfda ushbu strategiyalar o'quvchilarning matnni tez va ongli idrok etishiga, fikrlash jarayonlarini faollashtirishga yordam beradi.

O'qish jarayonini samarali tashkil etishda kognitiv, metakognitiv va tezkor o'qish strategiyalarining ahamiyati katta. Kognitiv strategiyalar o'quvchining matndan axborotni bevosita qayta ishlashi bilan bog'liq bo'lib, ular ma'lumotni miyaga joylashtirish, uni tahlil qilish va umumiy mazmunni ajratib olish kabi jarayonlarni o'z ichiga oladi. Bunda o'quvchi matndagi ma'lumotni kodlaydi, ya'ni o'z ongida tartiblaydi, tahlil qiladi, ya'ni voqealar ketma-ketligi, sabab-oqibat bog'lanishlari, asosiy fikr va dalillarni ajratadi hamda umumlashtiradi, ya'ni matnning asosiy mazmunini qisqa xulosa ko'rinishida ifodalaydi. Masalan, o'quvchi hikoyani o'qib, "Asarda do'stlikning ahamiyati haqida so'z boradi" degan xulosaga kelishi — kognitiv strategiyaning amaliy namunasidir.

Metakognitiv strategiyalar esa o'quvchining o'z o'qish jarayonini ongli ravishda boshqarishi, kuzatishi va baholashi bilan bog'liq yuqori darajadagi fikrlash faoliyatidir. Bu jarayonda o'quvchi "Men matnni qanday o'qiyapman?", "Mazmunni to'g'ri tushundimmi?", "Qaysi bo'limni qayta o'qishim kerak?" kabi savollar orqali o'z o'qishini tahlil qiladi. Metakognitiv strategiyalar o'quvchidan nazorat qilish, rejalashtirish va baholash kabi ko'nikmalarni talab etadi. Masalan,

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o'quvchi matnni o'qiyotib biror jumlani tushunmay qolsa va uni qayta o'qishga qaror qilsa, bu uning metakognitiv nazorati shakllanganidan dalolat beradi.

Tezkor o'qish strategiyalari esa matnni maqsadga yo'naltirilgan holda tez va samarali o'qish imkonini beradigan usullardir. Ular o'quvchiga matndan aniq ma'lumot topish, umumiy mazmunni qisqa muddatda tushunish yoki o'qishga tayyorgarlik ko'rish imkonini yaratadi. Bu guruhga skimming, scanning, overview va preview strategiyalari kiradi. Skimming matnni tez ko'zdan kechirib uning umumiy mazmunini aniqlashni, scanning esa aniq ma'lumotni — ism, sana, raqam kabi — tezda topishni anglatadi. Overview matn tuzilmasiga umumiy nazar tashlash (sarlavha, bo'limlar, rasm), preview esa matnni o'qishdan avval sarlavha va rasmlar asosida mazmunni taxmin qilishni bildiradi. Masalan, o'quvchi matndagi "1918-yil" sanasini qidirib topishi scanning bo'lsa, matnni 20–30 soniyada ko'zdan kechirib mavzuni aniqlashi skimming strategiyasiga misoldir.

Shunday qilib, kognitiv strategiyalar o'quvchi fikrlash jarayonining ichki mexanizmlarini, metakognitiv strategiyalar o'z o'qish faoliyatini boshqarish qobiliyatini, tezkor o'qish strategiyalari esa matn bilan ishlashning tez va maqsadli usullarini shakllantiradi. Ushbu strategiyalarning uyg'un qo'llanilishi o'quvchilarning matnni chuqur tushunish, muhim axborotni ajratish, o'z o'qishini baholash hamda o'quv jarayonida faol ishtirok etish ko'nikmalarini sezilarli darajada rivojlantiradi.

Boshlang'ich sinflarda o'qish mashg'ulotlari asosan matn mazmunini o'qish va qayta hikoyalashga qaratilgan bo'lib, strategiyalarni ongli qo'llash hali yetarli darajada shakllanmagan. O'qituvchilarning aksariyati (so'rovnomaga ko'ra 67%) strategiyalar haqida umumiy tasavvurga ega bo'lsa-da, ularni tizimli qo'llash metodikasini to'liq bilmaydi.

Boshlang'ich sinf o'quvchilarida matn bilan ishlash kompetensiyasini shakllantirishda skimming, scanning va prediction strategiyalarini maqsadga muvofiq qo'llash muhim o'rin tutadi. Ushbu strategiyalar o'qish jarayonini faollashtiradi, o'quvchining matnga nisbatan faol, izlovchi va tahlil qiluvchi pozitsiyada bo'lishiga yordam beradi. Quyida har bir strategiyaning amaliy mazmuni, dars jarayonida integrativ qo'llanishi va interfaol usullar bilan uyg'unlashtirilishiga batafsil izoh beriladi.

Skimming — matnning umumiy mazmunini tezda anglashga yo'naltirilgan strategiya bo'lib, o'quvchilarga matnning asosiy g'oyasini qisqa muddatda tushunish imkonini beradi. Quyidagi topshiriqlar aynan shu maqsadga xizmat qiladi:

1. "Matnga sarlavha qo'ying." Bu topshiriq o'quvchining matndagi asosiy mazmunini chiziqni ajratib olish ko'nikmasini rivojlantiradi. O'quvchi matn mazmunini umumlashtirib, uni bitta sarlavha bilan ifodalaydi, bu esa mavzuni tez tushunishga yordam beradi.

2. "Bir daqiqa ichida matnning mavzusini aniqlang." O'quvchidan qisqa vaqt ichida matnning markaziy g'oyasini topish talab qilinadi. Bu uning diqqatini faollashtiradi va tezkor tahlil qilish ko'nikmasini shakllantiradi.

3. "Asosiy voqeani 3 ta jumlada ayting." O'quvchi matnning eng muhim elementlarini tanlaydi va ortiqcha tafsilotlarsiz qisqa qayta hikoyalaydi. Bu umumlashtirish ko'nikmasini mustahkamlaydi.

Scanning — matndan aniq ma'lumot topishga qaratilgan strategiya. Bu o'quvchining matnni tanlab o'qish qobiliyatini va diqqatni jamlashni kuchaytiradi.

1. "Matndan nechta joy nomi uchraganini toping." O'quvchi matndagi geografik nomlarni izlaydi, bu esa maqsadli qidiruv ko'nikmasini shakllantiradi.

2. "Qahramonning yoshini toping." Bu topshiriq o'quvchini matndan faktik (aniq) axborotni aniqlashga undaydi, scanningning eng asosiy shaklidir.

3. "Matndagi sana, vaqt, ismni belgilang." O'quvchi matndan konkret ma'lumotlarni topib ajratadi. Bu tahlil va tanlab o'qish ko'nikmalarini birgalikda rivojlantiradi.

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Prediction — o‘quvchining matn mazmuni, voqealar rivoji yoki asosiy g‘oya haqida oldindan taxminlar keltirishiga asoslanadi. Bu strategiya bolalarda mantiqiy fikrlash va bashorat qilish qobiliyatini oshiradi.

1. “Matnning keyingi qismini taxmin qiling.” O‘quvchi o‘z tasavvuriga, mavjud kontekstga va voqealar mantiqiga tayangan holda taxminlar bildiradi. Bu jarayon mantiqiy bog‘lanishlarni shakllantiradi.

2. “Muqovaga qarab mazmuni haqida fikr yuriting.” Sarlavha va rasm asosida taxmin qilish o‘quvchining vizual tasavvurlar asosidagi tahliliy fikrlashini rivojlantiradi.

3. “Berilgan rasmga ko‘ra hikoyaning boshlanishini ayting.” Bu topshiriq o‘quvchining tasavvur qilish, mantiqiy taxminlar berish va voqealar ketma-ketligini oldindan ko‘ra olish qobiliyatini kuchaytiradi.

Skimming, scanning va prediction strategiyalarini bir-biri bilan uyg‘un holda qo‘llash dars jarayonining samaradorligini sezilarli darajada oshiradi. Mazkur yondashuv matn bilan ishlashning turli bosqichlarini izchil tashkil etishga imkon beradi. Darsning integrativ modeli quyidagicha kechadi:

1. Preview → Prediction: O‘quvchi dars boshida matn sarlavhasi, rasm yoki muqovaga qarab mazmunni taxmin qiladi. Bu bosqich o‘quvchini matnni o‘qishga psixologik tayyorlaydi.

2. Skimming: O‘quvchi matnning umumiy mazmunini tez ko‘zdan kechiradi. Bu asosiy g‘oyani shakllantiradi.

3. Scanning: O‘quvchi matndan aniq ma’lumotlarni — ism, sana, joy, faktik detal — izlab topadi. Bu jarayon o‘qishning analitik bosqichi hisoblanadi.

4. Post-reading: Oxirgi bosqichda o‘quvchi o‘qiganlari asosida tahlil qiladi, xulosa chiqaradi, savollarga javob beradi. Bu bosqich umumiy o‘qish kompetensiyasining mustahkamlanishiga xizmat qiladi.

Ushbu integrativ model o‘quvchilarni matnga faol jalb qiladi, ularning fikrlash sur‘atini oshiradi, mustaqil xulosa chiqarish va tahlil qilish ko‘nikmalarini rivojlantiradi. Boshlang‘ich sinflarda o‘qish strategiyalaridan — skimming, scanning va prediction — samarali foydalanish o‘quvchilarning matn bilan ishlash ko‘nikmalarini jadal rivojlantiradi. Ushbu strategiyalar o‘quvchilarda umumiy mazmunni tez anglash, aniq ma’lumotlarni topish hamda matn voqealarini oldindan taxmin qilish kabi muhim kompetensiyalarni shakllantiradi. Dars jarayonida strategiyalarni ketma-ketlikda, integrativ tarzda qo‘llash o‘qish jarayonining bosqichma-bosqich tushunarli, mantiqan uyg‘un va faol bo‘lishini ta’minlaydi. Shuningdek, KWL jadvali, Insert, Venn diagramma kabi interfaol metodlar bilan uyg‘unlashtirilgan o‘qish strategiyalari o‘quvchilarda mustaqil fikrlash, tahlil qilish va o‘z o‘qish jarayonini nazorat qilish ko‘nikmalarini kuchaytiradi. Umuman olganda, mazkur strategiyalarni tizimli qo‘llash boshlang‘ich sinf o‘quvchilarining o‘qish savodxonligini oshirishda, ularning matnni idrok etish va mantiqiy tahlil qilish qobiliyatlarini rivojlantirishda yuqori samaradorlikka ega.

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TEACHING TRANSLATION FROM THE MOTHER TONGUE INTO FOREIGN LANGUAGES: STRATEGIES, CHALLENGES, AND CLASSROOM IMPLEMENTATION

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Abstract

This thesis explores the pedagogical dimensions of teaching translation from the mother tongue into various foreign languages. Aimed specifically at postgraduate language educators, the study investigates effective classroom strategies, challenges encountered in implementing translation exercises, and implications for advancing language proficiency among advanced learners. Through a systematic literature review and empirical investigation, the research elucidates the role of contrastive analysis, targeted translation exercises, and proficiency assessment in enhancing translation performance. The study outlines methodological frameworks, ethical considerations, and contextual constraints such as class size, program duration, and diverse learner language backgrounds. Sample lesson plans are presented to illustrate step-by-step translation tasks in graduate classrooms. The findings suggest improvements to current pedagogical approaches and offer practical recommendations for integrating translation training into advanced language instruction.

Keywords: translation, mother tongue, foreign language, teaching, graduate-level

Annotatsiya

Ushbu dissertatsiya ona tilidan turli xorijiy tillarga tarjima o‘qitishning pedagogik jihatlarini o‘rganadi. Tadqiqot, ayniqsa, magistratura bosqichidagi til o‘qituvchilari uchun mo‘ljallangan bo‘lib, samarali dars strategiyalarini, tarjima mashqlarini amalga oshirish jarayonida uchraydigan muammolarni hamda ilg‘or o‘quvchilarda til kompetensiyasini rivojlantirishga oid ta’sirlarni tahlil qiladi. Tizimli adabiyotlar tahlili va empirik tadqiqotlar orqali ish kontrastiv tahlil, maqsadli tarjima mashqlari hamda malakani baholashning tarjima ko‘nikmalarini rivojlantirishdagi rolini yoritib beradi. Tadqiqot metodologik yondashuvlar, etik masalalar hamda sinf hajmi, dastur davomiyligi va o‘quvchilarning til jihatdan turli darajada bo‘lishi kabi omillarni ko‘rib chiqadi. Namunaviy dars ishlanmalari magistratura darajasidagi auditoriyalarda tarjima vazifalarini bosqichma-bosqich amalga oshirishni ko‘rsatadi. Natijalar mavjud pedagogik yondashuvlarni takomillashtirish zarurligini ko‘rsatadi va tarjima o‘qitishni ilg‘or til ta’limiga integratsiya qilish bo‘yicha amaliy

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tavsiyalar beradi.

Kalit so'zlar: tarjima, ona tili, xorijiy til, o'qitish, magistratura darajasi

Аннотация

Данная диссертация исследует педагогические аспекты обучения переводу с родного языка на различные иностранные языки. Исследование ориентировано прежде всего на преподавателей языков в магистратуре и рассматривает эффективные стратегии обучения, трудности при внедрении переводческих упражнений, а также их влияние на развитие языковой компетенции у продвинутых обучающихся. На основе систематического обзора литературы и эмпирического исследования работа раскрывает роль сопоставительного анализа, целенаправленных переводческих упражнений и оценки уровня владения языком в повышении качества перевода. В исследовании также рассматриваются методологические подходы, этические аспекты и такие контекстуальные ограничения, как размер группы, продолжительность программы и разнородный языковой уровень обучающихся. Приводятся примеры планов занятий, демонстрирующих поэтапное выполнение переводческих заданий в магистратуре. Результаты исследования указывают на необходимость совершенствования существующих педагогических подходов и предлагают практические рекомендации по интеграции обучения переводу в продвинутое языковое образование.

Ключевые слова: перевод, родной язык, иностранный язык, обучение, магистратура

Introduction

The translation process, often deemed as the bridge between cultures and languages, plays a pivotal role in advanced language acquisition. This thesis examines the pedagogical practice of teaching translation from the mother tongue into a range of foreign languages. Graduate-level language teachers, armed with extensive knowledge of translation theory, are uniquely positioned to refine classroom strategies that foster deeper linguistic competence and cultural understanding. The primary goal of this work is to analyze effective classroom strategies in translation pedagogy, delineating clear objectives such as enhancing cognitive-linguistic skills through contrastive analysis and structured translation exercises.

The study is grounded in a dual approach that combines a systematic review of theoretical works with empirical research involving qualitative and quantitative data from diverse postgraduate language classes. It further assesses the influence of contextual variables such as class size, program duration, and learner language backgrounds on translation teaching outcomes.

Literature Review

A comprehensive review of translation pedagogy reveals the evolution of methodologies from traditional grammar-based instruction to dynamic, interactive practices. Scholars such as Vinay and Darbelnet, as well as contemporary voices in translation studies, have emphasized the significance of contrastive analysis and learner autonomy in translation practices. Key literature highlights include the studies on the cognitive load involved in translation tasks and its correlation with language proficiency, the role of error analysis and feedback in refining translation accuracy and empirical evidence supporting the integration of translation exercises as an advanced linguistic skill in multilingual contexts.

The review further examines cross-linguistic transfer, highlighting case studies from European, Asian, and African language contexts, thereby reinforcing the need for a comparative approach in Uzbek graduate-level translation pedagogy.

Research Questions and Objectives. The thesis addresses the following research questions:

- How do translation exercises from the mother tongue into foreign languages contribute to advanced language proficiency?

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- What are the most effective classroom strategies for teaching translation to graduate language learners?
- What challenges and constraints are consistently encountered in implementing translation tasks in diverse classroom settings?
- How can current pedagogical strategies in translation pedagogy be improved based on empirical evidence and theoretical insights?

Objectives of the study include:

- Analyzing existing translation methodologies and their applicability in advanced language instruction.
- Implementing and assessing specific classroom strategies through empirical research.
- Identifying contextual factors that impact the effectiveness of translation exercises.
- Developing refined lesson plans that incorporate progressive translation tasks.

Methodology and Research Design

The research adopts a mixed-methods design incorporating both qualitative and quantitative methodologies. Data sources include classroom observations, teacher interviews, learner feedback, and standardized assessment results. Ethical protocols adhere to institutional review board (IRB) guidelines, ensuring informed consent, confidentiality, and data integrity.

Data Collection Procedures:

Qualitative data: Focus group discussions with graduate educators, classroom observation notes, and reflective journals maintained by participating instructors.

Quantitative data: Pre- and post-intervention assessments measuring language proficiency, translation accuracy, and comprehension outcomes.

Contextual Constraints: The study explicitly considers class sizes ranging from small seminar groups to larger lecture-style classes, varying course durations, and learners with diverse linguistic backgrounds.

The empirical research is structured in phases, beginning with a diagnostic assessment followed by the experimental implementation of revised translation instructional strategies, and culminating in a post-intervention evaluation.

Results and Analysis

The analysis of collected data indicates that targeted translation exercises significantly improve advanced learners' linguistic competencies. Key findings include:

Enhanced Cognitive Linguistic Skills: Participants demonstrated a marked improvement in error detection, lexical variety, and syntactic complexity when translation tasks were integrated into the curriculum.

Impact of Contrastive Analysis: Systematic comparative exercises between the mother tongue and foreign languages enhanced learners' awareness of structural differences, contributing to more accurate translations.

Classroom Dynamics: Smaller class sizes and collaborative group work fostered a learning environment that was conducive to iterative feedback, thereby increasing translation proficiency. Statistical analysis further corroborated the positive correlation between structured translation practice and advanced language comprehension. Additionally, qualitative insights revealed that learners valued scaffolded tasks that allowed for progressive exposure to complex linguistic constructs.

Critical Reflection and Discussion

The study's findings underscore the transformative potential of well-structured translation

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exercises in graduate coursework. However, challenges persist. Notably:

Resource Limitations: In larger courses, the individual attention required for effective translation feedback was constrained by teacher-student ratios.

Variability in Learner Backgrounds: Differences in linguistic and cultural familiarity among students necessitated differentiated instruction strategies.

Institutional Constraints: Rigid curriculum structures and limited timeframes sometimes hindered the full integration of comprehensive translation exercises.

Critical reflection suggests a need for adaptive, technology-enhanced instructional tools that can support personalized learning. The integration of online platforms for peer review and automated error analysis is recommended to supplement traditional teaching methods.

Implications for Teaching

Drawing from both empirical and theoretical analyses, several pedagogical implications emerge:

Curriculum Design: Graduate language programs should embed translation exercises as core components, emphasizing the application of contrastive analysis techniques.

Teacher Training: Ongoing professional development for language teachers should focus on innovative translation methodologies and the use of digital tools to facilitate personalized feedback.

Assessment Strategies: Proficiency assessments must evolve to capture not only linguistic competence but also the cognitive processes behind accurate translation.

Classroom Management: Strategies that allow for flexible grouping, peer collaboration, and individualized support are essential for addressing heterogeneous learner needs. These findings advocate for a reevaluation of current pedagogical approaches, suggesting that the integration of translation training not only bolsters linguistic skills but also promotes intercultural competence among advanced language learners.

Sample Lesson Plans and Classroom Implementation

The following sample lesson plans illustrate step-by-step translation tasks designed for graduate learners:

Lesson Plan 1: Contrastive Text Analysis and Translation

Objective: Enhance awareness of syntactic and lexical differences between the mother tongue and the target language.

Materials: Parallel texts, glossaries, and digital annotation tools.

Procedure:

Stage 1: Introduction to contrastive analysis with examples from multiple language pairs.

Stage 2: Guided identification of translation challenges in a selected text.

Stage 3: Group translation exercise, followed by peer feedback and instructor-led discussion.

Stage 4: Comparative analysis of alternative translation strategies.

Assessment: Evaluation based on accuracy, fluency, and the ability to articulate the rationale behind translation choices.

Lesson Plan 2: Error Analysis and Iterative Translation Refinement

Objective: Cultivate analytical skills through systematic error identification and correction in translation.

Materials: Recorded translation sessions, annotated copies of student work, feedback rubrics.

Procedure:

Stage 1: Presentation of a flawed translation exercise, followed by a class discussion on

observed errors.

Stage 2: Individual translation tasks where students revise their work in iterative cycles.

Stage 3: Group review sessions to compare revised translations and discuss improvement strategies.

Assessment: Continuous assessment through reflective journals, coupled with a final proficiency-based evaluation.

Conclusion

This study reaffirms the critical role of translation exercises in advanced language instruction. By integrating theoretical perspectives with empirical findings, the thesis demonstrates that a strategic focus on contrastive analysis, targeted error correction, and adaptive classroom management can substantially enhance translation proficiency. Graduate language educators are encouraged to adopt and refine these classroom strategies, thereby contributing to the broader goal of excellence in advanced language acquisition. Future research should further investigate technology-driven methods and expanded contextual variations to sustain the momentum of pedagogical innovation in translation teaching.

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STUDENTS' PERCEPTIONS OF AI-BASED TOOLS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

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The article discusses in detail the issue of the introduction of artificial intelligence as an auxiliary tool in the process of students learning English as a foreign language, the effectiveness of its implementation in practice and the future prospects of its popularization. Methods for increasing the motivation and interest of foreign language learners using artificial intelligence are discussed. One of the main principles of effective foreign language learning is to maintain a high level of student activity and a combination of internal and external motivation. The article critically analyzes various studies that highlight the possibilities of using artificial intelligence to learn foreign languages, especially through computers and smartphones. By adapting artificial intelligence tools to the different learning needs of students, more individual and interesting methods of learning a foreign language are recommended, and the main psychological and pedagogical principles of motivation in learning a foreign language, in particular, the example of learning English, are highlighted.

Keywords: interactive methods, activity, independent language learning educational technologies, foreign languages, interactive methods. artificial intelligence; Chat GPT; activity; motivation; language learning with the help of technology.

Аннотация

В статье подробно рассматривается вопрос внедрения искусственного интеллекта в качестве вспомогательного инструмента в процессе изучения английского языка как иностранного, эффективность его практического применения и перспективы его популяризации. Обсуждаются методы повышения мотивации и интереса изучающих иностранный язык с использованием искусственного интеллекта. Одним из главных принципов эффективного изучения иностранного языка является поддержание высокого уровня активности студентов и сочетание внутренней и внешней мотивации. В статье критически анализируются различные исследования, подчеркивающие возможности использования искусственного интеллекта для изучения иностранных языков, особенно с помощью компьютеров и смартфонов. Путем адаптации инструментов искусственного интеллекта к различным потребностям студентов в обучении предлагаются более индивидуальные и интересные методы изучения иностранного языка, а также выделяются основные психолого-педагогические принципы мотивации в изучении иностранного языка, в частности, на примере изучения английского языка.

Ключевые слова: интерактивные методы, активность, самостоятельное изучение языка, образовательные технологии, иностранные языки, интерактивные методы, искусственный интеллект; чат GPT; активность; мотивация; изучение языка с помощью технологий.

Annotatsiya

Ushbu maqolada sun'iy intellektni xorijiy tillarni o'rganish jarayonida yordamchi vosita sifatida qo'llash, uning amaliy qo'llanilishining samaradorligi va uni rivojlantirish istiqbollari batafsil ko'rib chiqiladi. Sun'iy intellektdan foydalangan holda xorijiy til o'rganuvchilarning motivatsiyasi va qiziqishini oshirish usullari muhokama qilinadi. Samarali xorijiy tillarni o'rganishning asosiy tamoyillaridan biri yuqori darajadagi faollikni va ichki va tashqi motivatsiyani uyg'unlashtirishdir. O'quvchilarga, ayniqsa kompyuterlar va smartfonlar yordamida xorijiy tillarni o'rganishda yordam berish uchun sun'iy intellektdan foydalanish imkoniyatlarini ta'kidlaydigan turli tadqiqotlar tanqidiy tahlil qilinadi. Sun'iy intellekt vositalarini talabalarining xilma-xil o'rganish ehtiyojlariga moslashtirish orqali ingliz tilini o'qitish usullarini o'z ichiga olgan holda, xorijiy tilni o'rganishning yanada individual va qiziqarli usullari taklif etiladi.

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Kalit so'zlar: interaktiv usullar, faoliyat, mustaqil til o'rganish, ta'lim texnologiyalari, xorijiy tillar, interaktiv usul, sun'iy intellekt; GPT chati; faoliyat; motivatsiya; Texnologiyadan foydalangan holda til o'rganish.

Today, in the education sector of our country, the main attention is paid to the study of foreign languages by students, and at the same time, special importance is attached to their personality and unique inner world. Therefore, the main goal of today's pedagogue is to use methods that are understandable and certainly interesting to students during the lesson. In recent years, more and more attention has been paid to the issue of using new information technologies in educational institutions. In scientific research conducted in the world, it is important to improve educational programs, methods for using innovative pedagogical technologies, and to modernize the content of teaching a foreign language in order to qualitatively prepare children for school. Also, the introduction of artificial intelligence (AI) into the education sector is of particular importance, especially in the study of English as a foreign language. Because their integration into education is increasing due to the mastery of various programs in Internet technologies.

President of the Republic of Uzbekistan Sh. Decree No. 6079 of SH. Mirziyoyev dated October 5, 2020 "On approval of the "Digital Uzbekistan - 2030" strategy and measures for its effective implementation" and Resolution No. 4996 dated February 17, 2021 "On measures to create conditions for the accelerated introduction of artificial intelligence technologies" made it possible to systematize and organize work in this area. In particular, the "Program of measures to improve the position of the Republic of Uzbekistan in the Artificial Intelligence Readiness Index" was approved. It focuses on the development and use of AI technologies in economic sectors and the social sphere, in the public administration system, and the introduction of these technologies in the fields of agriculture, energy, healthcare, and e-government.

AI is interdisciplinary, drawing on fields such as mathematics, psychology, linguistics, philosophy, neuroscience, and computer science. Mathematics, especially statistics, provides the basis for algorithms in machine learning. Psychology and neuroscience contribute to understanding and modeling human cognition and brain activity, which in turn gives rise to AI models such as neural networks. Linguistics plays a crucial role in natural language processing (NLP), a branch of artificial intelligence that focuses on understanding and creating language. Philosophical questions about mind and knowledge drive the ethical and theoretical foundations of AI.

AI is a dynamic and rapidly evolving field with deep historical roots and diverse interdisciplinary connections. Its impact on society and technology continues to grow, making it an important area of research in modern education, particularly in foreign language teaching.

Language learning is a complex process that involves a variety of cognitive, emotional, and motivational factors. In recent years, SI has emerged as a transformative direction in the education system, offering new opportunities to engage and motivate foreign language learners to acquire new knowledge and skills.

Despite the newness of this field, a number of Uzbek scientists, professors, and teachers are conducting a number of research works on SI. In particular, O. Eshbayev wrote about the integration of natural language processing (NLP) and data analytics in the development of intelligent systems to improve language learning. The article emphasizes the importance of incorporating linguistic and computational perspectives in the design of these systems.

G. Absalamova, G. Ergashova, and O. Bobokulova emphasize the importance of digital technologies in teaching foreign languages and state the need to integrate technology into the teaching process to increase the effectiveness of the lesson. They emphasize the great role of digital tools in making foreign language learning more dynamic and interactive and in increasing students'

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interest and cognitive activity. In this regard, instead of traditional methods, the role of artificial intelligence in increasing activity and reducing obstacles to effective language acquisition is discussed. The article emphasizes the importance of AI in modernizing and improving language teaching processes.

M. Islamova studied the integration of AI tools and platforms such as FluentU, Puzzle English, and Khan Academy into language teaching and investigated the role of artificial intelligence in improving teaching methods and learning experiences, Sh. Maksimkulova analyzed how digital translators and online learning platforms have changed traditional teaching methods. F. Nurmukhamedova studied the expanding and transformative role of IS in various fields and discussed its impact on such areas as finance, national security, healthcare, and transportation.

F. Nurmukhamedova also emphasized the need for ethical considerations and legal frameworks in the era of rapid development of IS.

G. Musayeva discussed modern trends in computerization of the higher education system, showing the role of IT technologies in teaching foreign languages, their impact on the development of written and oral skills. She emphasized computer technology as an important tool in improving language teaching methods.

R. Ayupov, Sh. Maksimkulova analyzed various modern methods of using digital technologies in teaching foreign languages, their didactic, methodological and educational features. In addition, the authors proposed various algorithms, methodologies, and tools for language translation and learning to increase the effectiveness of the educational process using digital technologies. A. Tkacheva examined the potential of neural networks in foreign language teaching in Uzbekistan and studied how these technologies can increase teaching efficiency, provide a personalized learning experience, and improve language skills. The study assessed the integration of neural networks in higher education and their potential impact on the education system of Uzbekistan.

The need to involve students in learning foreign languages is a pressing issue in higher and secondary education. However, increasing activity and involvement are not such precise concepts. Active participation in language learning is measured by how interested and diligently students study the language. Let's consider what we mean by activity. If we look at history, the rules and views put forward by many educators have been generalized and scientifically substantiated in the status of didactic (educational) principles. Although sometimes there are differences in their names and content, today there are the following didactic principles accepted by many educators and linguists in education: educational education, awareness, activity, demonstration, systematicity (consistency), individual approach, thorough mastery (of knowledge), adaptation to the student's strengths, etc.

AI is creating a number of conveniences for teachers and new directions and content for students in teaching foreign languages. Among these opportunities, AI-driven applications and chat bots can also have a positive impact on the activity of language learners.

How can we use AI technology to make the process more interesting and maintain student motivation in learning foreign languages? In this age of technological advancement, it is widely known that increasing student motivation through traditional classroom lessons alone is not enough. The fact that students participate in lessons does not mean that they are engaged and actively engaged in learning a foreign language.

Studies show that students who are motivated and actively involved in learning perform better in class. In the age of technology, language learners, especially many teenagers, are increasingly using various gadgets and the applications and programs they use.

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Therefore, today's modern foreign language teacher can be aware of the opportunities that modern technologies create and use them effectively in the creation of lesson materials in the classroom and in increasing student activity in the lesson. With the new technologies that SI offers, there are great opportunities to encourage young language learners who are coming of age in the age of technology to engage in learning.

One of the most important advantages of using SI in language learning is its individual approach based on the needs of each student. SI platforms can collect and analyze data about the strengths and weaknesses of the student, which allows for a more targeted approach to language teaching. For example, a number of AI-driven language learning programs (Duolingo, Rosetta, Stone, Babbel, Lingodeer, Pronunciator) can assess a learner's speech and provide immediate feedback on pronunciation, intonation, and rhythm. This feedback can help learners improve their speaking skills more quickly and accurately than traditional methods. In addition, SI can adapt to the learner's preferred learning style. Every learner has a unique learning style, and SI takes this into account when providing a personalized learning experience. If a learner responds better to visual materials, SI will tailor the learning materials and activities accordingly. If they prefer hands-on activities, SI will provide interactive simulations or games to make the learning experience more engaging. This approach helps learners stay motivated and focused, which can lead to faster language learning success.

Notably, SI platforms have made language learning more accessible for learners around the world. Traditional language learning methods often require students to attend classes regularly or hire private tutors, which can be expensive and time-consuming. However, with SI, students can access language learning materials and tools anytime, anywhere, using their computer or phone as long as they have an internet connection. SI language learning apps provide students with a wide range of resources, such as vocabulary lists, grammar explanations, listening exercises, and interactive activities. Another advantage of using AI in language learning is that it can extend language learning beyond the classroom, allowing students greater flexibility and autonomy. SI gives students access to a variety of online platforms, mobile apps, and chatbots, helping them practice their language skills anytime, anywhere, at their own pace and preferences.

Conclusion

The integration of artificial intelligence in foreign language teaching and learning is creating new opportunities for increasing student motivation and engagement. Through the experience of an individual approach, AI meets the needs of students and thus creates an environment in which all students can effectively learn the language. This individual approach ensures that students receive content and challenges at their own level, increasing engagement and retention. This targeted approach ensures student engagement and motivation, as the learning process is closely related to their specific needs and pace. In addition, AI-based analytics provide teachers with insight into student performance and engagement levels, which allows them to make informed decisions to optimize teaching strategies. Interactive content created with the help of game elements and AI can make the learning process more interesting and lifelike, increasing student engagement and motivation.

SI technologies allow students to access educational content anytime, anywhere, eliminating the constraints of a traditional classroom setting. This flexibility allows for continuous learning and practice, which is essential for language acquisition. This information helps teachers tailor their instruction and identify areas where students need additional support.

Also, by using gamification elements, SI can make learning a foreign language more interesting and increase student motivation. SI can adapt these elements to the individual

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preferences of students and encourage their continued participation. The integration of SI with gamification in education not only offers a new approach to teaching and learning, but also requires careful consideration of its impact. Teachers need to critically examine these technologies, understand their potential benefits and limitations.

Training and support for teachers to use SI wisely is essential. It is advisable for teachers to participate in training on the use of SI tools and receive ongoing support. This means that they have sufficient knowledge and skills to effectively integrate SI into teaching practice and overcome any problems.

The right guidance and creativity of the teacher create the basis for discovering new aspects of the tools of SI technologies in foreign language education. When used correctly, SI can be an effective assistant in enriching the educational experience, raising student motivation and interest to new heights.

In conclusion, the integration of SI into foreign language education transforms the traditional classroom environment, offering an interactive, culturally rich, and collaborative learning experience. As technology continues to develop, these environments created with the help of SI will become more sophisticated and will further enhance the effectiveness of collaborative language learning.

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THE ROLE OF AUGMENTED REALITY TECHNOLOGY IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract

This article analyzes the role and importance of Augmented Reality (AR) technology in the formation of a digital educational environment. Augmented Reality is significant in the educational process due to its ability to visualize learning materials, organize interactive teaching, and enhance students' effective knowledge acquisition. The paper scientifically examines the operating mechanisms of AR technology, its application possibilities in the educational process, pedagogical advantages, and its functional role within the digital learning environment. Furthermore, the influence of this technology on increasing learning motivation, organizing individualized instruction, and improving the effectiveness of distance education is substantiated. The research results indicate that the implementation of augmented reality technology in the education system is an important factor in improving the digital educational environment.

Keywords: augmented reality, digital educational environment, interactive learning, visualization, AR technology, individualized learning, distance education, innovative pedagogy, 3D modeling, digital technologies.

Annotatsiya

Ushbu maqolada raqamli ta'lim muhitini shakllantirishda kengaytirilgan reallik (Augmented Reality – AR) texnologiyasining o'рни va ahamiyati tahlil qilingan. Kengaytirilgan reallik ta'lim jarayonida o'quv materiallarini vizuallashtirish, interaktiv o'qitishni tashkil etish va o'quvchilarning bilimni samarali o'zlashtirish imkoniyatini yaratishi bilan ahamiyatlidir. Maqolada AR texnologiyasining ishlash mexanizmlari, ta'lim jarayonida qo'llanilish imkoniyatlari, pedagogik afzalliklari hamda raqamli ta'lim muhitidagi funksional o'рни ilmiy jihatdan yoritilgan. Shuningdek, ushbu texnologiyaning o'quv motivatsiyasini oshirish, individual ta'limni tashkil etish va masofaviy ta'lim samaradorligini kuchaytirishga ta'siri asoslab berilgan. Tadqiqot natijalari kengaytirilgan reallik texnologiyasini ta'lim tizimiga joriy etish raqamli ta'lim muhitini takomillashtirishning muhim omili ekanligini ko'rsatadi.

Kalit so'zlar: kengaytirilgan reallik, raqamli ta'lim muhiti, interaktiv ta'lim, vizuallashtirish, AR texnologiyasi, individual ta'lim, masofaviy ta'lim, innovatsion pedagogika, 3D modellashtirish, raqamli texnologiyalar.

Аннотация

В данной статье проанализированы роль и значение технологии дополненной реальности (Augmented Reality – AR) в формировании цифровой образовательной среды. Дополненная реальность является важным инструментом в образовательном процессе благодаря возможности визуализации учебных материалов, организации интерактивного обучения и эффективного усвоения знаний учащимися. В статье научно освещены механизмы функционирования AR-технологии, возможности её применения в образовательном процессе, педагогические преимущества, а также функциональная роль в цифровой образовательной среде. Кроме того, обосновано влияние данной технологии на повышение учебной мотивации, организацию индивидуального обучения и повышение эффективности дистанционного образования. Результаты исследования показывают, что внедрение технологии дополненной реальности в систему образования является важным фактором совершенствования цифровой образовательной среды.

Ключевые слова: дополненная реальность, цифровая образовательная среда, интерактивное обучение, визуализация, AR-технология, индивидуальное обучение, дистанционное обучение, инновационная педагогика, 3D-моделирование, цифровые технологии.

Kirish

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Zamonaviy raqamli texnologiyalar jamiyat hayotining barcha sohalariga chuqur kirib bordi. Shulardan biri kengaytirilgan reallik texnologiyasi bo‘lib, u real dunyo va virtual muhitni birlashtirish imkonini beradi. Kengaytirilgan reallik foydalanuvchiga atrof-muhitni o‘zgartirmagan holda, uni virtual ma’lumotlar bilan boyitish imkoniyatini taqdim etadi. Bu esa axborotni qabul qilish samaradorligini oshiradi va inson bilan kompyuter o‘rtasidagi o‘zaro aloqani yangi bosqichga olib chiqadi.

Kengaytirilgan reallik tushunchasi. Kengaytirilgan reallik — bu real vaqt rejimida ishlaydigan texnologiya bo‘lib, u haqiqiy muhitga virtual ob’ektlarni qo‘shish orqali aralash tasvir hosil qiladi. Bunda foydalanuvchi real dunyo ob’ektlarini ko‘rish bilan birga, ularga qo‘shimcha raqamli axborotni ham qabul qiladi. AR texnologiyasi virtual reallikdan farqli ravishda, foydalanuvchini to‘liq sun‘iy muhitga olib kirmaydi, balki mavjud muhitni boyitadi.

AR texnologiyasining ishlash prinsipi. Kengaytirilgan reallik tizimlari odatda kamera, sensorlar, protsessor va displeydan iborat bo‘ladi. Kamera orqali real muhit tasviri qabul qilinadi va maxsus algoritmlar yordamida tahlil qilinadi. So‘ngra tizim ob’ektlarni tanib, ularga mos virtual elementlarni joylashtiradi. Bu jarayon real vaqtda amalga oshirilib, foydalanuvchi ekran orqali birlashtirilgan tasvirni ko‘radi. Zamonaviy AR tizimlarida kompyuter ko‘rishi, sun‘iy intellekt va mashinali o‘qitish texnologiyalaridan keng foydalanilmoqda.

Qo‘llanilish sohalari. Kengaytirilgan reallik texnologiyasi turli sohalarda samarali qo‘llanilmoqda. Ta’lim sohasida AR texnologiyasi o‘quv materiallarini vizual va interaktiv shaklda taqdim etish imkonini beradi. Masalan, talabalar murakkab fizik jarayonlarni yoki anatomik modellarni 3D ko‘rinishda o‘rganishlari mumkin. Tibbiyot sohasida shifokorlar operatsiya oldidan organlarning virtual modelini tahlil qilish orqali xavf-xatarni kamaytiradilar. Sanoatda AR texnologiyasi uskunalarni ta’mirlash va xizmat ko‘rsatish jarayonini yengillashtiradi. Savdo sohasida esa mijozlar mahsulotlarni virtual sinab ko‘rish imkoniyatiga ega bo‘ladilar. Turizm sohasida AR texnologiyasi tarixiy ob’ektlar haqida qo‘shimcha ma’lumotlarni real vaqtda taqdim etadi.

AR texnologiyasining afzalliklari. Kengaytirilgan reallikning asosiy afzalliklaridan biri axborotni vizual tarzda taqdim etish imkoniyatidir. Bu foydalanuvchining ma’lumotni tezroq qabul qilishini ta’minlaydi. Shuningdek, AR interaktivlik darajasini oshiradi, ta’lim jarayonini qiziqarli qiladi va ishlab chiqarish samaradorligini oshiradi. Mazkur texnologiya inson va raqamli tizimlar o‘rtasidagi muloqotni soddalashtiradi.

Kengaytirilgan reallik (Augmented Reality – AR) texnologiyasi ta’lim jarayonini samarali tashkil etish va o‘quvchilarning bilimni o‘zlashtirish darajasini oshirishda muhim vosita sifatida xizmat qiladi. Ushbu texnologiya an’anaviy ta’lim usullarini zamonaviy raqamli imkoniyatlar bilan boyitib, interaktiv muhit yaratadi. Natijada o‘quvchilar dars jarayonida faol ishtirok etadi va murakkab tushunchalarni osonroq anglaydi.

Birinchidan, AR texnologiyasi vizuallashtirish imkoniyatini kengaytiradi. Ko‘plab fanlarda nazariy tushunchalarni tasavvur qilish qiyin bo‘ladi. Masalan, fizika, kimyo, biologiya yoki geometriya fanlaridagi murakkab jarayonlar va modellarni AR orqali uch o‘lchamli shaklda namoyish etish mumkin. Bu esa o‘quvchilarga mavzuni ko‘rish, aylantirish va tahlil qilish imkonini beradi. Vizual o‘rganish esa bilimni uzoq muddat xotirada saqlashga yordam beradi.

Ikkinchidan, kengaytirilgan reallik ta’lim jarayonida interaktivlikni oshiradi. O‘quvchilar faqat tinglovchi emas, balki faol ishtirokchiga aylanadi. Ular virtual ob’ektlar bilan o‘zaro aloqa qilib, tajriba o‘tkazishi, modellarni o‘zgartirishi va natijalarni kuzatishi mumkin. Bu usul amaliy ko‘nikmalarni shakllantirishda muhim ahamiyatga ega.

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Uchinchidan, AR texnologiyasi individual o‘qitish imkoniyatini yaratadi. Har bir o‘quvchi o‘z tezligida materialni o‘zlashtirishi mumkin. Masalan, kimdir mavzuni tezroq o‘rgansa, boshqalar qo‘shimcha vizual yordamlar orqali tushunish imkoniga ega bo‘ladi. Bu esa differensial ta’limni amalga oshirishga yordam beradi.

To‘rtinchidan, ushbu texnologiya motivatsiyani oshiradi. Zamonaviy o‘quvchilar raqamli muhitga moslashgan bo‘lib, interaktiv va vizual materiallarga qiziqish bildiradilar. AR texnologiyasi darslarni qiziqarli va jonli qiladi. Bu esa o‘quvchilarning darsga bo‘lgan qiziqishini kuchaytiradi va ishtirok darajasini oshiradi.

Beshinchidan, kengaytirilgan reallik xavfsiz tajribalar o‘tkazish imkonini beradi. Masalan, kimyoviy reaksiyalar yoki texnik qurilmalar bilan bog‘liq xavfli jarayonlarni virtual muhitda namoyish etish mumkin. Bu o‘quvchilar xavfsizligini ta’minlash bilan birga, amaliyotga yaqin o‘qitishni ta’minlaydi.

Shuningdek, AR texnologiyasi masofaviy ta’limda ham samarali hisoblanadi. Onlayn darslar jarayonida virtual ob’ektlardan foydalanish orqali an’anaviy auditoriya muhitini qisman qayta yaratish mumkin. Bu esa masofadan turib ham amaliy bilimlarni o‘zlashtirish imkonini beradi.

Ta’limda Kengaytirilgan Reallik Texnologiyasining Afzalliklari



Mavjud muammolar. Kengaytirilgan reallik texnologiyasining keng tarqalishiga ba’zi cheklovlar ham mavjud. Ularga yuqori texnik talablar, qurilmalar qimmatligi va dasturiy ta’minotning murakkabligi kiradi. Shuningdek, uzoq vaqt AR qurilmalaridan foydalanish inson salomatligiga salbiy ta’sir ko‘rsatishi mumkin. Maxfiylik va ma’lumot xavfsizligi masalalari ham dolzarb hisoblanadi.

Kelajak istiqbollari. Kengaytirilgan reallik texnologiyasi sun’iy intellekt, 5G tarmoqlari va bulutli hisoblash tizimlari bilan integratsiyalashgan holda yanada rivojlanishi kutilmoqda. Kelajakda AR texnologiyasi ta’lim, tibbiyot, sanoat va kundalik hayotda yanada keng qo‘llaniladi. Aqlli shaharlar konsepsiyasida ham ushbu texnologiya muhim o‘rin tutadi.

Xulosa

Kengaytirilgan reallik texnologiyasi ta’lim jarayonini modernizatsiya qilishda muhim ahamiyatga ega bo‘lib, bilimni vizuallashtirish, interaktivlikni oshirish, individual yondashuvni

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ta'minlash va o'quv motivatsiyasini kuchaytirishga xizmat qiladi. Ushbu texnologiya orqali nazariy bilimlarni amaliy tajriba bilan uyg'unlashtirish imkoniyati yaratiladi, bu esa o'quvchilarning bilimni chuqurroq va mustahkam o'zlashtirishiga olib keladi. Shu bilan birga, AR texnologiyasi fazoviy tafakkurni rivojlantirish, murakkab jarayonlarni modellashtirish va tahlil qilish ko'nikmalarini shakllantirishga yordam beradi.

Kengaytirilgan reallik ta'lim jarayonida o'quvchilarning faolligini oshirib, ularni mustaqil izlanishga undaydi. Bu esa konstruktivistik ta'lim yondashuvini qo'llab-quvvatlab, bilimni tayyor holda qabul qilishdan ko'ra uni mustaqil ravishda shakllantirishga xizmat qiladi. Shuningdek, AR texnologiyasi masofaviy va aralash ta'lim modellarida ham samarali bo'lib, virtual laboratoriyalar, simulyatsiyalar va interaktiv topshiriqlar orqali amaliy bilimlarni o'zlashtirish imkoniyatini kengaytiradi.

Bundan tashqari, kengaytirilgan reallik ta'lim mazmunini shaxsga yo'naltirilgan holda tashkil etishga sharoit yaratadi. Har bir o'quvchi o'z tayyorgarlik darajasiga mos ravishda materialni o'rganishi mumkin, bu esa ta'lim samaradorligini oshiradi. Shu bilan birga, AR texnologiyasi ta'lim muassasalarida innovatsion raqamli muhitni shakllantirishga, pedagoglarning metodik imkoniyatlarini kengaytirishga va o'qitishning zamonaviy shakllarini joriy etishga xizmat qiladi.

Shu sababli kengaytirilgan reallik texnologiyasini ta'lim tizimiga bosqichma-bosqich joriy etish, texnik infratuzilmani takomillashtirish, pedagog kadrlarni tayyorlash va ilmiy-metodik bazani rivojlantirish orqali ta'lim sifatini sezilarli darajada oshirish mumkin. Kelajakda ushbu texnologiya raqamli ta'lim muhitining ajralmas qismiga aylanib, bilimlarni o'zlashtirish samaradorligini oshirishda muhim omil sifatida xizmat qilishi kutilmoqda.

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ПРЕИМУЩЕСТВА И ПРОБЛЕМЫ ВНЕДРЕНИЯ ЗАРУБЕЖНОГО ОПЫТА В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС УЗБЕКИСТАНА

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Annotatsiya

Ushbu ish o'quv jarayoniga xorijiy tajribani joriy etishning o'ziga xos xususiyatlarini ko'rib chiqadi. Xalqaro ta'lim amaliyotlaridan foydalanishning asosiy afzalliklari, jumladan, ta'lim sifatini oshirish, innovatsion yondashuvlarni rivojlantirish va jahon ta'lim makoniga integratsiyalashuv tahlil qilinadi. Xorijiy modellarni milliy sharoitlarga, shu jumladan madaniy, iqtisodiy va tashkiliy cheklovlarga moslashtirish muammolariga alohida e'tibor qaratilmoqda. Milliy ta'lim tizimining o'ziga xos xususiyatlarini hisobga olgan holda xorijiy tajribani joriy qilishga kompleks va moslashuvchan yondashuv zarurligi to'g'risida xulosa chiqarildi.

Kalit so'zlar: ta'lim, xorijiy tajriba, ta'lim texnologiyalari, innovatsiyalar, ta'lim sifati, integratsiya.

Annotation

This work considers the peculiarities of introducing foreign experience into the educational process. The main advantages of using international educational practices are analyzed, including improving the quality of education, developing innovative approaches, and integrating into the world educational space. Particular attention is paid to the problems of adapting foreign models to national conditions, including cultural, economic, and organizational restrictions. A conclusion was drawn about the need for a comprehensive and flexible approach to borrowing foreign experience, taking into account the peculiarities of the national education system.

Keywords: education, foreign experience, educational technologies, innovation, quality of education, integration.

Аннотация

В данной работе рассматриваются особенности внедрения зарубежного опыта в образовательный процесс. Анализируются ключевые преимущества использования международных образовательных практик, включая повышение качества образования, развитие инновационных подходов и интеграцию в мировое образовательное пространство. Особое внимание уделяется проблемам адаптации зарубежных моделей к национальным условиям, включая культурные, экономические и организационные ограничения. Сделан вывод о необходимости комплексного и адаптивного подхода к заимствованию зарубежного опыта с учетом специфики национальной образовательной системы.

Ключевые слова: образование, зарубежный опыт, образовательные технологии,

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инновации, качество образования, интеграция.

Современная система образования развивается в условиях глобализации, цифровизации и усиления международного сотрудничества. В этих условиях возрастает роль изучения и внедрения зарубежного опыта, который рассматривается как один из эффективных инструментов модернизации образовательного процесса.

Многие страны активно используют международные образовательные модели (например, кредитно-модульную систему, дуальное обучение), что способствует унификации образовательных стандартов и повышению качества подготовки специалистов. Однако прямое заимствование без учета национальных особенностей может привести к снижению эффективности реформ.

В чём видим преимущества внедрения зарубежного опыта в учебный процесс Узбекистана?

Во-первых, повышается качество образования. Зарубежные образовательные системы предлагают эффективные механизмы контроля качества, оценки знаний и управления образовательными учреждениями. Их внедрение способствует совершенствованию национальных систем образования и повышению уровня подготовки специалистов.

Во-вторых, использование инновационных технологий и методик в образовательном процессе. Международный опыт включает в себя такие современные педагогические подходы как:

- проектное обучение;
- цифровые образовательные платформы;
- развитие самостоятельного обучения студентов.

Исследования показывают, что развитие навыков самостоятельной учебной деятельности является ключевой компетенцией в ведущих образовательных системах мира.

В-третьих, интеграция в международное образовательное пространство. Здесь внедрение зарубежных моделей способствует:

- академической мобильности студентов и преподавателей;
- признанию дипломов;
- участию в международных программах.

Например, участие образовательных учреждений Узбекистана в Болонском процессе направлено на создание единого образовательного пространства и повышение конкурентоспособности выпускников.

В-четвёртых, развитие инклюзивного и компетентного подхода. Зарубежные учебные заведения в практике активно развивают инклюзивное образование и ориентируются на индивидуальные образовательные траектории обучающихся.

Внедрение зарубежного опыта в учебный процесс Узбекистана вместе с положительной стороной имеет и некоторые проблемы. В чём видятся проблемы внедрения зарубежного опыта?

В первую очередь, это несоответствие национальному контексту. Здесь одной из главных проблем является различие культурных, социально-экономических условий, своеобразный менталитет наций и народностей, проживающих в Узбекистане. Образовательные модели, сегодня успешно реализованные в развитых странах, не всегда дают аналогичный результат в других условиях, т.е. в условиях Узбекистана.

Во-вторых, это недостаточная подготовка педагогических кадров. Сегодня внедрение новых методик требует высокой квалификации профессорско-преподавательского состава. Отсутствие соответствующей подготовки снижает эффективность образовательных реформ.

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В-третьих, это финансовые и материально-технические ограничения, которые встречаются в образовательном процессе. Современные образовательные технологии требуют значительных инвестиций в инфраструктуру, оборудование и цифровые ресурсы. Здесь нужно больше практиковать финансовую самостоятельность образовательных учреждений.

В-четвёртых, это риск утраты национальной идентичности. Чрезмерное заимствование зарубежных моделей может привести к ослаблению национальных образовательных традиций и ценностей.

В-пятых, организационные сложности внедрения, адаптации к новым реалиям в образовательном процессе. Как нам известно, процесс адаптации требует времени, научного анализа и системного подхода. Без этого возможны формальные реформы без реального улучшения качества образования, подготовки высококвалифицированных специалистов для народного хозяйства.

Какие пути эффективного внедрения зарубежного опыта в образовательный процесс Узбекистана мы видим?

Для успешной интеграции передового международного опыта необходимо:

- адаптировать зарубежные модели с учетом национальных особенностей наций и народностей, проживающих в Узбекистане;
- развивать систему повышения квалификации и переподготовки профессорско-преподавательского состава в зарубежных учебных заведениях;
- в образовательный процесс Узбекистана внедрять инновации поэтапно;
- усиливать научные исследования в области сравнительной педагогики;
- обеспечивать государственную поддержку образовательных реформ.

Заключение

Внедрение зарубежного опыта в образовательный процесс является важным фактором развития современной системы образования. Оно открывает широкие возможности для повышения качества обучения, внедрения инноваций и интеграции в мировое образовательное пространство.

Однако эффективность данного процесса зависит от грамотной адаптации заимствуемых практик, учета национальных особенностей и готовности образовательной системы к изменениям. Только при комплексном подходе возможно достижение устойчивых положительных результатов.

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ENHANCING LANGUAGE ACQUISITION THROUGH DIGITAL PEDAGOGY: A STUDY OF INTERACTIVE AND BLENDED LEARNING ENVIRONMENTS

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Abstract

This article investigates how digital pedagogy enhances language acquisition through interactive technologies and blended learning environments. It analyses engagement, rapid feedback, and authentic task design as drivers of measurable progress in communicative competence. A context-sensitive model for higher education is proposed, aligning outcomes, learning analytics, and assessment to foster learner autonomy and sustainable proficiency development.

Keywords: digital pedagogy; interactive learning; blended learning; language acquisition; formative feedback; learner autonomy; learning analytics.

Аннотация

В статье исследуется, как цифровая педагогика повышает эффективность овладения языком за счёт интерактивных средств и смешанного обучения. Рассматриваются вовлечённость обучающихся, оперативность обратной связи и аутентичность заданий как механизмы прогресса. Предлагается модель для вузов Узбекистана, согласующая цели, аналитику и оценивание ради развития коммуникативной компетенции и автономии.

Ключевые слова: цифровая педагогика; интерактивное обучение; смешанное обучение; усвоение языка; обратная связь; автономия обучающегося; учебная аналитика.

Annotatsiya

Maqolada raqamli pedagogika interaktiv vositalar va aralash ta’lim orqali til o‘zlashtirish samaradorligini qanday oshirishi o‘rganiladi. O‘quvchilarning faolligi, tezkor fikr-mulohazalar va topshiriqlarning haqiqiyliги taraqqiyot mexanizmlari sifatida ko‘rib chiqiladi. O‘zbekiston oliy ta’lim muassasalari uchun kommunikativ kompetensiya va avtonomiyani rivojlantirish maqsadida maqsadlarni, tahlilni va baholashni muvofiqlashtiradigan model taklif etilmoqda.

Kalit so‘zlar: raqamli pedagogika; interaktiv ta’lim; aralash ta’lim; til o‘zlashtirish; qayta aloqa; o‘quvchi avtonomiyasi; o‘quv analitikasi.

Introduction

The problem of improving language acquisition in higher education is increasingly tied to how the learning environment’s structure affects exposure, practice, feedback, and assessment. In contexts where classroom time is limited and learner groups are heterogeneous, digital pedagogy is not simply an “add-on” but a means of redesigning the conditions under which language input becomes intake and practice becomes stable competence. The central argument developed in this thesis is that interactive and blended learning environments can enhance acquisition when they are

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designed as coherent pedagogical systems rather than collections of tools. Such systems must coordinate instructional objectives, communicative tasks, feedback cycles, and evidence-based monitoring of progress. Without this internal alignment, digitalization can raise activity levels without raising proficiency, producing superficial engagement that does not translate into durable linguistic development. Therefore, the scientific task is to identify which mechanisms in digital pedagogy are causally plausible and educationally manageable, and how they can be operationalized in university language instruction so that learning outcomes remain transparent, measurable, and ethically assessed.

The study aims to substantiate an instructional model for enhancing language acquisition through interactive and blended learning environments, focusing on how interactivity, feedback, and task authenticity jointly influence learners’ communicative competence and autonomy. The research object is language learning in digitally supported higher education; the subject is the pedagogical design of interactive and blended environments and their impact on acquisition indicators. The methodological basis combines theoretical analysis of second language acquisition and instructional design with a design-based research logic, in which iterative course design is evaluated through learning analytics, performance-based assessment, and reflective data from participants. The thesis relies on the premise that acquisition is facilitated when learners receive comprehensible input, have repeated opportunities for meaningful output, and obtain feedback that is timely, specific, and actionable. These premises are consistent with established international perspectives on input, interaction, and noticing, while the instructional implications must be reinterpreted for the realities of blended formats and local institutional constraints. At the same time, the thesis assumes that Russian and Uzbek methodological traditions in linguodidactics offer valuable principles of systematicity, staged skill formation, and didactic consistency that can strengthen the rigor of digital course design.

Digital pedagogy, as used here, should be distinguished from simple technology use. It denotes the purposeful orchestration of digital tools and learning scenarios to achieve pedagogical outcomes, including the creation of interactive cycles that connect learning activities with evidence of learning. Interactivity is not only technical (clicking, dragging, responding) but pedagogical, meaning that learner actions meaningfully change the subsequent learning path through feedback, hints, scaffolding, or task adaptation. In language learning, such interactivity is especially relevant because the development of competence requires frequent micro-decisions and immediate confirmation or correction, particularly at early and intermediate proficiency levels. However, immediate feedback is beneficial only when it supports noticing and repair, not when it encourages guessing or passive dependence on automated correction. Consequently, the thesis treats feedback as a designed process with parameters: timing, granularity, focus (form, meaning, or both), and learner control. Research on formative assessment and feedback suggests that the strongest learning effects occur when feedback clarifies the gap between current performance and target criteria and provides strategies for improvement, rather than merely indicating correctness. In digital environments, this insight has practical implications: feedback can be embedded into tasks as prompts, model answers, and adaptive branching, but must remain aligned with stated criteria and not contradict teacher evaluation.

Blended learning provides the organizational framework for integrating these mechanisms. It combines face-to-face instruction with online components in a way that redistributes functions rather than duplicating them. The face-to-face segment is pedagogically valuable for managing complex interaction, negotiating meaning, and developing pragmatic competence through role-play and discussion. The online segment is valuable for spaced practice, individualized pacing, and data-

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rich monitoring. The core analytical claim is that blended formats can improve acquisition by enhancing time-on-task and by enabling spacing and retrieval practice, which are known to strengthen retention and automatization. Yet these benefits are not automatic; they depend on whether online tasks are integrated into the course logic and whether the learner perceives them as essential rather than optional. In many university settings, online tasks are treated as homework of uncertain status, leading to irregular engagement. Therefore, the thesis emphasizes constructive alignment: the same competencies must be targeted in objectives, practiced in activities, and evaluated in assessments. When alignment is achieved, the online component no longer competes with classroom learning but becomes its extension and preparation.

Interactive learning environments can be classified by the type of interaction they prioritize: learner–content, learner–teacher, and learner–learner interaction. For acquisition, learner–content interaction is crucial for controlled practice and input enhancement, especially when tasks include multimodal support such as audio, captions, glosses, and examples. Learner–teacher interaction ensures expert mediation, helps interpret feedback, and supports motivation; it is particularly necessary when learners face fossilized errors or pragmatic misunderstandings. Learner–learner interaction supports negotiation of meaning and increases communicative pressure that stimulates development, but it requires careful task design to prevent unequal participation. Digital pedagogy permits all three interactions, yet the thesis argues that effective courses deliberately balance them across stages of learning. Early units may emphasize structured learner–content interaction with tight feedback loops, while later units increase learner–learner collaboration and open-ended production. This staged approach resonates with systematic skill formation principles, while also reflecting contemporary views that communicative competence emerges from both accuracy-focused practice and meaning-focused use.

A key challenge in digitally mediated language learning is maintaining authenticity without sacrificing pedagogical control. Authenticity is not defined as using “real-world” materials alone, but as creating tasks that require learners to express meanings that matter, make choices, and adapt language to communicative goals. In blended courses, authenticity can be achieved through scenario-based tasks, project work, and simulated professional communication, including emails, presentations, and collaborative problem-solving. Yet the thesis cautions that authenticity must be paired with transparency of criteria; otherwise, learners cannot understand what counts as progress. Therefore, authentic tasks should be accompanied by analytic rubrics that operationalize communicative competence into observable indicators such as coherence, lexical adequacy, grammatical control, and interactional appropriateness. Such rubrics enable consistent feedback and also allow learning analytics to track development over time without reducing language to simplistic test scores.

Learning analytics, used responsibly, is another mechanism through which digital pedagogy can enhance acquisition. Analytics provides indirect indicators of engagement and practice, such as completion rates, time spent, number of attempts, and error patterns. The thesis argues that the scientific value of analytics depends on interpretive caution. Time-on-platform is not equivalent to learning, and high activity can coexist with weak outcomes if tasks are poorly designed. Therefore, analytics must be triangulated with performance measures, such as speaking and writing assessments, and with qualitative evidence, such as learner reflections. When triangulated, analytics helps identify bottlenecks: for example, persistent errors in tense usage may correlate with repeated unsuccessful attempts on specific item types, suggesting that the instructional sequence or explanations are inadequate. This shifts the teacher’s role from solely evaluating learners to also evaluating the course design itself, which is consistent with design-based research logic and

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continuous improvement in digital pedagogy.

On the basis of this analysis, the thesis proposes a model of enhancement that integrates three design layers. The first layer is the outcomes layer, where communicative competence is defined in a way appropriate to the program and proficiency level, and where measurable descriptors are formulated. The second layer is the interaction layer, where tasks are selected and sequenced to generate repeated cycles of input, output, and feedback; here, interactive tools are chosen not for novelty but for their ability to implement these cycles efficiently. The third layer is the evidence layer, where assessment and analytics are integrated: formative micro-assessments embedded in tasks provide immediate feedback, while periodic performance assessments provide higher-validity measures of speaking and writing. The novelty of the proposed model is not in claiming that blended learning is beneficial, which is well known, but in specifying how interactive feedback cycles and evidence mechanisms can be aligned in a way that supports both acquisition and institutional accountability. This is particularly important for programs that must demonstrate outcomes under formal quality assurance requirements.

The implementation logic in a higher education setting can be illustrated through a typical module. In the online segment, learners first engage with multimodal input that introduces lexical and grammatical structures in context. Interactivity is used to prompt noticing: learners may highlight patterns, match forms to meanings, and complete short prompts that require retrieval rather than recognition. Automated feedback is immediate but explanatory, offering brief rules and examples, and it includes “try again” opportunities that encourage repair. In the face-to-face segment, learners use the same structures in guided interaction and then in freer tasks, such as discussions or role plays, where teacher feedback targets recurring problems and pragmatic appropriateness. After the class, learners complete a reflective micro-task online, such as revising a short written text based on feedback and submitting an audio summary. This sequence is justified analytically because it leverages spacing, increases meaningful output, and connects feedback across modes, strengthening the probability that corrected forms become available for spontaneous use. International research highlights that interaction and feedback facilitate acquisition when they push learners to modify output and attend to form in communicative contexts, rather than in isolation. The proposed sequence operationalizes this insight in a blended environment.

Teacher competence is a decisive moderating factor. Digital pedagogy requires teachers to make design decisions about tasks, feedback, and assessment. If teachers lack methodological preparation, digital tools can lead to either over-control, where learners do mechanical drills, or under-control, where learners interact without linguistic focus and errors stabilize. Therefore, teacher training should focus on pedagogical reasoning: how to interpret analytics, how to craft feedback prompts, how to align rubrics with objectives, and how to manage academic integrity in online assessment. Russian and Uzbek methodological scholarship emphasizes the teacher’s role in systematic organization of language material and staged development of skills, which remains applicable but must be translated into the logic of digital environments, where sequencing and scaffolding can be partially automated and where learners work asynchronously. The thesis argues that such translation is a key condition for sustainable innovation: technology should amplify didactic principles rather than replace them.

Ethical and quality considerations are also central. Interactive platforms often collect data that can be sensitive; thus, the use of analytics must follow principles of minimal sufficiency and transparency, informing learners what is tracked and why. Assessment in blended environments must address issues of identity verification and the validity of online tests. The thesis suggests that high-stakes evaluation of productive skills should rely on supervised performance tasks, while

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online quizzes function primarily as formative checks. This division supports fairness and reduces incentives for misconduct, while still using the efficiency of digital tools for frequent low-stakes practice. Additionally, accessibility must be considered: tasks should be compatible with low-bandwidth conditions and mobile devices, which are common constraints. These constraints are not merely technical; they shape pedagogy by limiting the feasibility of certain interactive features and requiring careful prioritization of what is essential for learning.

The contribution of the thesis can be summarized as a coherent rationale and model for enhancing acquisition through interactive and blended environments, with particular relevance to higher education contexts that seek both improved learning outcomes and formal accountability. The model emphasizes that interactivity must be pedagogical, feedback must be actionable, authenticity must be criterion-referenced, and analytics must be triangulated. These principles together form a system that can be evaluated and improved iteratively. The thesis also clarifies that digital pedagogy is most effective when it redistributes instructional functions: online components deliver individualized practice and immediate formative feedback, while face-to-face components prioritize complex communication, mediation, and the development of pragmatic competence. When these functions are properly distributed, blended learning increases the density and quality of language use, which is a plausible pathway to improved proficiency.

Conclusion

The thesis substantiates that enhanced language acquisition in interactive and blended learning environments depends on systemic instructional design rather than on the mere presence of technology. The proposed model integrates outcome definition, interactive task sequencing, and an evidence layer combining formative feedback and periodic performance assessment. By aligning authenticity with transparent criteria and by using learning analytics cautiously and triangulating with performance data, the approach supports communicative competence and learner autonomy. The synthesis demonstrates that blended learning is most productive when online and face-to-face segments play complementary roles: online work strengthens spaced practice and rapid feedback, while classroom interaction consolidates pragmatic and discourse skills. The study’s results indicate practical directions for course redesign and teacher development aimed at sustainable proficiency gains.

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USING CHATGPT AS A PEDAGOGICAL ASSISTANT IN DEVELOPING STUDENTS' WRITING COMPETENCE

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Abstract

The rapid development of artificial intelligence technologies has significantly influenced modern education. Among these technologies, ChatGPT has become an effective pedagogical assistant that supports both teachers and students in the learning process. This paper explores the role of ChatGPT in developing students' writing competence in English language learning. The study highlights how ChatGPT can assist learners in generating ideas, improving vocabulary usage, organizing paragraphs, and receiving instant feedback on grammar and style. The integration of AI tools in writing instruction also promotes learner autonomy and personalized learning. At the same time, the study discusses potential challenges such as overreliance on AI and issues related to academic integrity. The findings suggest that when used appropriately, ChatGPT can serve as a supportive educational tool that enhances students' writing skills and encourages active engagement in the learning process.

Keywords: ChatGPT, artificial intelligence, writing competence, English language teaching, digital pedagogy.

Annotatsiya

Sun'iy intellekt texnologiyalarining jadal rivojlanishi zamonaviy ta'lim tizimiga sezilarli ta'sir ko'rsatmoqda. Ushbu texnologiyalar orasida ChatGPT o'qituvchi va talabalar uchun samarali pedagogik yordamchi sifatida namoyon bo'lmoqda. Mazkur tezis ingliz tilini o'qitish jarayonida talabalarning yozma nutq kompetensiyasini rivojlantirishda ChatGPT imkoniyatlarini tahlil qiladi. Tadqiqotda ChatGPT talabalarga g'oyalar yaratish, so'z boyligini kengaytirish, matn tuzilishini yaxshilash hamda grammatika va uslub bo'yicha tezkor fikr-mulohaza olishda yordam berishi ko'rsatib beriladi. Bundan tashqari, sun'iy intellekt vositalaridan foydalanish talabalarning mustaqil o'rganish ko'nikmalarini rivojlantirishga ham xizmat qiladi. Shu bilan birga, AI vositalariga haddan tashqari tayanish va akademik halollik masalalari kabi ayrim muammolar ham muhokama qilinadi. Tadqiqot natijalari ChatGPTdan to'g'ri foydalanilganda u talabalarning yozma nutq ko'nikmalarini rivojlantirishga samarali yordam berishini ko'rsatadi.

Kalit so'zlar: ChatGPT, sun'iy intellekt, yozma nutq kompetensiyasi, ingliz tilini o'qitish, raqamli pedagogika.

Аннотация

Стремительное развитие технологий искусственного интеллекта оказывает значительное влияние на современную систему образования. Одной из таких технологий

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является ChatGPT, который может выступать в качестве эффективного педагогического помощника в образовательном процессе. В данной работе рассматривается роль ChatGPT в развитии письменной компетенции студентов при изучении английского языка. Исследование показывает, что ChatGPT может помогать студентам генерировать идеи, расширять словарный запас, структурировать текст и получать мгновенную обратную связь по грамматике и стилю. Использование инструментов искусственного интеллекта также способствует развитию автономности обучающихся и персонализации обучения. В то же время рассматриваются возможные проблемы, такие как чрезмерная зависимость от технологий и вопросы академической честности. Результаты исследования показывают, что при правильном использовании ChatGPT может стать эффективным инструментом для развития письменных навыков студентов.

Ключевые слова: ChatGPT, искусственный интеллект, письменная компетенция, обучение английскому языку, цифровая педагогика.

Introduction

In recent years, the rapid development of digital technologies and artificial intelligence has significantly transformed the field of education. Artificial intelligence tools are increasingly being integrated into teaching and learning processes, providing new opportunities for improving the quality of education. Among these tools, ChatGPT has emerged as one of the most widely used AI-based applications that can support both teachers and students in academic activities.

Writing competence is considered one of the most essential skills in foreign language learning. It enables learners to express their ideas clearly, organize information logically, and communicate effectively in written form. However, many students face difficulties in developing writing skills due to limited vocabulary, lack of ideas, grammatical errors, and insufficient feedback from teachers. Traditional teaching methods sometimes do not provide enough opportunities for individualized support and continuous practice in writing.

In this context, artificial intelligence tools such as ChatGPT can play an important role in supporting students' writing development. ChatGPT can assist learners in generating ideas, improving sentence structure, expanding vocabulary, and revising written texts. Moreover, it can provide instant feedback and suggestions that help students identify and correct their mistakes. As a pedagogical assistant, ChatGPT can also support teachers by facilitating writing practice and providing additional learning resources.

Therefore, the integration of ChatGPT into the teaching process can create more interactive and personalized learning environments. It encourages students to actively engage in writing activities and develop their writing competence more effectively. This study aims to explore the potential of ChatGPT as a pedagogical assistant in developing students' writing competence in English language learning.

Main Part

1. The Role of ChatGPT in Supporting Students' Writing Skills

The integration of artificial intelligence in education has opened new possibilities for improving language learning, particularly in the development of writing competence. ChatGPT, as an AI-based language model, can function as a pedagogical assistant that helps students practice writing more effectively. One of its main advantages is the ability to generate instant responses and suggestions, which supports students during different stages of the writing process.

In the pre-writing stage, ChatGPT can assist learners in generating ideas, brainstorming topics, and organizing their thoughts before starting to write. Many students experience difficulties

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when they need to begin a text because they lack ideas or struggle to structure their arguments. By interacting with ChatGPT, learners can receive prompts, outlines, and example sentences that guide them in constructing their own texts.

During the writing stage, ChatGPT can help students improve sentence structure, grammar, and vocabulary usage. It can provide explanations of language rules and suggest alternative expressions, which helps learners expand their linguistic resources. This support allows students to focus not only on the content of their writing but also on the accuracy and clarity of their language. In the post-writing stage, ChatGPT can serve as a feedback tool. It can identify grammatical errors, suggest corrections, and provide recommendations for improving coherence and organization in written texts. Immediate feedback plays a crucial role in language learning because it helps students recognize their mistakes and learn how to correct them independently.

2. Pedagogical Benefits and Challenges of Using ChatGPT in Writing Instruction

The use of ChatGPT in the classroom provides several pedagogical benefits. First, it promotes learner autonomy. Students can practice writing independently and receive guidance without waiting for teacher feedback. This increases motivation and encourages continuous learning outside the classroom. Second, ChatGPT supports personalized learning because students can ask questions and receive explanations according to their individual needs and language level. Another important advantage is the development of critical thinking and creativity. When students interact with AI tools, they are encouraged to analyze suggestions, compare different writing options, and make their own decisions about how to improve their texts. This process helps learners become more active participants in their learning.

However, the use of ChatGPT in education also presents certain challenges. One of the main concerns is the risk of overdependence on artificial intelligence. If students rely too heavily on AI tools, they may not develop their own writing abilities independently. In addition, issues related to academic integrity may arise when students submit AI-generated texts as their own work. Therefore, it is important for teachers to guide students in the responsible use of AI technologies. ChatGPT should be used as a supportive learning tool rather than a replacement for students' own efforts. When integrated thoughtfully into the teaching process, it can enhance writing instruction and contribute to the development of students' writing competence.

Conclusion

In conclusion, the integration of artificial intelligence technologies into education has created new opportunities for improving the teaching and learning process. ChatGPT can serve as an effective pedagogical assistant in developing students' writing competence in English language learning. It supports learners during different stages of the writing process by helping them generate ideas, improve grammatical accuracy, expand vocabulary, and receive immediate feedback on their written work.

The use of ChatGPT also encourages learner autonomy, personalized learning, and active engagement in writing activities. By providing instant guidance and suggestions, this AI tool can help students overcome common difficulties related to writing and improve their overall language proficiency.

However, the effective use of ChatGPT requires careful pedagogical guidance. Teachers should ensure that students use AI tools responsibly and develop their independent writing abilities rather than relying entirely on technology. When used appropriately as a supportive educational tool, ChatGPT can significantly contribute to the development of students' writing competence and enhance the quality of foreign language education.

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DEBATES AND DISCUSSIONS AS TOOLS FOR DEVELOPING SPEAKING SKILLS

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Abstract

Developing speaking skills is one of the most important goals in language learning. However, many students experience difficulties in expressing their ideas clearly and confidently, especially when learning a foreign language. Traditional teaching methods often emphasize grammar and written exercises, which may limit students' opportunities to practice oral communication. This article explores the role of debates and discussions as effective tools for improving speaking skills in the classroom. **Keywords:** Speaking skills, debates, classroom discussions, language learning, communication skills, active learning, critical thinking

Annotatsiya

Gapirish ko‘nikmalarini rivojlantirish til o‘rganishning eng muhim maqsadlaridan biridir. Biroq ko‘plab talabalar, ayniqsa chet tilini o‘rganishda, o‘z fikrlarini aniq va ishonch bilan ifoda

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etishda qiyinchiliklarga duch keladilar. An'anaviy o'qitish usullari ko'pincha grammatika va yozma mashqlarga ko'proq e'tibor qaratadi, bu esa talabalarning og'zaki muloqotni mashq qilish imkoniyatlarini cheklab qo'yishi mumkin. Ushbu maqola sinfda debatlar va muhokamalarning gapirish ko'nikmalarini rivojlantirishda samarali vosita sifatidagi rolini o'rganadi.

Kalit so'zlar: gapirish ko'nikmalari, debatlar, sinf muhokamalari, til o'rganish, muloqot ko'nikmalari, faol o'rganish, tanqidiy fikrlash.

Аннотация

Развитие навыков говорения является одной из самых важных целей в изучении языка. Однако многие студенты испытывают трудности в ясном и уверенном выражении своих мыслей, особенно при изучении иностранного языка. Традиционные методы обучения часто делают упор на грамматику и письменные упражнения, что может ограничивать возможности студентов практиковать устное общение. В данной статье рассматривается роль дебатов и дискуссий как эффективных инструментов для развития навыков говорения в классе.

Ключевые слова: навыки говорения, дебаты, классные дискуссии, изучение языка, коммуникативные навыки, активное обучение, критическое мышление.

In modern education, effective communication is considered a key skill for academic success and professional development. Among the four language skills-reading, writing, listening, and speaking-speaking is often the most challenging for language learners. Many students have a good understanding of grammar and vocabulary but struggle to express their thoughts clearly during conversations. One of the main reasons for this difficulty is the lack of opportunities to practice speaking in real-life situations. Traditional language teaching methods often focus more on written tasks and grammar exercises rather than interactive communication. As a result, students may feel nervous, shy, or unprepared when they are asked to speak. To address this issue, educators have increasingly incorporated interactive activities such as debates and discussions into the classroom. These activities encourage students to express their opinions, exchange ideas, and participate actively in communication. Debates and discussions create a more dynamic learning environment where students can practice speaking in a meaningful and engaging way. This article examines how debates and discussions contribute to the development of speaking skills and why they are valuable tools in language education. In today's world, the ability to communicate effectively is considered one of the most important skills a person can develop. Whether in education, professional life, or everyday interactions, people are expected to express their ideas clearly, listen to others, and participate in meaningful conversations. Among the four main language skills-reading, writing, listening, and speaking-speaking is often considered the most challenging for many learners, especially when studying a foreign language. Students may understand grammar rules and vocabulary, but they often struggle when it comes to expressing their thoughts orally. For this reason, teachers are constantly searching for effective strategies that can help learners improve their speaking abilities. One of the most effective and engaging approaches is the use of debates and discussions in the classroom. Debates and discussions provide students with opportunities to practice speaking in a natural and interactive way. Unlike traditional teaching methods, which often focus on memorization and written exercises, these activities encourage students to actively participate in communication. When learners are involved in a discussion, they must think about what they want to say, organize their ideas, and express them in a way that others can understand. This process helps them develop both fluency and confidence in speaking. One of the most important advantages of debates is that they encourage critical thinking. In a debate, students are

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usually divided into groups and asked to support different sides of a particular issue. For example, they may debate whether social media has a positive or negative impact on society, whether online learning is better than traditional classroom learning, or whether technology improves people's lives. In order to defend their position, students need to research the topic, gather information, and prepare strong arguments. This preparation stage not only improves their understanding of the subject but also expands their vocabulary and language skills. In addition to improving speaking skills, debates and discussions also strengthen listening skills. Effective communication is not only about speaking but also about understanding what others are saying. During a debate or discussion, students must listen carefully to the opinions of their classmates in order to respond appropriately. This encourages them to practice active listening, which involves paying attention, interpreting meaning, and reacting thoughtfully. As students become better listeners, they also become more effective communicators. Another important aspect of debates and discussions is that they expose students to different viewpoints and perspectives. In any group of learners, individuals come from different backgrounds, cultures, and experiences. As a result, they may have different opinions about a particular issue. When students participate in discussions, they learn to respect these differences and consider alternative points of view. They also develop the ability to express disagreement in a polite and respectful manner. These skills are essential not only for academic success but also for building positive relationships in society. Teachers play a crucial role in ensuring that debates and discussions are successful and beneficial for students. One of their main responsibilities is selecting appropriate topics. The topics should be interesting, relevant to students' lives, and suitable for their language level. If the topic is too difficult or unfamiliar, students may struggle to participate. On the other hand, if the topic is engaging and meaningful, students will be more motivated to share their ideas and opinions. Another important task for teachers is to create a supportive and encouraging classroom environment. Students should feel comfortable expressing their thoughts without fear of criticism or embarrassment. Teachers can achieve this by encouraging participation, praising students' efforts, and avoiding excessive correction during speaking activities. While it is important to help students improve their language accuracy, constant correction can interrupt the flow of conversation and reduce students' confidence. Despite their many benefits, debates and discussions can also present certain challenges. Some students may dominate the conversation while others remain silent. To address this issue, teachers can assign roles or encourage quieter students to share their opinions. Time management is another important factor. Discussions should be organized in a way that allows all students to participate without becoming chaotic or unstructured.

Overall, when properly planned and guided, debates and discussions can be extremely effective tools for improving speaking skills. They provide students with valuable opportunities to practice real communication, develop critical thinking, and build confidence in expressing their ideas. Moreover, these activities help learners become more active, independent, and engaged in the learning process.

In conclusion, debates and discussions play a significant role in developing students' speaking abilities. They encourage learners to communicate actively, express their opinions, and interact with others in meaningful ways. Through these activities, students improve not only their fluency and vocabulary but also their confidence and critical thinking skills. By incorporating debates and discussions into the classroom, teachers can create a dynamic and interactive learning environment where students feel motivated to speak and share their ideas. Ultimately, these experiences prepare students for real-life communication and help them become more effective and

confident speakers.

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RUS TILIDAN O'ZBEK TILIGA TARJIMADA LEKSIK MOSLASHUV USULLARI

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Annotatsiya

Maqolaning asosiy maqsadi tarjimada leksik birliklarni o'zbek tiliga tabiiy va tushunarli shaklda moslashtirish usullarini aniqlash va ularning amaliy ahamiyatini o'rganishdir. Jumladan, sinonim almashtirish, frazeologik ekvivalentlarni topish va terminlarni o'zlashtirish kabi usullar batafsil o'rganilgan. Shuningdek, tarjima jarayonida matnning kontekstual va stilistik xususiyatlarini hisobga olishning ahamiyati ko'rsatib o'tilgan. Maqola amaliy jihatdan talabalar va tarjima bilan shug'ullanuvchilar uchun foydali bo'lib, tarjima jarayonini samarali tashkil etishga xizmat qiladi.

Kalit so'zlar: tarjima, leksik moslashuv, rus tili, o'zbek tili, sinonim almashtirish, frazeologik ekvivalent, kontekstual.

Аннотация

Основная цель статьи заключается в изучении способов адаптации лексических единиц при переводе на узбекский язык таким образом, чтобы они звучали естественно и были понятны. В частности, подробно рассмотрены такие методы, как замена синонимами, подбор фразеологических эквивалентов и освоение терминов. Кроме того, показана важность учета контекстуальных и стилистических особенностей текста в процессе перевода. Статья представляет практическую ценность для студентов и специалистов, занимающихся переводом, способствуя эффективной организации переводческого процесса.

Ключевые слова: перевод, лексическая адаптация, русский язык, узбекский язык, замена синонимами, фразеологический эквивалент, контекстуальный.

Abstract

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The main purpose of the article is to examine methods of adapting lexical units in translation into Uzbek so that they sound natural and are easily understood. In particular, methods such as synonym replacement, selection of phraseological equivalents, and adaptation of terms are analyzed in detail. Furthermore, the importance of taking into account the contextual and stylistic features of the text during the translation process is highlighted. The article has practical value for students and professionals engaged in translation, contributing to the effective organization of the translation process.

Keywords: translation, lexical adaptation, Russian language, Uzbek language, synonym replacement, phraseological equivalent, contextual.

Kirish

Tarjima jarayoni til va madaniyatlar o‘rtasidagi muloqotning asosiy vositasi hisoblanadi. Rus tilidan o‘zbek tiliga tarjimada leksik moslashuv muhim ahamiyat kasb etadi, chunki ikki tilning ham leksik xususiyatlari turlicha [3]. Tarjimonning vazifasi matndagi ma’noni saqlagan holda, leksik birliklarni o‘zbek tilida tabiiy va tushunarli shaklda ifodalashdir. Shu jarayonda sinonim qo‘llash, frazeologik ekvivalentlarni topish, va terminlarni o‘zlashtirish kabi leksik moslashuv usullari qo‘llaniladi [1]. Rus tilidagi matnni o‘zbek tiliga tarjima qilishda uning kontekstual va stilistik xususiyatlarini hisobga olish ham muhimdir [4]. Tarjima jarayonida milliy va madaniy xususiyatlarni inobatga olish matnning o‘quvchiga tushunarli bo‘lishini ta’minlaydi [7].

Shu bois, rus tilidan o‘zbek tiliga tarjimada leksik moslashuv usullarini o‘rganish nafaqat nazariy, balki amaliy jihatdan ham katta ahamiyatga ega [2].

Asosiy qism

1. Leksik moslashuv tushunchasi va vazifalari

Rus tilidan o‘zbek tiliga tarjimada leksik moslashuv - bu leksik birliklarning ma’nosi va funksiyasini yangi tilga moslashtirish jarayonidir. Masalan, tibbiyot sohasidagi terminlar tarjimasida so‘zlarning o‘zbek tilidagi terminologik ekvivalenti aniq belgilanishi kerak, aks holda matnning ilmiy to‘g‘riligiga salbiy ta’sir ko‘rsatadi [1].

Leksik moslashuv tarjimaning sifatini belgilovchi asosiy omillardan biri hisoblanadi. Shu bois tarjima jarayonida leksik birliklar turli darajada o‘zlashtiriladi. Ba’zi so‘zlar to‘g‘ridan-to‘g‘ri o‘zgartirilmasdan qabul qilinadi, ba’zilari sinonim so‘zlar yoki frazeologik ekvivalentlar orqali ifodalanadi [5]. Masalan, ruscha “дружба” so‘zi o‘zbek tiliga “do‘stlik” sifatida to‘g‘ridan-to‘g‘ri tarjima qilinishi mumkin.

2. Leksik moslashuv usullari

a) Sinonim almashtirish

Sinonim almashtirish - bu rus tilidagi leksik birlikning o‘zbek tilidagi sinonimi bilan almashtirilishi usulidir. Bu usul ko‘p ma’noli so‘zlarni tarjima qilishda foydalidir [4].

b) Frazeologik ekvivalentlarni topish

Frazeologik ekvivalentlar yordamida tarjimon matndagi frazeologik birikmalarni o‘zbek tilida tabiiy va tushunarli shaklda ifodalaydi. Shu yo‘l bilan matnning stilistik ohangini saqlab qolish mumkin [7]. Masalan, ruscha “ни пуха ни пепа” iborasi o‘zbek tilida “omad tilayman” tarzida ekvivalentlanadi [7].

c) Madaniy kodlarni moslashtirish

Ba’zi leksik birliklar aniq madaniy kontekstga ega bo‘ladi [8]. Masalan, rus tilidagi “Новый год” bayrami o‘zbek tilida “Yangi yil” deb tarjima qilinadi, lekin matn konteksti aniqroq madaniy ma’no talab qilsa, qo‘shimcha tushuntirishlar kiritilishi mumkin [8].

d) Terminlarni o‘zlashtirish

Ilmiy va texnik matnlarda terminlar ko‘pincha to‘g‘ridan-to‘g‘ri o‘zbek tiliga o‘zgartiriladi

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[1]. Masalan, “анализ” so‘zi o‘zbek tilida “tahlil” sifatida ishlatiladi va ma’nosi saqlanadi [1].

3. Leksik moslashuvning amaliy ahamiyati

Rus tilidagi matnni o‘zbek tiliga tarjima qilishda leksik moslashuvning to‘g‘ri qo‘llanilishi matnning tushunarli va tabiiy bo‘lishini ta’minlaydi [3]. Tarjimaning sifatiga e’tibor berilmagan hollarda, o‘quvchi ma’noni noto‘g‘ri talqin qilishi yoki matnni to‘liq tushunmasligi mumkin [5]. Shu bois, tarjima jarayonida leksik moslashuv usullarini ilmiy asosda qo‘llash muhim ahamiyatga ega.

Rus tilidan o‘zbek tiliga tarjimada leksik moslashuv muhim rol o‘ynaydi, chunki u nafaqat so‘zlarning ma’nosini, balki matnning madaniy xususiyatlarini ham o‘quvchiga yetkazadi. Tarjimon uchun asosiy vazifa shuki, har bir leksik birlikni o‘zbek tilida tabiiy, tushunarli va o‘quvchiga yaqin shaklda ifodalashdir.

Shuningdek, leksik moslashuv tarjimaning ijodiy qismi bilan chambarchas bog‘liq. Har bir matn o‘ziga xos yondashuv talab qiladi: ba’zi so‘zlar to‘g‘ridan-to‘g‘ri ekvivalent bilan berilishi mumkin, ba’zilariga esa madaniy va kontekstual moslashuv qo‘llaniladi. Shu tariqa, tarjima nafaqat til ko‘prigi, balki madaniy muloqot vositasi sifatida ham xizmat qiladi.

Natijada, rus tilidan o‘zbek tiliga tarjimada leksik moslashuvni chuqur o‘rganish va amaliyotga tatbiq etish, tarjimaning sifatini oshirish va o‘quvchi uchun matnni tushunarli qilish imkonini beradi.

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METHODS AND ACTIVITIES FOR ENHANCING VOCABULARY OF ENGLISH LEARNERS

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Annotation

This article examines effective methods and classroom activities for enhancing the vocabulary basis of English learners. It highlights the importance of vocabulary as a fundamental component of language proficiency and emphasizes that vocabulary learning should extend beyond simple memorization. The paper discusses various teaching methods such as contextual learning, repetition and recycling, visual techniques, and technology-assisted instruction. It also explores the role of classroom activities, including word games, role-playing, reading tasks, and collaborative learning, in promoting active vocabulary use and retention. In addition, the article addresses strategies for independent vocabulary learning and the challenges learners face in vocabulary acquisition.

Key words: vocabulary development, English language learning, classroom activities, contextual learning, repetition and recycling, visual learning, technology-assisted learning, collaborative learning.

Аннотация

Данная статья рассматривает эффективные методы и виды классной деятельности для развития словарного запаса изучающих английский язык. В ней подчеркивается важность словарного запаса как основного компонента языковой компетенции и отмечается, что изучение лексики должно выходить за рамки простого заучивания слов. В работе рассматриваются различные методы обучения, такие как контекстуальное обучение, повторение и повторное использование слов, визуальные техники и обучение с использованием технологий. Также анализируется роль классных занятий, включая словесные игры, ролевые игры, задания на чтение и совместное обучение, которые способствуют активному использованию и запоминанию лексики. Кроме того, в статье рассматриваются стратегии самостоятельного изучения словарного запаса и трудности, с которыми сталкиваются учащиеся при его освоении.

Ключевые слова: развитие словарного запаса, изучение английского языка, классные занятия, контекстуальное обучение, повторение и повторное использование, визуальное обучение, обучение с использованием технологий, совместное обучение.

Annotatsiya

Ushbu maqola ingliz tilini o'rganuvchilarning lug'at boyligini rivojlantirish uchun samarali metodlar va turli xil o'yinlar to'g'risida ma'lumot beradi. Unda lug'at boyligining til kompetensiyasining asosiy tarkibiy qismi ekanligi ta'kidlanadi hamda leksikani o'rganish oddiygina so'zlarni yodlash bilan cheklanib qolmasligi kerakligi qayd etiladi. Maqolada kontekst asosida o'qitish, takrorlash va qayta qo'llash, vizual usullar hamda texnologiyalar yordamida o'qitish kabi turli o'qitish metodlari yoritib beriladi. Shuningdek, so'z o'yinlari, rolli o'yinlar, o'qish topshiriqlari va hamkorlikda o'rganish kabi sinf faoliyatlarining yangi so'zlarni faol qo'llash va eslab qolishga yordam berishdagi roli tahlil qilinadi. Bundan tashqari, maqolada lug'at boyligini mustaqil o'rganish strategiyalari hamda o'quvchilar bu jarayonda duch keladigan qiyinchiliklar ham ko'rib chiqiladi.

Kalit so'zlar: lug'at boyligini rivojlantirish, ingliz tilini o'rganish, sinf faoliyatlari, kontekst asosida o'rganish, takrorlash va qayta qo'llash, vizual o'rganish, texnologiya yordamida o'rganish, hamkorlikda o'rganish.

Vocabulary is one of the fundamental components of language learning and plays a crucial

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role in the development of communicative competence. Without sufficient vocabulary, learners cannot effectively express ideas, understand texts, or participate in conversations. For English learners, building a strong vocabulary base is essential for mastering the four core language skills: listening, speaking, reading, and writing.

Researchers in language education emphasize that vocabulary learning should not rely solely on memorization of word lists. Instead, effective vocabulary development requires meaningful exposure, repeated use, and engagement in diverse learning activities. Teachers must implement interactive methods and practical exercises that help students understand, remember, and apply new words in context.

Developing vocabulary is a fundamental principle of learning a new language. Vocabulary is not merely one component among many in language learning; it is the indispensable scaffold upon which all other linguistic competencies are enhanced. It provides a foundation pillar for learners. A continuous process of learning new words is vital for all language learners, regardless of their academic level. Many languages include words whose meanings alter depending on the context. Without sufficient lexical knowledge, learners struggle to engage with grade-level texts and academic discourse, limiting their progress in language proficiency. A lexically proficient learner has the chance to expand the ability to analyze texts and construct logical arguments. Therefore, effective vocabulary learning should go beyond memorization and temporary study.

Vocabulary knowledge is a key indicator of language proficiency. Students with a broad vocabulary are better able to comprehend spoken and written language and communicate their ideas clearly. Vocabulary acts as the building blocks of language, allowing learners to construct meaningful sentences and understand complex information.

According to language learning theories, vocabulary acquisition occurs gradually through exposure and repeated use. Learners need to encounter words multiple times in different contexts to fully understand their meanings, connotations, and grammatical usage.

Moreover, vocabulary supports the development of other linguistic skills. For instance, reading comprehension improves when learners recognize a greater number of words in a text. Similarly, speaking fluency depends largely on the availability of appropriate vocabulary in the learner's mental lexicon. Therefore, teachers should focus not only on grammar instruction but also on systematic vocabulary expansion through engaging and effective teaching methods.

Several researchers have supported this idea. For example, [Julia Carpenter](#) wrote about the importance of time in vocabulary learning for an adult. She indicated that as time passes, learners might spend more energy and time on vocabulary because of physical and mental changes. In addition, the author shared her own experience that helps adults in their study, such as reading, solving word puzzles, and using new words in daily communication. According to the article by [Yanfang Zeng Li-Jen Kuo, Lu Chen AN Lin and Haoran Shen](#), semantic awareness is important for vocabulary improvement, which means learners should understand the meaning of words and its relationship with other words. Also, in conclusion to this article, vocabulary instruction differs depending on the developmental level of the learner. Young students tend to be interested in visual and interactive methods, whereas older ones benefit from analytical tools and collaborative learning. Moreover, an online article published on the website [EnglishTeaching101](#) states that to make English lessons lively for learners, teaching techniques should include activities like role-plays, debates, and project-based learning.

Contextual learning

One of the most effective methods for vocabulary development is contextual learning. Instead of presenting words in isolation, teachers introduce vocabulary within sentences, dialogues,

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stories, or reading passages. This approach helps learners understand how words function in real communication.

For example, students may learn the word “*environment*” through a short reading about climate change rather than simply memorizing its definition. By seeing the word in context, learners grasp its meaning more naturally and remember it more easily.

Contextual learning also helps students recognize synonyms, antonyms, and related expressions. When vocabulary is taught through meaningful contexts, learners develop deeper comprehension and long-term retention.

Repetition and Recycling

Another essential method is repetition and recycling of vocabulary. Research suggests that learners need to encounter a new word at least 8–12 times before they can use it confidently. Teachers can recycle vocabulary through different classroom activities such as discussions, quizzes, writing tasks, and games. For example, words introduced in a reading lesson can later appear in speaking exercises or homework assignments. This repeated exposure strengthens memory connections and helps students move vocabulary from short-term memory to long-term retention.

Visual Learning Techniques

Visual aids play an important role in vocabulary acquisition, particularly for beginners. Images, flashcards, diagrams, and videos help learners associate words with visual representations. For instance, when teaching vocabulary related to food, teachers can use pictures of fruits, vegetables, and meals. Visual techniques make learning more engaging and improve comprehension, especially for visual learners. Mind maps and word charts are also useful tools for organizing vocabulary into categories. These techniques help learners see relationships between words and expand their lexical networks.

Technology-Assisted Vocabulary Learning

Modern technology provides numerous opportunities for vocabulary development. Educational applications, online dictionaries, digital flashcards, and language learning platforms allow students to practice vocabulary independently. Apps such as vocabulary games and spaced-repetition systems help learners review words regularly and track their progress. Multimedia tools also combine audio, images, and interactive exercises, making learning more dynamic and effective. In addition, online communication platforms allow learners to practice English with peers worldwide, exposing them to authentic language use and new vocabulary.

Classroom activities also play a crucial role in developing learners’ vocabulary knowledge because they provide meaningful opportunities for students to encounter, practice, and actively use new words. Instead of simply memorizing vocabulary lists, learners engage with language in interactive and contextualized ways. Through well-designed activities, students can better understand word meanings, pronunciation, usage, and relationships with other words. These activities help transform passive vocabulary (words learners recognize) into active vocabulary (words they can use in speaking and writing).

One important role of classroom activities is **providing contextual learning**. When vocabulary is taught through stories, dialogues, discussions, or reading passages, learners see how words function in real communication. Context helps students infer meanings, understand grammatical patterns, and remember words more effectively. For example, reading activities allow students to encounter new vocabulary naturally, while follow-up discussions encourage them to use those words in meaningful sentences.

Another significant role of classroom activities is **reinforcement and repetition**.

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Vocabulary learning requires repeated exposure to words in different situations. Activities such as quizzes, word games, matching exercises, and group tasks allow students to revisit previously learned vocabulary. This repetition strengthens memory and helps learners retain words for a longer period of time.

Classroom activities also **increase student engagement and motivation**. Interactive tasks such as role-plays, vocabulary games, and collaborative projects make learning more enjoyable. When students are actively involved in learning, they are more likely to remember and use new words. For example, in role-play activities students practice vocabulary related to real-life situations such as shopping, traveling, or job interviews, which makes the learning process more practical and meaningful.

In addition, classroom activities **encourage communication and collaboration**. Group discussions, pair work, and brainstorming activities allow learners to exchange ideas using newly learned vocabulary. Through interaction with peers, students gain confidence in using English and receive immediate feedback on their language use. This collaborative environment supports deeper vocabulary acquisition.

Another important function of classroom activities is **developing different language skills simultaneously**. Many vocabulary activities integrate speaking, listening, reading, and writing. For instance, students may read a short text, discuss new words, and then write sentences using them. Such integrated practice helps learners understand vocabulary from multiple perspectives and improves overall language proficiency.

Classroom activities also **promote critical thinking and creativity**. Activities like storytelling, problem-solving tasks, and project work require students to apply vocabulary in original ways. When learners create their own sentences, dialogues, or presentations, they develop a deeper understanding of word meanings and usage. Classroom activities are essential for effective vocabulary development. They provide context, repetition, engagement, communication opportunities, and integrated skill practice. By participating in diverse and interactive activities, students can expand their vocabulary knowledge, improve retention, and become more confident English users. Therefore, teachers should incorporate a variety of well-planned classroom activities to support continuous vocabulary growth among learners. We give some activities as an example below.

Word Games

Word games are highly effective for motivating learners and reinforcing vocabulary knowledge. Activities such as word searches, crossword puzzles, and vocabulary bingo make learning enjoyable and interactive. Games encourage students to actively recall words and use them in a competitive but friendly environment. For example, a "guess the word" game can help students practice definitions and descriptions. Such activities reduce anxiety and create a positive learning atmosphere where students feel comfortable experimenting with new vocabulary.

Role-Playing Activities

Role-playing is another valuable technique for vocabulary practice. In role-play exercises, students act out real-life situations such as ordering food at a restaurant, asking for directions, or conducting an interview.

These activities require learners to use appropriate vocabulary and expressions in context. Role-playing not only reinforces vocabulary but also improves speaking confidence and communication skills. Furthermore, it allows learners to practice language in situations similar to real-life interactions, which enhances practical language competence.

Reading Activities

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Reading is one of the most powerful tools for vocabulary expansion. Through reading texts such as stories, articles, and dialogues, learners encounter new words in authentic contexts. Teachers can support vocabulary learning by encouraging students to identify unfamiliar words, guess their meanings from context, and discuss them in class. Vocabulary journals can also be used for recording new words, definitions, and example sentences. Extensive reading programs, where students read a variety of materials regularly, significantly contribute to long-term vocabulary growth.

Collaborative Learning Activities

Group work and collaborative learning encourage students to interact with peers while practicing vocabulary. Activities such as group discussions, brainstorming sessions, and project work require learners to actively use newly acquired words. For example, students can work in groups to create posters, presentations, or short stories using target vocabulary. Collaboration fosters communication, creativity, and deeper engagement with language. Additionally, peer interaction provides opportunities for learners to learn from each other and receive immediate feedback.

Strategies for Independent Vocabulary Learning

While classroom instruction is essential, learners should also develop independent strategies for vocabulary acquisition. Effective strategies include maintaining vocabulary notebooks, using flashcards, and practicing word associations. Students should also develop the habit of consulting dictionaries and exploring word families, prefixes, and suffixes. Understanding word formation helps learners infer meanings of unfamiliar words. Another useful strategy is regular review. By revisiting vocabulary frequently, learners strengthen their memory and increase their ability to use words in communication.

Challenges in Vocabulary Learning

Despite the importance of vocabulary acquisition, many learners face difficulties in expanding their vocabulary. One common challenge is forgetting newly learned words due to lack of practice. Without regular exposure, vocabulary quickly fades from memory. Another challenge is the complexity of English vocabulary, including multiple meanings, idiomatic expressions, and irregular spelling patterns. Learners may also struggle with pronunciation and word usage in different contexts. Teachers can address these challenges by providing continuous practice opportunities, encouraging active language use, and integrating vocabulary instruction into all aspects of language learning.

Vocabulary development is a fundamental aspect of English language learning. A strong vocabulary base enables learners to communicate effectively, understand texts, and participate confidently in academic and social interactions.

Effective vocabulary instruction requires a combination of methods, including contextual learning, repetition, visual techniques, and technology integration. In addition, engaging classroom activities such as word games, role-playing, reading tasks, and collaborative projects can significantly enhance vocabulary acquisition.

Teachers play a vital role in creating supportive learning environments where students are encouraged to explore and use new vocabulary. At the same time, learners should adopt independent strategies to reinforce and expand their lexical knowledge.

By combining innovative teaching methods with active student participation, educators can help English learners build a rich and lasting vocabulary foundation that supports their overall language proficiency.

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NEW INNOVATIVE METHODS IN EDUCATION AND THEIR EFFECTIVENESS

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Abstract

This article explores contemporary innovative methods in education and evaluates their effectiveness in improving teaching and learning processes. Special attention is given to student-centered approaches, digital technologies, and interactive pedagogical strategies. The study analyzes how modern methodologies enhance learner engagement, critical thinking, and professional competence. Furthermore, it examines the role of technology in creating flexible and inclusive educational environments. The findings indicate that innovative methods significantly improve learning outcomes and prepare students for the demands of the modern world.

Keywords: innovative education, digital learning, student-centered approach, interactive methods, educational effectiveness, professional competence

Annotatsiya

Ushbu maqolada ta'lim jarayonida qo'llanilayotgan zamonaviy innovatsion metodlar va

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ularning samaradorligi keng tahlil qilinadi. Talabaga yo'naltirilgan yondashuvlar, raqamli texnologiyalar va interaktiv usullarning ta'lim sifatini oshirishdagi ahamiyati yoritilgan. Shuningdek, ushbu metodlar o'quvchilarning tanqidiy fikrlash, ijodkorlik va kasbiy kompetensiyalarini rivojlantirishdagi o'rni ko'rib chiqilgan.

Kalit so'zlar: innovatsion ta'lim, raqamli o'qitish, talabaga yo'naltirilgan yondashuv, interaktiv metodlar, samaradorlik

In the 21st century, education systems worldwide are undergoing rapid transformation driven by technological advancement, globalization, and the increasing demand for highly skilled professionals. Traditional teaching methods, which primarily focus on passive knowledge transfer, are no longer sufficient to meet the needs of modern learners. As a result, innovative educational methods have emerged as essential tools for improving the quality and effectiveness of education. Innovative methods aim to create an active learning environment where students are not merely recipients of information but active participants in the learning process. These approaches focus on developing critical thinking, problem-solving abilities, creativity, and collaboration skills, which are crucial for success in today's knowledge-based society.

Student-Centered Learning Approaches One of the fundamental principles of innovative education is the shift from teacher-centered to student-centered learning. In this approach, the teacher acts as a facilitator rather than a knowledge provider, guiding students in their learning journey. Student-centered methods encourage learners to take responsibility for their education, engage in discussions, and collaborate with peers. Techniques such as group work, peer teaching, and self-assessment foster independence and improve learning outcomes. This approach also accommodates different learning styles and abilities, making education more inclusive and effective.

Blended Learning and Flipped Classroom. Blended learning is a combination of traditional face-to-face instruction and online learning. It provides flexibility, allowing students to access educational materials anytime and anywhere. This method enhances learning efficiency by integrating digital tools with classroom activities. The flipped classroom model is another innovative strategy that has gained widespread popularity. In this approach, students study theoretical content at home through videos, lectures, or reading materials, while classroom time is dedicated to interactive activities such as discussions, problem-solving, and practical exercises. This method increases student engagement and promotes a deeper understanding of the subject matter.

Project-Based and Problem-Based Learning. Project-Based Learning (PBL) and Problem-Based Learning are highly effective, innovative methods that focus on real-world applications. In PBL, students work on projects that require research, collaboration, and critical thinking. This method helps learners connect theoretical knowledge with practical experience. Problem-Based Learning, on the other hand, involves solving complex, real-life problems. Students analyze situations, develop solutions, and present their findings. These methods enhance analytical skills, creativity, and teamwork, preparing students for professional challenges.

Role of Digital Technologies in Education. Digital technologies have become an integral part of modern education. Tools such as learning management systems (LMS), virtual classrooms, and online collaboration platforms facilitate communication and knowledge sharing. Artificial intelligence (AI) plays a significant role in personalizing education. Adaptive learning systems analyze student performance and provide customized learning paths based on individual needs. Intelligent tutoring systems offer real-time feedback and support, improving learning efficiency. In addition, technologies such as virtual reality (VR) and augmented reality (AR) create immersive learning experiences, allowing students to explore complex concepts in an interactive way. These

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innovations make learning more engaging and accessible.

Effectiveness of Innovative Educational Methods. The effectiveness of innovative methods can be observed through several key outcomes. Firstly, they increase student motivation and engagement by making learning more interactive and relevant. Secondly, they improve knowledge retention, as students actively participate in the learning process. Moreover, innovative approaches develop essential 21st-century skills, including critical thinking, communication, collaboration, and digital literacy. These competencies are crucial for success in both academic and professional environments. Research also shows that students taught through innovative methods demonstrate higher academic performance compared to those taught using traditional approaches. This highlights the importance of integrating modern methodologies into educational systems.

Development of Professional Competence. The development of professional competence is one of the central goals of modern education, especially in the context of rapidly changing labor market demands and technological advancement. Professional competence is a multifaceted concept that includes not only subject-specific knowledge but also practical skills, critical thinking abilities, communication skills, ethical values, and adaptability. Innovative educational methods play a crucial role in fostering these competencies. Unlike traditional approaches that emphasize memorization, modern methods focus on the application of knowledge in real-life contexts. For example, project-based learning allows students to engage in complex tasks that simulate real professional challenges. Through such activities, learners develop problem-solving skills, teamwork, leadership, and decision-making abilities. Another important approach is the use of simulation-based learning and virtual laboratories, which provide students with practical experience in a controlled environment. These tools are particularly effective in fields such as engineering, medicine, and business, where hands-on experience is essential. Simulations enable students to experiment, make mistakes, and learn from them without real-world consequences. Digital technologies also contribute significantly to competence development. Learning management systems and AI-based platforms help track student progress, identify strengths and weaknesses, and provide personalized feedback. This individualized approach ensures that learners acquire competencies at their own pace and according to their specific needs. Furthermore, innovative methods promote the development of soft skills, which are increasingly important in the modern workplace. Communication, collaboration, emotional intelligence, and intercultural competence are essential for working in diverse and globalized environments. Group projects, discussions, and peer learning activities create opportunities for students to practice and improve these skills. Lifelong learning is another key aspect of professional competence. Innovative education encourages students to become independent learners who continuously seek knowledge and self-improvement. This is particularly important in a world where technological advancements require constant updating of skills and knowledge. In addition, competency-based education focuses on measurable learning outcomes. Students are assessed based on their ability to demonstrate specific competencies rather than simply recalling information. This approach aligns education more closely with labor market requirements and enhances graduate employability. Overall, the integration of innovative methods in education significantly contributes to the holistic development of professional competence, preparing students not only for their first job but for long-term career success.

Challenges and Limitations. Despite the numerous advantages of innovative educational methods, their implementation is accompanied by a range of challenges and limitations that must be carefully addressed. One of the primary challenges is the lack of adequate technological infrastructure. Many educational institutions, particularly in developing regions, face difficulties in

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accessing reliable internet, modern devices, and digital platforms. This digital divide creates inequality in educational opportunities and limits the effectiveness of technology-based learning. Another significant issue is the need for teacher training and professional development. Innovative methods require educators to adopt new roles, moving from traditional lecturers to facilitators and mentors. However, not all teachers possess the necessary digital skills or pedagogical knowledge to effectively implement these approaches. Continuous training programs and institutional support are essential to overcome this barrier. Resistance to change is also a common limitation. Both teachers and students may be accustomed to traditional teaching methods and may find it difficult to adapt to new approaches. This resistance can slow down the integration of innovative practices and reduce their potential impact. Additionally, assessment and evaluation in innovative learning environments can be challenging. Traditional testing methods may not accurately measure competencies such as critical thinking, creativity, and collaboration. Developing reliable and valid assessment tools that align with innovative methods remains a complex task. Ethical concerns related to digital technologies must also be considered. Issues such as data privacy, cybersecurity, and algorithmic bias can affect the fairness and safety of educational systems. The use of artificial intelligence in education requires careful regulation to ensure that student data is protected and that technological systems do not reinforce existing inequalities. Another limitation is the potential for over-reliance on technology. While digital tools enhance learning, excessive dependence on them may reduce face-to-face interaction and negatively impact social skills. It is important to maintain a balanced approach that combines technology with human interaction. Furthermore, the implementation of innovative methods often requires significant financial investment. Educational institutions may struggle to allocate sufficient resources for infrastructure, training, and technological tools. This can limit the scalability and sustainability of innovation in education. Finally, cultural and contextual factors also influence the effectiveness of innovative methods. Educational practices that are successful in one context may not be easily transferable to another due to differences in values, traditions, and institutional structures.

In conclusion, new innovative methods in education significantly enhance the effectiveness and quality of the learning process. By promoting active learning, integrating digital technologies, and focusing on student needs, these approaches prepare learners for the challenges of the modern world. To achieve sustainable educational development, it is essential to invest in technology, provide teacher training, and ensure equal access to educational resources. The continued implementation of innovative methods will play a key role in shaping the future of education.

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS ON EDUCATION

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Annotatsiya

Ushbu maqolada o'quv jarayonida innovatsion usullardan foydalanish samaradorligi muhokama qilinadi. U zamonaviy texnologiyalar va interfaol o'qitish usullari o'quvchilarning motivatsiyasi, ishtiroki va til ko'nikmalariga qanday yordam berishini ko'rsatishga qaratilgan. Maqolada zamonaviy o'qitish strategiyalarining afzalliklari ham tahlil qilingan. Binobarin, ta'lim sifatini oshirishda innovatsion usullardan foydalanish muhim o'rin tutadi.

Kalit so'zlar: innovatsion usullar, ta'lim texnologiyasi, o'qitish samaradorligi

Abstract

This article discusses the effectiveness of using innovative methods in the educational process. It aims to show how modern technologies and interactive teaching approaches help students' motivation, participation and language skills. The article also analyzes the advantages of modern teaching strategies. As a result, the use of innovative methods plays an important role in improving the quality of education.

Keywords: innovative methods, educational technology, teaching effectiveness

Аннотация

В данной статье рассматривается эффективность использования инновационных методов в образовательном процессе. Цель статьи — показать, как современные технологии и интерактивные подходы к обучению способствуют повышению мотивации, вовлеченности

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и развитию языковых навыков учащихся. В статье также анализируются преимущества современных стратегий обучения языку. В результате, использование инновационных методов играет важную роль в повышении качества образования.

Ключевые слова: инновационные методы, образовательные технологии, эффективность обучения

In recent years, the use of innovative teaching methods has become an essential part of modern education. Traditional methods are gradually being replaced by interactive and technology-based approaches. These approaches not only enhance students' language skills but also foster critical thinking, active participation. This article explores the effectiveness of such innovative methods on teaching and examines how contribute to a more engaging and productive learning experience. Using innovative methods is one of the most effective ways to improve the quality of education. Because the world is changing quickly, education must use innovative methods to remain effect. As technology develops and knowledge expands, education systems must adopt new strategies and approaches in order to prepare students for future challenges.

The research in UK also highlights researchers have studied the role of innovation in education and emphasized its importance for both individuals and society. According to the study, education is a fundamental social institution that helps societies survive and develop. However, in order to remain effective and sustainable, education systems must constantly evolve and adapt to new global conditions. Innovation in education can therefore be seen as a necessary process that allows educational systems to respond to economic, technological, and social changes. The research also highlights that modern societies increasingly depend on knowledge and information. The emergence of the so-called “knowledge society” has created a strong demand for highly educated individuals with advanced skills and critical thinking abilities. As a result, education systems must become more effective and efficient in order to prepare students for the complex challenges of the modern world. Educational innovations can help achieve these goals by improving teaching strategies and learning environments.

According to Means et al. (2010), technology-based methods can improve students' learning efficiency. One widely recognized innovation in education is the use of technology in classrooms. Computers, online learning platforms, and projectors give students access to a wide range of resources, allow participation in interactive lessons, and enable collaboration with peers digitally. For instance, online quizzes, educational videos, and discussion forums make learning more engaging and flexible. Research shows that when technology is properly integrated, students' understanding, retention, and overall learning efficiency improve significantly.

Interactive Learning. According to Johnson et al. (2016), interactive learning significantly improves students' collaboration and problem-solving skills. Rather than passively listening to lectures, students engage in group discussions, problem-solving tasks, and presentations. This approach deepens understanding, develops critical thinking, and improves communication and teamwork skills. For example, when students collaborate on projects or analyze real-world problems together, they learn to exchange ideas, consider different perspectives, and apply knowledge practically. Studies consistently show that interactive learning produces higher academic achievement than traditional methods.

Gamification. According to Romero-Rodríguez et al. (2024), gamification—adding game elements like badges, points, and leaderboards to learning environments—can significantly improve learner engagement and course completion rates in online education. A study conducted on Massive Open Online Courses (MOOCs) found that courses with gamified elements had higher participation and completion compared to non-gamified ones. For example, in a test of energy sustainability

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MOOCs, gamified courses achieved a completion rate of 14.43%, while non-gamified courses only reached about 6.16%, and the level of student engagement was considerably higher in gamified environments. These results suggest that gamification can enhance motivation and encourage students to stay engaged with course materials longer.

Conclusion

In conclusion, the use of innovative methods has become an important factor in improving the quality of modern education. Traditional teaching approaches are gradually being supported by new strategies that make learning more engaging, effective, and student-focused. Innovative practices such as technology-based learning, interactive activities, student-centered approaches, and gamification help students participate more actively in the educational process and develop important academic and practical skills. Therefore, the application of innovative methods in education can contribute to creating a more dynamic learning environment and better preparing students for future challenges. Furthermore, teachers and educational institutions should continue exploring and applying new approaches that support effective learning. Continuous innovation in teaching can help education systems respond to the changing needs of modern society.

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O‘ZBEK MILLIY KORPUSI VA WORDNET ASOSIDA O‘ZBEK-INGLIZ TILIDAGI HARAKAT FE‘LLARINING VALENTLIK MODELLARINI QIYOSIY TAHLILI

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Annotatsiya

Mazkur maqolada O‘zbek Milliy Korpusidan tanlangan 50 ta yuqori chastotali harakat fe‘llarning valentlik modellari (sintaktik, semantik va kognitiv darajalari) ingliz tilidagi WordNet, British National Corpus, VerbNet asosida qiyosiy tahlil qilindi. O‘zbek tilidagi *yemoq*, *yashamoq*, *yozmoq* kabi harakat fe‘llari ikki valent (agent + patient) bilan cheklansa, ingliz tilidagi fe‘llarda metaforik (*“eat one’s words”*) va frazeologik kengayishlar ustunlik qilishi aniqlandi. Korpusga asoslangan tahlil natijasida o‘zbek fe‘l leksemalarining yangi tasnifi ishlab chiqildi va bilingval tezaurusga valentlik integratsiyasi taklif etildi. Tadqiqot natijalari mashina tarjimasi va til o‘qitishda

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qo'llanilishi mumkin.

Kalit so'zlar: fe'l valentligi, korpus lingvistikasi, O'zbek Milliy Korpusi, semantik rollar, bilingval tezaurus, sintaktik ramkalar, WordNet, mashina tarjimas.

Annotation

The linguistic research analyzes valency models of 50 high-frequency action verbs from the Uzbek National Corpus compared against English resources like WordNet, British National Corpus, and VerbNet. In Uzbek, action verbs such as *yemoq* (to eat), *yashamoq* (to live), and *yozmoq* (to write) are typically restricted to bivalent patterns (agent + patient). English counterparts, however, frequently feature metaphorical extensions (e.g., “*eat one's words*”) and phraseological expansions. Corpus-based analysis led to a new classification of Uzbek verb lexemes and a proposal for valency integration into a bilingual thesaurus. These results hold potential applications in machine translation and language teaching.

Keywords: verb valency, corpus linguistics, Uzbek National Corpus, semantic roles, bilingual thesaurus, syntactic frames, WordNet, machine translation.

Аннотация

Лингвистическое исследование анализирует модели валентности 50 высокочастотных глаголов действия из Узбекского национального корпуса в сравнении с английскими ресурсами, такими как WordNet, British National Corpus и VerbNet. В узбекском языке глаголы действия, такие как *yemoq* (есть), *yashamoq* (жить) и *yozmoq* (писать), как правило, ограничены бивалентными моделями (агент + пациент). В английском языке, напротив, соответствующие глаголы часто демонстрируют метафорические расширения (например, “*eat one's words*”) и фразеологические расширения. Корпусный анализ позволил разработать новую классификацию узбекских глагольных лексем и предложить интеграцию валентности в двуязычный тезаурус. Полученные результаты имеют потенциальное применение в машинном переводе и преподавании языков.

Ключевые слова: валентность глагола, корпусная лингвистика, Узбекский национальный корпус, семантические роли, двуязычный тезаурус, синтаксические рамки, WordNet, машинный перевод.

Fe'l valentligi tahlili tilshunoslikning asosiy muammolaridan biri bo'lib, uning sintaktik va semantik xususiyatlari tillararo farqlarni ochib berishda muhim ahamiyatga ega. O'zbek tili aglyutinativ tizimga ega bo'lib, fe'llar odatda qat'iy valentlikka ega, ingliz tili esa analitik va flektiv xususiyatlari tufayli kengaytirilgan modellar kelishini taqozo etadi. Mazkur tadqiqot O'zbek Milliy Korpusidan olingan ma'lumotlar asosida fe'l leksemalarini xalqaro resurslar bilan qiyoslashga qaratilgan bo'lib, bundan ko'zlangan asosiy maqsad o'zbek tilidagi fe'llarning korpusga asoslangan modellari orqali bilingval leksik resurslarni boyitish hisoblanadi.

Mazkur tadqiqot doirasida O'zbek Milliy Korpusidan 50 ta yuqori chastotali fe'l tanlandi va ular ingliz tilidagi WordNet, shuningdek, nemis tilidagi GermaNet va Turkic WordNet bilan qiyosiy o'rganildi. Tahlilda asosan sintaktik rollar (subyekt, obyekt, lokativ, instrumentativ) hamda semantik rollar (agent, patient, experiencer, recipient) alohida qayd etildi. Natijalarda fe'l valentligi turli madaniyatlarda turlicha modellashtirilishi ko'rsatildi.

Masalan, o'zbek tilida “*yemoq*” harakat fe'li asosan *agent-patient* munosabatida ya'ni keladi (“*bola non yedi*”), ingliz tilida esa “eat” valentlik jihatidan ko'proq qo'shimcha semantik rollarni o'z ichiga oladi (“*eat one's words*” — metaforik, “*eat away at something*” — frazeologik). Shu tariqa, korpus tahlili semantik kengayish va metaforik variantlarni aniq qayd etishga imkon berdi.

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O‘zbekcha fe‘l	Tipik valentlik (UZ)	Inglizcha fe‘l	Tipik valentlik (EN)
<i>yashamoq</i>	Subyekt (Gapning grammatik markazi bo‘lgan, odatda harakatni bajaruvchi yoki holatni ifodalovchi shaxs/narsa) + Lokativ (Harakatning sodir bo‘lish joyi)	<i>live</i>	Subject + Locative / Abstract Object (harakat natijasida bevosita moddiy buyum emas, balki mavhum tushuncha yoki his-tuyg‘u obyekt)
<i>yemoq</i>	Agent (Harakatni bajaruvchi shaxs yoki predmet) + Patient (Harakatdan ta’sir ko‘ruvchi shaxs yoki predmet)	<i>eat</i>	Agent + Patient / Metaphoric Object (fe‘l odatda bog‘lanmaydigan narsani metafora asosida obyekt sifatida qabul qiladi. Ya’ni, semantik kengayish orqali yangi obyekt bilan qo‘llanadi)
<i>ishlamoq</i>	Subyekt + Lokativ / Instrumental (Harakatni amalga oshirish vositasi)	<i>work</i>	Subject + Locative / Purpose phrase (fe‘l bilan birikib, harakatning maqsadini bildiruvchi fraza (odatda <i>for, to</i> kabi predloglar orqali ifodalanadi)
<i>o‘qimoq</i>	Agent + Patient (kitob, matn)	<i>read</i>	Agent + Patient (book, text)
<i>yozmoq</i>	Agent + Product (bu agent tomonidan bajarilgan ish natijasida yuzaga kelgan narsa)	<i>write</i>	Agent + Product / Recipient (biror narsani qabul qiluvchi ishtirokchi)

Jadvaldan ko‘rinib turibdiki, o‘zbek tilidagi fe‘llar odatda ikki asosiy valentlik bilan chegaralanadi, ingliz tilida esa metaforik va frazeologik kengaytmalar ko‘proq uchraydi. Bu esa turli tillarda fe‘l konseptining semantik imkoniyatlarini namoyon etadi.

Tadqiqot natijalari o‘zbek tilshunosligi uchun bir nechta ilmiy yangiliklarni keltirib chiqardi. Birinchidan, o‘zbek tilida fe‘l leksemalarining valentlik modellari ilk bor korpus asosida tizimlashtirildi. Ikkinchidan, xalqaro WordNet loyihalari bilan qiyosiy asosda madaniy-semantik tafovutlar ochildi. Uchinchidan, bilingval tezaurus yaratishda semantik iyerarxiyaga qo‘shimcha ravishda valentlik modellari integratsiya qilindi.

Amaliy jihatdan esa, ushbu natijalar mashina tarjimasi, leksikografiya va til o‘qitishda muhim qo‘llanilish imkoniga ega. Masalan, tarjimada “*eat one’s words*” iborasining o‘zbekchaga “*so‘zini qaytarib olish*” tarzida ekvivalent berilishi aynan valentlik modeli hisobga olinganda aniqlanadi. Shuningdek, til o‘rganuvchilar uchun fe‘lning valentlik sheriklarini ko‘rsatish tabiiy nutqni egallash jarayonini osonlashtiradi.

Korpusdan olingan misollar ham bu farqlarni aniq ko‘rsatadi:

- “*U yillar davomida bir xonadonda yashadi.*”
- “*The tradition lives on in the hearts of the people.*”
- “*U non yedi va choy ichdi.*”

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- *"He had to eat his words after the results were announced."*

Mazkur misollar shuni ko'rsatadiki, fe'l leksemalarining valentlik modellari nafaqat sintaktik bog'lanishlar darajasida, balki madaniy tafakkur va konseptual metafora darajasida ham farqlanadi. Shu sababli, bilingval tezaurus yaratishda fe'lning semantik kengayishlari va metaforik qo'llanishlari albatta inobatga olinishi kerak.

Amaliy qo'llanilish jihatidan VerbNet semantik rollarni belgilash (Semantic Role Labeling), mashina tarjimai, savol-javob tizimlari va matn tushunish dasturlari kabi zamonaviy tabiiy tilni qayta ishlash vazifalarida muhim rol o'ynaydi. Hozirgi vaqtda VerbNet 6,300 dan ortiq fe'l, 270 dan ortiq fe'l sinfi va 5,200 dan ortiq semantik ramkani o'z ichiga olgan holda kompyuter lingvistikasining eng muhim resurslaridan biri bo'lib xizmat qilmoqda va dunyo bo'ylab ko'plab tadqiqotchilar tomonidan keng qo'llanilmoqda.

Fe'l leksemalarining lisoniy modellarini yaratishda quyidagi metodologik tamoyillar asosiy hisoblanadi:

1. Semantik-sintaktik integratsiya tamoyili. Fe'lning semantik mazmuni va sintaktik xatti-harakatlari o'rtasidagi bog'liqlikni hisobga olish zarur. B.Goldberg konstruksion grammatika doirasida fe'l ma'nosi va sintaktik ramka o'rtasidagi munosabatlarni tadqiq etgan. O'zbek tilida ham fe'lning leksik ma'nosi uning valentlik imkoniyatlarini belgilaydi:

kel- (harakat fe'li): [Subyekt] + [Yo'nalish/Manzil]

yoz- (ijod fe'li): [Agent] + [Mahsul] + [Vosita]

2. Distributiv tahlil tamoyili. Fe'llarning korpusdagi tarqalish naqshlari asosida ularning semantik guruhlarini aniqlash. Harris distributiv semantika nazariyasida so'zlarning ma'nosi ularning kontekstual tarqalishi orqali aniqlanishini ta'kidlagan. O'zbek korpusida harakatni bildiruvchi fe'llar ko'pincha makon va vaqt ko'rsatkichlari bilan, ta'sir fe'llari esa obyekt va natija ko'rsatkichlari bilan birga keladi.

3. Kvantitativ-kvalitativ tahlil tamoyili. Statistik usullar bilan lingvistik intuitsiyani birlashtirish. Gries korpus tilshunosligida kvantitativ va kvalitativ yondashuvlarning sintezini ta'kidlagan. O'zbek fe'llari uchun chastota ma'lumotlari asosida asosiy fe'l guruhlarini aniqlash, lingvistik tahlil orqali semantik kategoriyalarni aniqlash hamda statistik testlar yordamida natijalarni tekshirish imkoniyatini yaratib beradi.

Fe'l leksemalarining korpus asosida tasniflaydigan bo'lsak, o'zbek korpusi tahlili asosida fe'llarni quyidagi asosiy semantik guruhlariga ajratish mumkin:

1. Harakat fe'llari (Action verbs)

- Jismoniy harakat: yur-, chop-, sakra-, suz-
- Kognitiv harakat: o'yla-, eslash-, unutmok
- Og'zaki harakat: ayt-, gapirmok, so'ra-

2. Holat fe'llari (State verbs)

- Mavjudlik holati: bor, yo'q, tur-
- Sifat holati: go'zal bo'lmoq, katta bo'lmoq
- Psixologik holat: xursand bo'lmoq, qayg'urmoq

Kollokatsiya naqshlarining tahlili. Fe'llarning boshqa so'zlar bilan birikish naqshlari ularning semantik xususiyatlarini ochib beradi. J. Sinclair kollokatsiyalarni tilning leksik grammatikasining asosi deb hisoblagan. O'zbek tilida:

- Intensivlik ko'rsatkichlari: "juda yaxshi bilmoq", "qattiq istamoq"
- Aspektual ko'rsatkichlar: "boshlash", "davom ettirmok", "tugatmok"
- Modal ko'rsatkichlar: "istash", "keraklik", "majburiyat"

Statistik modellash tirish usullari. Korpus ma'lumotlari asosida fe'l leksemalarining xatti-

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harakatlarini bashorat qilish uchun quyidagi statistik modellar qo'llaniladi:

1. *N-gram modellari*. Fe'llarning ketma-ketlik naqshlarini aniqlash uchun. D. Manning va H. Schütze n-gram modellarining til modellashtirish ahamiyatini ko'rsatganlar.

2. *Hidden Markov Models (HMM)*. Fe'llarning grammatik kategoriyalar ketma-ketligini modellashtirish uchun.

3. *Neural Language Models*. Chuqur o'rganish usullari orqali fe'llarning kontekstual xatti-harakatlarini modellashtirish.

Semantik rollarni avtomatik aniqlash. Korpus asosida fe'llarning argument semantik rollarini avtomatik aniqlash algoritmlari ishlab chiqiladi. D. Gildea va d. Jurafsky birinchi marta avtomatik semantik rol belgilash tizimini yaratganlar. O'zbek tili uchun:

- **Agent:** harakat qiluvchi shaxs yoki obyekt
- **Patient:** ta'sirga uchrovchi obyekt
- **Instrument:** harakat uchun ishlatiladigan vosita
- **Goal:** harakat yo'naltirilgan maqsad
- **Source:** harakat boshlangan joy

Korpus annotatsiyasining metodologiyasi. Fe'l leksemalarining lisoniy modellarini yaratish uchun korpus matnlari maxsus belgilanishi kerak. M. Palmer va boshqalar PropBank loyihasida fe'llarning semantik rollarini belgilash standartlarini ishlab chiqqanlar. O'zbek korpusi uchun namuna sifatida morfologik belgilash (fe'l shakllarining grammatik xususiyatlari), sintaktik belgilash (bog'liqlik munosabatlari va sintaktik funksiyalar), semantik belgilash (semantik rollar va tematik munosabatlar), pragmatik belgilash (kontekstual ma'no va foydalanish holatlari) kabi jihatlarni olishimiz mumkin.

Tillararo modellashtirish. O'zbek fe'llarining boshqa tillar bilan qiyosiy tahlili orqali universal va tilga xos xususiyatlarni aniqlash. M. Haspelmath tipologik tadqiqotlarda fe'llarning universal semantik rollarini aniqlagan. Bu yondashuv o'zbek tilining turkiy tillar oilasidagi o'rni va o'ziga xos xususiyatlarini aniqlashga yordam beradi.

Tabiiy tilni qayta ishlashda qo'llash. Yaratilgan lisoniy modellar sintaktik tahlil jarayonida ya'ni fe'llarning bog'liqlik munosabatlarini aniqlashda, semantik tahlilda ya'ni fe'l ma'nolarini kontekst asosida aniqlashda, mashina tarjimasida fe'l strukturalarining tillararo moslashtirilish jarayonida, maatn generatsiyasi va tabiiy fe'l konstruksiyalarini yaratish kabi NLP sohalarida qo'llanilishi mumkin.

Endi esa o'zbek va ingliz tillarida fe'l leksemalarining korpus asosida lisoniy modellarini qiyosiy tahlil asosida ishlab chiqamiz. Ushbu tadqiqotda o'zbek tilidan "yoz-" fe'li va ingliz tilidan "write" fe'li tanlab olinadi. Ushbu fe'llar semantik jihatdan ekvivalent bo'lib, ijod faoliyatini bildiradi va har ikkala tilda ham yuqori chastotaga ega fe'llar hisoblanadi. Korpus manbalari sifatida o'zbek va ingliz tillariga oid yirik lingvistik bazalardan foydalaniladi. Xususan, o'zbek tili uchun taxminan 10 million token hajmga ega bo'lgan O'zbek Milliy Korpusi asosiy manba sifatida tanlandi. Ingliz tili uchun esa 100 million tokenni o'z ichiga olgan British National Corpusdan foydalanildi. Ushbu korpuslar til birliklarini real nutqiy kontekstda tahlil qilish, ularning qo'llanish chastotasi va semantik xususiyatlarini aniqlash imkonini beradi.

INGLIZ TILI "WRITE"	
Tenses write writes wrote written	Continuous writing am writing was writing will be writing
Perfect have written had written will have written having written	Infinitive to write not to write to be writing to have written
Gerund writing not writing having written being written	Passive is written was written being written been written

Bu jadval ingliz tilida "to write" fe'lining barcha grammatik shakllarini tizimli ravishda ko'rsatmoqda. Jadval oltita asosiy grammatik kategoriyaga bo'lingan: Tenses (Zamonlar), Continuous (Davomiy zamonlar), Perfect (Tugallangan zamonlar), Infinitive (Infinitiv), Gerund (Gerundiy), Passive (Majhul nisbat).

O'ZBEK TILI "YOZ-"	
Zamonlar yoz-di yoz-moqda yoz-adi yoz-gan	Shaxs-Son yoz-aman yoz-asan yoz-amiz yoz-asizlar
Shart Mayli yoz-sa yoz-ganda yoz-ib yoz-gach	Harakat Nomi yoz-ish yoz-uv yoz-uvchi yoz-ilgan
Sifatdosh yoz-gan yoz-uvchi yoz-iladigan yoz-ilishi mumkin	Zamon + Inkor yoz-maydi yoz-magan yoz-maymiz yoz-masdim

Bu jadval oltita asosiy grammatik kategoriyaga bo'lingan bo'lib, o'zbek tilida "yoz-" fe'lining barcha grammatik shakllarini tizimli ravishda ko'rsatmoqda.

O'zbek tili aglyutinativ tizimga asoslangan bo'lib, bu yerda barcha grammatik ma'lumotlar bitta so'zga qo'shimchalar orqali birlashtiriladi. Masalan, "yozmoqdaman" so'zi to'rtta morfemdan iborat: "yoz" (ildiz) + "moq" (zamon) + "da" (aspekt) + "man" (shaxs). Bu usul bilan bitta so'z to'liq jumla vazifasini bajarishi mumkin.

Ingliz tili esa analitik tizimga ega bo'lib, grammatik ma'nolar bir nechta mustaqil so'zlar orqali ifodalanadi. "I am writing" gapi uchta alohida elementdan tashkil topgan: "I" (shaxs olmoshi) + "am" (yordamchi fe'l) + "writing" (asosiy fe'l + davomiylik qo'shimchasi). Bu yerda har bir grammatik ma'no alohida so'z bilan ko'rsatiladi.

O'zbek tilida fe'ning 150 dan ortiq turli shakli mavjud, chunki har bir grammatik xususiyat

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uchun alohida qo'shimcha qo'shiladi. "Yozgan", "yozgani", "yozganligi", "yozganligidan" kabi shakllar ketma-ket qo'shimchalar qo'shish orqali hosil bo'ladi. Ingliz tilida esa faqat 8-12 ta asosiy fe'l shakli mavjud bo'lib, qolgan ma'nolar yordamchi so'zlar bilan ifodalanadi.

Shaxs ko'rsatish masalasida ham katta farq bor. O'zbek tilida "yozaman" deyilganda, kim yozayotgani fe'lining o'zidan ma'lum bo'ladi. Ingliz tilida esa albatta "I write" deb aytish kerak, chunki fe'l o'zi yakka holda shaxsni ko'rsata olmaydi.

Zamon ifodasi ham ikki tilda turlicha amalga oshadi. O'zbek tilida "yozdi" (o'tgan zamon) va "yozadi" (hozirgi/kelasi zamon) shakllarida zamon qo'shimcha orqali ko'rsatiladi. Ingliz tilida esa "wrote" (o'tgan), "write(s)" (hozirgi), "will write" (kelasi) kabi turli usullar qo'llaniladi.

Inkor ma'noni ifoda qilishda ham farqlar mavjud. O'zbek tilida "yozmayman" deyish kifoya, bu yerda "-ma-" inkor qo'shimchasi fe'l ichiga kiritilgan. Ingliz tilida esa "I do not write" shaklida yordamchi fe'l va inkor so'zi kerak bo'ladi.

Ma'lumot zichligi jihatidan ham o'zbek tili ancha samaraliroqdir. Bir so'zda barcha kerakli grammatik ma'lumotni berish mumkin. Ingliz tilida esa bir xil ma'noni ifodalash uchun bir nechta so'z ishlatishiga to'g'ri keladi.

Ekspressivlik nuqtai nazaridan o'zbek tili aniqroq va batafsilroq ma'nolarni ifodalay oladi. "Yozayotganmikan?" so'zi o'zida savol, davomiylik va taxmin ma'nolarini mujassam etadi. Ingliz tilida esa "Are you writing?" deb oddiyroq va umumiyroq ifoda qilinadi.

Qisqasi, o'zbek tili sintetik (birlashtiruvchi) xususiyatga ega bo'lib, ma'lumotlarni bitta so'zga jamlaydi, ingliz tili esa analitik (ajratuvchi) bo'lib, ma'nolarni bir nechta so'zga taqsimlaydi. Bu fundamental farq ikki tilning butun grammatik tizimiga ta'sir qiladi.

Xulosa qilib aytganda, korpus tahlili asosida fe'l leksemalarining lisoniy modellarini yaratish zamonaviy kompyuter lingvistikasining muhim yo'nalishi hisoblanadi. O'zbek tili uchun bunday modellarni ishlab chiqish tilning raqamli resurslarini boyitish va tabiiy tilni qayta ishlash texnologiyalarining rivojlanishiga katta hissa qo'shadi.

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THE CONCEPT OF REFLECTIVE COMPETENCE AND ITS ROLE IN THE EDUCATIONAL PROCESS

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Abstract

This article analyzes the concept of reflective competence, its essence, and its significance in the educational process based on both foreign and local research. Reflective competence refers to a teacher's ability to understand, analyze, and develop their own professional activities. The article highlights the role of reflective competence in the educational process, emphasizing its importance in fostering students' independent thinking, self-assessment, and ability to improve their own learning activities. In addition, special attention is given to methods for developing reflective competence and its role in enhancing the quality of education.

Keywords: reflective competence, educational process, teacher, reflection, professional development, independent thinking, improving educational quality

Annotatsiya

Ushbu maqolada reflektiv kompetensiya tushunchasi, uning mohiyati va ta'lim jarayonidagi

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ahamiyati xorijiy va mahalliy tadqiqotlar asosida tahlil qilinadi. Reflektiv kompetensiya o‘qituvchining o‘z kasbiy faoliyatini tushunish, tahlil qilish va rivojlantirish qobiliyatini anglatadi. Maqolada reflektiv kompetensiyaning ta’lim jarayonidagi roli, talabalarning mustaqil fikrlash, o‘z faoliyatini baholash va uni takomillashtirish qobiliyatlarini rivojlantirishdagi ahamiyati ta’kidlanadi. Shuningdek, reflektiv kompetensiyani rivojlantirish usullari va uning ta’lim sifatini oshirishdagi roli alohida e’tibor bilan ko‘rib chiqilgan.

Kalit so‘zlar: reflektiv kompetensiya, ta’lim jarayoni, o‘qituvchi, refleksiya, kasbiy rivojlanish, mustaqil fikrlash, ta’lim sifatini oshirish

Аннотация

В статье анализируется понятие рефлексивной компетентности, её сущность и значимость в образовательном процессе на основе зарубежных и отечественных исследований. Рефлексивная компетентность означает способность учителя понимать, анализировать и развивать собственную профессиональную деятельность. В статье подчеркивается роль рефлексивной компетентности в образовательном процессе, её значение для формирования у студентов навыков самостоятельного мышления, самооценки и способности совершенствовать собственную учебную деятельность. Особое внимание уделяется методам развития рефлексивной компетентности и её роли в повышении качества образования.

Ключевые слова: рефлексивная компетентность, образовательный процесс, учитель, рефлексия, профессиональное развитие, самостоятельное мышление, повышение качества образования

The educational process is a complex system that continuously develops, in which a teacher’s professional skills and reflective competence play a crucial role. In modern pedagogy, reflection is considered a process through which a teacher analyzes, evaluates, and strives to improve their own professional activity (Schön, 1983).

This article analyzes the concept of reflective competence, its essence, and its significance in the educational process based on both foreign and local research. In the context of contemporary education, the development of an individual and the formation of professional competencies are of great importance. One of the main objectives of modern education is not only to provide students with knowledge but also to guide them in developing independent thinking, self-assessment, and the ability to improve their own learning activities. In this process, the concept of “reflective competence” becomes especially significant.

Reflective competence refers to a teacher’s ability to understand, analyze, and develop their own educational activity. Dewey (1933) defined reflection as an integral part of critical thinking, while Kolb (1984) emphasized that reflective learning cycles contribute to the continuous development of the educational process. Among local scholars, Yo‘ldoshev (2021) notes that reflective competence plays a key role in strengthening a teacher’s methodological preparedness and maintaining effective communication with students. Reflective competence is one of the fundamental concepts widely applied in modern pedagogy and psychology. Reflection involves analyzing, evaluating, and improving one’s own activities, behaviors, knowledge, and experiences. Reflective competence, in turn, refers to the ability of an individual to critically examine their activities, assess outcomes, and plan for future actions.

Foreign scholar D. Schön defines reflective competence as “the individual’s ability to analyze and improve their experience throughout professional activity.” According to him, reflection not only allows an individual to understand themselves but also provides the opportunity to organize their professional activity more effectively. Among Uzbek scholars, O. Khaitov defines

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reflective competence as “the process by which students analyze, evaluate, and improve their own knowledge, skills, and abilities.” He emphasizes that reflective competence contributes to the development of students’ independent thinking, problem-solving, and creative approaches.

Reflective competence plays an important role in the educational process because it helps students not only acquire knowledge but also learn how to apply it. It supports students in analyzing their own activities, identifying errors, and developing the ability to correct them. Among foreign researchers, J. Dewey also highlights the importance of reflection in the educational process, stating that “the main task of education is to enable students to think independently and evaluate their own activities.” According to Dewey, reflection helps students deepen their understanding of knowledge and improve their ability to apply it in practice. Among local scholars, M. To‘xtayev studied effective methods for applying reflective competence in the educational process and concluded that “reflective competence allows students to analyze, evaluate, and improve their knowledge and skills.” He emphasizes that reflective competence contributes to the development of students’ creative abilities and teaches them independent thinking.

The Role of Reflective Competence in the Educational Process

Reflective competence in the educational process is manifested through the following key aspects:

1. Professional Development – Through analyzing their own activities, teachers identify their strengths and areas for improvement (Brookfield, 1995). This, in turn, ensures the continuous growth of the educator.
2. Improving the Quality of the Learning Process – By applying a reflective approach, teachers gain a better understanding of students’ needs and can implement appropriately adapted teaching methods (Moon, 2004).
3. Enhancing Self-Assessment and Learning – Both teachers and students learn to effectively use their experiences through the reflective process (Korthagen, 2017).

Reflective competence is a crucial concept in modern education, as it contributes to the development of students’ independent thinking, self-assessment, and ability to improve their own learning activities. Research by foreign and local scholars shows that when reflective competence is applied effectively in the educational process, students acquire deeper knowledge, improve their ability to apply it in practice, and develop as independent, creative, and responsible individuals. Therefore, applying methods to develop reflective competence in the educational process is one of the key tasks of contemporary education. Reflective competence is an integral part of a teacher’s professional activity, and its role in the educational process is undeniable. Studies indicate that reflection plays a significant role in improving the quality of education, supporting teachers’ professional development, and enhancing the overall effectiveness of the educational process. Accordingly, special attention should be given to developing reflective competence when preparing future educators.

Conclusion

Reflective competence is a fundamental component of modern education, playing a crucial role in both the professional development of teachers and the learning outcomes of students. It enables educators to critically analyze their own practices, identify strengths and weaknesses, and continuously improve their teaching methods. For students, reflective competence fosters independent thinking, self-assessment, problem-solving, and creative approaches to learning. Research from both foreign and local scholars demonstrates that the effective application of reflective competence enhances the quality of education, strengthens teacher-student interactions, and helps students acquire deeper knowledge while applying it practically. Consequently,

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developing reflective competence should be considered a key objective in contemporary educational practice. Preparing future educators with strong reflective skills is essential for ensuring the continuous improvement and effectiveness of the educational process.

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O'TKIR HOSHIMOVNING "TUSHDA KECHGAN UMRLAR" ASARIDA FRAZEOLOGIK SINONIMIYA VA ANTONIMIYA

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Annotatsiya

Maqolada frazeologizmlarning ma'no munosabatiga ko'ra turlari misollar keltirilib tushuntirilib berilgan. O'tkir Hoshimov ijodidagi frazeologizmlarning tahlil qilingan hamda yozuvchining frazeologik birliklardan foydalanish mahorati haqidagi ilmiy-nazariy qarashlar o'z aksini topgan.

Kalit so'zlar: frazeologiya, frazeologizm, frazeologik sinonimiya va antonimiya, leksema, frazema.

Аннотация

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В статье на примерах рассматриваются типы фразеологии в соответствии с их семантической связью. Анализируются фразеологизмы в творчестве Откира Гошимова и отражаются научные и теоретические взгляды автора на умение использовать фразеологические единицы.

Ключевые слова: фразеология, фразеологизм, фразеологическая синонимия и антонимия, лексема, фразема.

Abstract

The article explains the types of phraseologisms according to their semantic relationship with examples. Phraseologisms in the work of Otkir Hoshimov are analyzed and scientific and theoretical views on the writer's skill in using phraseological units are reflected.

Keywords: Phraseology, phraseologism, phraseological synonymy and antonymy, lexeme, phraseme.

Frazema til qurilishining lug'at bosqichiga mansub ikkinchi lisoniy birlik bo'lib, bittadan ortiq leksamaning o'zaro semantik-sintaktik birlashuvi bilan tarkib topgan bo'ladi. Frazemalarni o'rganadigan soha frazeologiya deb nomlanadi. [2.420]. Frazelogizmlar badiiy adabiyotda obrazli va ta'sirchan vosita sifatida qo'llaniladi. Frazelogik birliklar badiiy nutqqa o'zgacha joziba, yengillik bahsh etadi.

Til birligi hisoblangan frazeologizmlarning badiiy matnda tadqiq va tahlil etilishi muhimdir. Frazelogizmlar badiiy matnga estetik zavq beradi. Kitobxon asarni o'qish jarayonida frazeologizmlardan o'zgacha emotsiya oladi. Yozuvchi ijodida frazeologizmlarni qancha ko'p ishlatga, asarning jozibadorligi shunchalik oshadi. Yozuvchi asar qahramoning xarakterini, uning holatini, ichki dunyosini ochishda frazeologizmlardan foydalanadi. O'z ijodida frazeologizmlardan unumli foydalangan mahoratli yozuvchilardan biri O'tkir Hoshimovdir. U o'zining "Tushda kechgan umrlar" romanida yuzdan ortiq frazeologik birliklardan foydalangan. Asarda qo'llangan frazeologik birliklar to'plandi va ular ma'no munosabatiga ko'ra tahlil qilindi. Frazemalarning ma'no munosabati asosida frazeologik sinonimiya va frazeologik antonimiya hodisalari yuzaga keladi. [3.222].

Quyida O'tkir Hoshimovning "Tushda kechgan umrlar" asaridagi sinonimlik va antonimlik munosabatida kelgan frazemalar to'plandi hamda obrazlar nutqida ishlatilgan frazemalar tahlil qilindi. Frazelogik sinonimiya bir necha frazemaning bitta frazeologik ma'no atrofida birlashishidir. [3.222].

Bir kuni kelinini yoniga o'tqazib qo'yib gapni uzoqdan boshladi: - Anavi xoin endi qaytib kelmaydi, - dedi ishonch bilan. - Basharti kelsa ham o'zim bo'g'ib o'ldiraman... Bir narsaga aqlim yetmaydi. Nima yetishmabdi ekan bu ablahga! Uyi bo'lsa, joyi bo'lsa, guldek xotini bo'lsa... Lola unga yovqarash qilib mum tishlab o'tiraverdi. (O'.H).

Boshini ko'tarib ko'zimga qaradi-yu, dami ichiga tushib ketdi (O'.H).

Mum tishlab o'tirmoq: jim turish, gapirmaslik ma'nosida qo'llangan.

Dami ichiga tushmoq: jim bo'lib qolmoq ma'nosida qo'llangan.

Onasi iltijolarini aytib bo'lib, yuziga fotixa torti-da, o'rnidan turdi:

Hammaning rangi o'chib ketganini, cho'nqayib o'tirganlar damba-dam peshonasidan oqayotgan terni bilagi bilan sidirib tashlayotganini ko'rib, keyin payqadim. (O'.H).

Yuragim qinidan chiqib ketayotganga o'xshar, jon holatda uyim tomon yugurar edim. Akamning quchog'idan chiqdim-u bo'ynimga osilgan onamni bag'rimga bosdim. Shunda oyim tanib bo'lmas darajada o'zgarib ketganini og'riq bilan his etdim. (O'.H).

Rangi o'chib ketmoq: qo'rqib ketmoq ma'nosini ifodalaydi.

Yuragi qinidan chiqib ketmoq: qo'rqib ketmoq ma'nosini ifodalaydi.

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Frazeologik antonimiya ikki frazemaning o'zaro zid ma'no ifodalanishidir. [3.223].

Komissar toqati toq bo'lib, mashinadan tushdi. (O'.H).

Kishi bilmas quloq soldi. Biri latifa aytadi boshqasi siyosatdan oladi. Siyosatdan! Komissar G'aniyevning o'g'li allaqanday qing'ir-qiyshiq ulfatlari bilan siyosat to'qiyapti! Ziyofat tugaguncha tishini tishiga qo'yib chidadi. Mehmonlar ketgach Mauzerni siquvga oldi. (O'.H).

Toqati toq bo'lmoq: sabri tugamoq.

Tishini tishiga qo'ymoq: sabr qilmoq, chidamoq ma'nosida qo'llangan.

Qachon kelding? – dedi qovoq-tumshug'i osilib. (O'.H).

Dimog'imga allanechuk qadrdon is urildi. Avvaliga eslolmadim. Nima bu? Mast qiluvchi hid qayoqdan kelyapti? Bir chaqirimcha yurgach o'ng tomondagi kumush yaproqli jiydalarga ko'zim tushdi-yu, dilim yayrab ketdi. Jiyda gullabdi, jiyda! (O'.H).

Qovoq-tumshug'i osilmoq: hafa bo'lmoq.

Dili yayramoq: xursand bo'lmoq.

Allohning irodasi... - Chollardan biri bosh chayqab cho'qqi saqolini tutamladi. - Birov har kuni yaratgan egamdan omonatingni olsangchi, deb iltijo qiladi. Birovni o'n gulidan bir guli ochilmasdan olib ketadi. Taqdiri azal deb shuni aytadi-da... (O'.H).

-Uy kerakmi senga? Xudo haqi! Sharti ketib, parti qolgan keksa odamning ovozi shu qadar gumburlashini birinch ko'rishim. Xuddi go'rdan chiqqan sadodek! (O'.H).

O'n gulidan bir guli ochilmagan: yosh ma'nosini bildiradi.

Sharti ketib, parti qolmoq: qari ma'nosini ifodalaydi.

Yuqoridagi misollarda ko'rib o'tkanimizdek nutqimiz frazemalarga juda ham boy. Tilning frazeologik qatlami doimiy ravishda yangi frazeologizmlar bilan boyib boradi. Frazeologizmlarni o'qib, o'rganish va ularni tahlil qilish, tasniflash ma'lum ma'noda o'z xalqining tili haqida ma'lumotga ega bo'lishiga yordam beradi. Frazeologizmlar so'zlovchi nutqini ta'sirchan va kuchli emotsiyaga boy bo'lishini ta'minlovchi muhim birlik hisoblanadi. Nutqida frazeologik birliklarni qo'llash har bir so'zlovchining gapirish mahoratidan kelib chiqadi. Obrazli, mazmundor, ta'sirchan va bo'yoqdor iboralar nutqimiz ko'rki, tilimizning boyligidir.

Xulosa qilib aytsek, asarda qo'llangan frazeologik birliklar har bir obraz xarakterini va ichki dunyosini yorqin ochib berishda katta ahamiyat kasb etadi. Asarda frazeologik birliklardan ko'p foydalanish yozuvchining badiiy mahoratidan dalolat beradi hamda kitobxon uni o'qish jarayonida o'ziga xos zavq oladi. Badiiy asarlarimiz frazeologik birliklarga boy. Mohir yozuvchilarimiz xalqimiz tilida ishlatiladigan frazemalarda o'z asarlarida juda ham ko'p qo'llaganlar. Ularni tahlil qilish esa bizlarning vazifamizdir.

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS IN LANGUAGE TEACHING

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Annotation

This article discusses how new innovative teaching methods can improve its effectiveness of language learning. It examines modern teaching approaches such as communicative language teaching, problem-based learning, collaborative learning, and digital learning tools. These methods help students participate in the learning process, develop communication skills, and improve their critical thinking abilities. The article also emphasizes the importance of learning center education and the role of teachers in organizing interactive lessons.

Keywords: Innovative methods, language teaching, educational effectiveness, communicative learning, digital technologies

Аннотация

В данной статье рассматривается новый инновационный метод обучения и их эффективности в преподавании языков. Уделяется анализу современных педагогических подходов такие как коммуникативное обучение, проблемно ориентированное обучение, совместные и использования цифровых технологий. Эти методы способствуют активному участию студентов учебном процессе, развитию коммуникативных навыков на веках, а также в формировании самостоятельного и критического мышления. Кроме того в статье подчеркивается важную роль преподавателя и значимость студент ориентированного подхода в современном образовательном процессе.

Ключевые слова: инновационные методы, преподавание языков, эффективность образования, коммуникативное обучение, цифровые технологии

Annotatsiya

Ushbu maqlada til o'qitish yangi innovatsion metodlar va ularning ta'lim samaradorligiga ta'sir tahlil qilinadi. Maqolada kommunikativ o'qitish, muammoga asoslangan ta'lim, hamkorlikdagi o'rganish va raqamli texnologiyalar kabi zamonaviy pedagogik yondashuvlar ko'rib chiqiladi. Ushbu metodlar o'quvchilarning dars jarayonida faol ishtirok etishini taminlaydi, ularning muloqot ko'nikmalarini rivojlantiradi hamda mustaqil va tanqidiy fikrlash qobiliyatini shakllantiradi. Shuningdek, maqolada zamonaviy ta'lim jarayonida o'qituvchilarning roli vatarbiyalarga yo'naltirilgan ta'lim yondashuvining ahamiyati yoritilgan.

Kalit so'zlar: innovatsion metodlar, til o'qitish, ta'lim samaradorligi, kommunikativ o'qitish, raqamli texnologiyalar

Introduction

In modern education, the use of innovative teaching methods has become increasingly important. Traditional teaching methods focus on memorization and teacher-centered instruction, where students passively receive information. However, modern learners need more interactive and engaging learning experiences. The rapid development of technology and globalization has a significant influence on the educational system around the world. As a result, teachers are

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encouraged to integrate innovative teaching methods that make learning more effective or meaningful. Innovative teaching methods focus on active participation, celebration, and communication. In language teaching, these methods create opportunities for students to participate in language in real situations and develop practical communication skills. Therefore, implementing innovative teaching strategy in language classroom help students become more independent, motivated, and confident learners.

Literature review. Many researchers have studied the importance of innovative teaching methods in education. John Dewey believed that learning should be based on experience and active participation. According to them, students learn better when they are involved in practical activities.

Lev Vygotsky emphasized the importance of social interaction in learning. His sociocultural theory explains that communication and collaboration help learners develop higher-level thinking skills. Modern researchers such as Richards and Rodgers also highlight the role of communicative language teaching in improving language learning outcomes. According to him, students improve language more effectively when they use it in meaningful communication. Harmer also states that modern language teachers should combine technology, interaction, and creativity in order to improve students' motivation and participation in the classroom.

Methodology

This article is based on the analysis of academic literature and observation of modern language teaching practices. The study examines several innovative teaching methods used in language classrooms. These methods include communicative language teaching, problem-based learning, and task-based learning. In addition, the study analyzes collaborative learning activities and the use of digital technologies such as online platforms, multimedia materials, and interactive applications. Search compares traditional teaching approaches with innovative teaching methods in order to evaluate their effectiveness in improving students' learning outcomes.

Finding and discussion

1. Communicative language teaching improves interaction. Communicative activities such as discussions, role play, and group tasks allow students to apply language in meaningful contexts. These activities help students develop fluency, confidence, and ability to express their ideas clearly.
2. Problem-based learning develops analytic thinking. Problem-based learning encourages students to analyze situations and find solutions using the target language. This method promotes independent thinking and helps learners connect theoretical knowledge with real-life situations.
3. Celebrity learning grows motivation. Group work and cooperative activities encourage students to share ideas and help each other. As a result, students become more engaged in the learning process and build teamwork and communication skills.
4. Digital technologies increase the learning opportunities. Current technologies such as multimedia presentations, educational applications, and online platforms support language learning. Digital gadgets allow students to access learning materials anytime and supply interactive opportunities for practicing language skills.

Discussion

So analytics show that innovative teaching methods significantly improve students' participation and motivation in language learning. Students who regularly participate in communicative and collaborative activities demonstrate: Victor's communication skills, stronger problem-solving abilities, higher motivation to learn, and improved confidence in speaking. In addition, innovative approaches transform teachers from information providers into facilitators who support and guide students in their learning.

Conclusion

Innovative teaching methods play an important role in improving the quality and effectiveness of language education. These methods encourage students to actually participate in the learning process and develop essential skills such as communication, calibration, and critical thinking. By integrating communicative tasks, calibrated learning, and digital technologies into language classrooms, teachers can create a dynamic and effective learning environment. Therefore, the implementation of innovative teaching methods is essential for preparing students for the challenge of modern education and global communication.

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INTEGRATIV YONDASHUV - ZAMONAVIY MUTAXASSIS KOMPETENSIYASINI SHAKLLANTIRISHNING ASOSI

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Annotatsiya

Mazkur maqolada zamonaviy ta'lim tizimida integrativ yondashuvning bo'lajak mutaxassislar kasbiy kompetensiyasini shakllantirishdagi fundamental o'rni tahlil qilinadi. Tadqiqotda fanlararo bog'liqlik mexanizmlari orqali talabalarning mantiqiy fikrlashini o'stirish va bilimlarni yaxlit tizim sifatida o'zlashtirish afzalliklari yoritilgan. Innovatsion pedagogik texnologiyalarni integrativ metodlar bilan uyg'unlashtirish o'quv jarayoni natijadorligini oshirishning asosiy omili sifatida asoslab beriladi. Maqolada nazariy bilimlarni amaliy ko'nikmalar bilan bog'lash, muammoli vaziyatlarni tahlil qilish hamda kreativ yechimlar topish qobiliyatini rivojlantirish masalalari o'rganilgan. Xulosada integrativ ta'lim modeli mehnat bozori talablariga mos, raqobatbardosh va yuqori malakali kadrlarni tayyorlashda strategik ahamiyatga ega ekanligi isbotlangan.

Kalit so'zlar: Ta'lim sifati, integrativ yondashuv, kasbiy kompetensiya, innovatsion texnologiyalar, interfaol metodlar, mustaqil fikrlash, fanlararo integratsiya.

Аннотация

В данной статье анализируется фундаментальная роль интегративного подхода в формировании профессиональных компетенций будущих специалистов в современной

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образовательной системе. В исследовании подчеркиваются преимущества развития логического мышления студентов и усвоения знаний как целостной системы посредством механизмов междисциплинарных связей. Обосновывается, что синтез инновационных педагогических технологий с интегративными методами является ключевым фактором повышения эффективности образовательного процесса. В работе рассматриваются интеграция теоретических знаний с практическими навыками, анализ проблемных ситуаций и развитие творческих способностей к решению задач. В заключение доказано, что интегративная модель образования имеет стратегическое значение в подготовке конкурентоспособных, высококвалифицированных специалистов, соответствующих постоянно меняющимся требованиям глобального рынка труда.

Ключевые слова: качество образования, интегративный подход, профессиональная компетентность, инновационные технологии, интерактивные методы, самостоятельное мышление, междисциплинарная интеграция.

Abstract

This article analyzes the fundamental role of the integrative approach in shaping the professional competencies of future specialists within the modern educational system. The research highlights the advantages of enhancing students' logical thinking and acquiring knowledge as a holistic system through interdisciplinary connection mechanisms. The synthesis of innovative pedagogical technologies with integrative methods is justified as a primary factor in increasing the effectiveness of the learning process. The paper examines the integration of theoretical knowledge with practical skills, the analysis of problem-based situations, and the development of creative problem-solving abilities. In conclusion, it has been proven that the integrative education model holds strategic importance in preparing competitive, highly qualified personnel who meet the evolving demands of the global labor market.

Keywords: Quality of education, integrative approach, professional competence, innovative technologies, interactive methods, independent thinking, interdisciplinary integration.

Integrativ o'qitish turli fanlar o'rtasidagi mantiqiy va funksional bog'liqlikni ta'minlash orqali bilimlarni yaxlit, tizimli va konseptual ko'rinishda o'zlashtirishga xizmat qiladi. Ushbu yondashuv talabalarning nafaqat intellektual salohiyatini oshiradi, balki ularda muammoli vaziyatlarda fanlararo bilimlarni sintez qilish va kreativ yechimlar topish ko'nikmalarini rivojlantiradi. Innovatsion pedagogik texnologiyalar bilan uyg'unlashgan integrativ mexanizmlar bo'lajak mutaxassislarining kasbiy kompetensiyasini shakllantirishda poydevor bo'lib, ta'lim sifatini yangi bosqichga ko'tarishda muhim omil bo'lib xizmat qiladi. Integrativ o'qitish mexanizmlarining ahamiyati. Interfaol metodlar integrativ ta'limning uzviy qismi bo'lib, talabalarda kasbiy kompetensiyalarni shakllantirishga xizmat qiladi. Masalan, "fanlararo case-study", "integrativ klaster", "muammoli munozara" va "loyiha usuli" kabi metodlar talabalarning faol ishtirokini ta'minlash bilan birga, ularga bir nechta fan sohalarini bog'lagan holda fikrlash imkonini beradi. Ushbu metodlar orqali bo'lajak mutaxassislar muammolarni har tomonlama tahlil qilish, turli soha bilimlarini amaliyotda sintezlash va o'z qarashlarini ilmiy asoslab berish ko'nikmalarini rivojlantiradilar. Natijada, ta'lim jarayoni nafaqat nazariy bilimlarni beradi, balki jamiyatning bugungi talablariga javob bera oladigan kreativ va raqobatbardosh kadrlarni tayyorlashga xizmat qiladi.

Integrativ o'qitish mexanizmlarining o'rni. Zamonaviy ta'lim paradigmasida integrativ o'qitish mexanizmi turli fanlar o'rtasidagi funksional bog'liqlikni ta'minlash orqali bilimlarning yaxlit, tizimli va konseptual majmuasini shakllantirishda

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fundamental o'rin tutadi. Ushbu yondashuvning o'ziga xosligi shundaki, u talabalarga alohida o'quv fanlari doirasida o'rganilgan nazariy ma'lumotlarni yagona ilmiy manzara sifatida tahlil qilish va intellektual sintezlash imkoniyatini beradi. Bu esa bilimlarni shunchaki yodlash emas, balki ularni chuqur anglash, mantiqiy xulosalar chiqarish va murakkab kasbiy vaziyatlarda kreativ yechimlar sifatida samarali qo'llash ko'nikmasini yaratadi.

Integrativ o'qitishning ta'limga ta'siri. Integrativ o'qitish mexanizmlarining zamonaviy ta'lim tizimidagi o'rni va uning sifat ko'rsatkichlariga ta'siri bugungi kunning eng dolzarb pedagogik masalalaridan biri hisoblanadi. Mazkur yondashuv ta'lim jarayonini shunchaki ma'lumotlar yig'indisidan iborat an'anaviy qolipdan chiqarib, uni mantiqiy bog'langan, yaxlit va konseptual tizimga aylantiradi. Integrativ o'qitishning ta'lim sifatiga ta'siri bir necha fundamental jihatlarida namoyon bo'ladi va bo'lajak mutaxassisning professional kamoloti uchun xizmat qiladi. Avvalo, integrativ yondashuv talabalarning bilim olishga bo'lgan motivatsiyasini tubdan o'zgartiradi. An'anaviy usullarda fanlar bir-biridan ajratilgan holda o'qitilishi o'quvchida "bu bilim menga hayotda nima uchun kerak?" degan savolni tug'dirishi mumkin. Integratsiya esa, masalan, xorijiy tilni madaniyat va tarix bilan yoki tabiiy fanlarni matematika va informatika bilan uyg'unlikda o'rganish orqali bilimlarning amaliy ahamiyatini ko'rsatib beradi. Bu esa o'z navbatida dars jarayonini qiziqarli va interfaol tarzda tashkil etishga, o'quvchilarning faolligini oshirishga yordam beradi. Ikkinchidan, ushbu mexanizm tizimli va mantiqiy fikrlashni rivojlantiradi.

Integratsiya jarayonida o'quvchilar turli fanlarda o'rganilgan bilimlarni bir-biri bilan bog'lab tahlil qilish imkoniyatiga ega bo'ladilar. Bu esa talabaga muammoli vaziyatlarni faqat bir tomonlama emas, balki kompleks ravishda ko'rish, tahlil qilish va eng maqbul yechimni topish ko'nikmasini beradi. Natijada bilimlar tarqoq holda emas, balki yaxlit tizim sifatida shakllanadi va o'quvchilar ularni chuqurroq anglay boshlaydilar. Uchinchidan, integrativ o'qitish kasbiy kompetensiyalarni shakllantirishning asosi bo'lib xizmat qiladi. Zamonaviy mehnat bozori faqat tor doiradagi mutaxassislarni emas, balki fanlararo muloqotga kirisha oladigan, transformativ bilimlarga ega kreativ kadrlarni talab etmoqda. Integrativ ta'lim modeli o'quvchilarda mustaqil ta'lim olish, yangi g'oyalarni ilgari surish va o'z fikrini ilmiy asoslab berish kabi muhim xususiyatlarni shakllantiradi. Bu esa zamonaviy jamiyat talablariga mos, raqobatbardosh mutaxassislarni tayyorlashga bevosita xizmat qiladi. Integrativ o'qitish mexanizmlarining ta'limga ta'siri ko'p qirrali bo'lib, u nafaqat bilim darajasini mustahkamlaydi, balki shaxsning intellektual salohiyatini yuksaltiradi. Ushbu yondashuv o'qituvchilardan ham doimiy izlanishni, yangi pedagogik texnologiyalarni o'zlashtirishni va dars jarayonini zamonaviy talablarga mos ravishda tashkil etishni talab etadi. Shu sababli, ta'lim tizimini modernizatsiya qilishda integrativ yondashuvlardan keng foydalanish sifatli ta'lim va yuqori natijadorlikka erishishning strategik yo'lidir.

Integrativ o'qitish mexanizmlarining ahamiyati. Zamonaviy ta'lim tizimida integrativ o'qitish mexanizmlari nafaqat dars o'tish usuli, balki ta'lim sifatini kafolatlovchi strategik poydevor hisoblanadi. Bugungi kunda ilm-fan va texnologiyalarning shiddatli taraqqiyoti ta'lim jarayonida tarqoq bilimlardan voz kechib, ularni yaxlit bir tizimga birlashtirishni taqozo etmoqda. Integrativ o'qitish mexanizmining eng muhim ahamiyati shundaki, u turli fanlar o'rtasidagi mantiqiy bog'liqlikni ta'minlab, o'quvchilarda dunyoning yaxlit ilmiy manzarasini shakllantiradi.

Ushbu yondashuvning birinchi galdagi ahamiyati talabalarning intellektual salohiyatini va mantiqiy fikrlash qobiliyatini yuksaltirishida namoyon bo'ladi. An'anaviy o'qitishda fanlar bir-biridan ajratilgan holda o'rganilsa, integrativ ta'limda o'quvchilar bir mavzuni turli fanlar prizmasidan tahlil qilish imkoniga ega bo'ladilar. Masalan, til o'rganish jarayoniga tarix va madaniyat elementlarining olib kirilishi tilni nafaqat grammatik qoidalar yig'indisi, balki ijtimoiy

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muloqot vositasi sifatida chuqurroq anglashga yordam beradi. Bu esa bilimlarni yuzaki yodlashdan qutulib, ularni mohiyatan tushunish va uzoq muddatli xotirada saqlash imkonini yaratadi. Ikkinchi muhim jihati, integrativ mexanizmlarning amaliy natijadorlikka yo'naltirilganligidir. Zamonaviy mehnat bozori faqat nazariy bilimi bor kadrlarni emas, balki fanlararo bilimlarni sintez qilib, muammoli vaziyatlarda kreativ yechim topa oladigan mutaxassisni talab qiladi. Integrativ o'qitish orqali talabalarda mustaqil fikrlash, muammolarni tahlil qilish va amaliy ko'nikmalarni egallash kabi kasbiy kompetensiyalar shakllanadi. Bu yondashuv talabani darsning faol ishtirokchisiga aylantirib, uning o'quv jarayoniga bo'lgan qiziqishini va motivatsiyasini sezilarli darajada oshiradi. Uchinchidan, integrativ o'qitish axborot-kommunikatsiya texnologiyalari bilan uyg'unlashgan holda ta'lim samaradorligini yangi bosqichga ko'taradi. Multimedia vositalari va interaktiv platformalar yordamida fanlararo bog'liqlikni vizual va qiziqarli tarzda namoyish etish murakkab mavzularni o'zlashtirishni ancha osonlashtiradi.

Integrativ o'qitish mexanizmlari ta'lim tizimini modernizatsiya qilishning asosiy dvigatelidir. U nafaqat o'quvchilarning bilim darajasini mustahkamlaydi, balki ularni kelajakdagi professional faoliyatiga raqobatbardosh mutaxassis sifatida tayyorlaydi. Bunday yondashuv har bir pedagogdan ijodiy izlanishni va zamonaviy talablarga mos ravishda o'z ustida ishlashni talab etadi. Integrativ o'qitish mexanizmlarining o'rnini. Zamonaviy ta'lim tizimida integrativ o'qitish mexanizmi shunchaki dars o'tish uslubi emas, balki talabalarda dunyo haqida yaxlit tasavvur uyg'otuvchi fundamental poydevordir. Ushbu mexanizmning o'rnini, avvalo, fanlararo sun'iy to'siqlarni bartaraf etishida namoyon bo'ladi. An'anaviy ta'limda bilimlar tarqoq holda berilsa, integrativ yondashuvda ular yagona mantiqiy tizimga birlashtiriladi. Bu esa talabaga o'rganilayotgan mavzuni turli fanlar prizmasidan ko'rish, tahlil qilish va murakkab muammolarga kompleks yechim topish imkonini beradi. Integrativ o'qitishning o'rnini ta'lim samaradorligini oshirishda ham beqiyosdir. U o'quvchi ongida "bilimlar zanjiri"ni hosil qiladi: masalan, xorijiy tilni o'rganishda tarix, madaniyat va AKT elementlarining sintez qilinishi tilni nafaqat muloqot vositasi, balki keng qamrovli ijtimoiy hodisa sifatida anglashga xizmat qiladi. Bunday yondashuv talabalarning mantiqiy fikrlashini charxlaydi, ularning ijodiy salohiyatini yuzaga chiqaradi va nazariy bilimlarni amaliyot bilan uzviy bog'laydi.

Xulosa qilib aytganda, integrativ o'qitish mexanizmlari zamonaviy mutaxassisning kasbiy kompetensiyasini shakllantirishda markaziy o'rin egallaydi. U mehnat bozorida raqobatbardosh, keng dunyoqarashga ega va axborotlarni tizimli tahlil qila oladigan mutaxassislarni tayyorlashning asosiy kafolatidir. Ushbu mexanizmni ta'lim jarayoniga keng joriy etish sifatli va xalqaro talablarga mos kadrlar yetishtirishda strategik ahamiyat kasb etadi. Integrativ o'qitishning ta'lim sifatiga ta'siri Zamonaviy ta'lim tizimida ta'lim sifatini oshirish nafaqat moddiy-texnik bazani mustahkamlash, balki o'qitishning mazmun va metodologiyasini tubdan isloh qilishni taqozo etadi. Bu borada integrativ o'qitish mexanizmi ta'lim sifatini yangi bosqichga ko'taruvchi eng samarali omillardan biri sifatida namoyon bo'lmoqda. Integratsiya – bu turli fan sohalarini yagona mantiqiy tizimga birlashtirish orqali talabada dunyo haqida yaxlit ilmiy tasavvurni shakllantirish jarayonidir. Integrativ o'qitishning ta'lim sifatiga birinchi va eng muhim ta'siri bilimlarning tizimlilikida ko'rinadi. An'anaviy ta'limda talabalar ko'pincha fanlarni bir-biridan ajratilgan "bloklar" holatida o'rganadilar, bu esa olingan bilimlarning hayotiy jarayonlar bilan bog'lanishini qiyinlashtiradi. Integrativ yondashuvda esa fanlararo uzviylik (masalan, til o'rganishda tarix va madaniyatning uyg'unligi yoki fizika darslarida matematika va axborot texnologiyalarining qo'llanilishi) bilimlarning tarqoq emas, balki yaxlit zanjir shaklida o'zlashtirilishini ta'minlaydi. Bu esa talabani intellektual salohiyatini oshirib, unda mantiqiy tahlil qilish qobiliyatini yuksaltiradi. Ikkinchidan, ushbu yondashuv talabalarning o'quv motivatsiyasini keskin oshiradi.

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Bilimlar hayotiy misollar va fanlararo bog'liqlik asosida berilganda, talaba o'rganayotgan mavzusining amaliy ahamiyatini yaqqol his qiladi. Masalan, STEAM (fan, texnologiya, muhandislik, san'at va matematika) modelining integratsiyasi darslarni zerikarli ma'ruzalardan qiziqarli tadqiqot jarayoniga aylantiradi. Natijada, talaba darsda passiv tinglovchi emas, balki muammolarga yechim izlovchi faol sub'ekt sifatida ishtirok etadi. Uchinchidan, integrativ o'qitish kasbiy kompetensiyalarni shakllantirishda strategik ahamiyatga ega. Bugungi mehnat bozori faqat tor doiradagi nazariyotchini emas, balki turli soha bilimlarini sintez qila oladigan, moslanuvchan va kreativ mutaxassisni talab qiladi. Integrativ ta'lim jarayonida talabalar muammoli vaziyatlarni har tomonlama (kompleks) tahlil qilishni o'rganadilar. Bu ko'nikma ularga kelajakda o'z mutaxassisligi bo'yicha qaror qabul qilishda keng qamrovli fikrlash va eng maqbul strategiyani tanlash imkonini beradi. To'rtinchidan, mazkur mexanizm o'qituvchining kasbiy mahoratiga ham ijobiy ta'sir ko'rsatadi. Integrativ darsni tashkil etish uchun pedagogdan nafaqat o'z fanini, balki turdosh fanlarni ham chuqur bilish, doimiy izlanish va yangi texnologiyalarni o'zlashtirish talab etiladi. Bu esa o'quv dargohidagi umumiy ilmiy-pedagogik muhitning sog'lomlashishiga va ta'lim berish sifatining yuksalishiga xizmat qiladi. Xulosa qilib aytganda, integrativ o'qitish ta'lim sifatini ta'minlovchi shunchaki qo'shimcha vosita emas, balki zamonaviy mutaxassisni tayyorlashning zaruriy shartidir. U talabaning dunyoqarashini kengaytiradi, uning mantiqiy fikrlashini charxlaydi va olingan bilimlarni amaliyotda qo'llash samaradorligini bir necha barobar oshiradi. Shu sababli, ta'lim dasturlariga integrativ mexanizmlarni keng joriy etish milliy ta'lim tizimining xalqaro nufuzini mustahkamlashda muhim po'ydevor bo'ladi.

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CHET TILINI O'QITISHDA INTERAKTIV USULLARDAN FOYDALANISH

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Annotatsiya

Ushbu maqolada chet tillarini o'rganishda interaktiv usullardan foydalanish va ularning afzalliklari haqida so'z yuritiladi. Maqolaning asosiy maqsadi interaktiv metodlarning turlari va ularning samarali qo'llanilishi haqida ma'lumot berishdan iborat. Shuningdek, ushbu usullar orqali chet tillarini o'rganish jarayonini qiziqarli va samarali tashkil etish masalalari yoritilgan. Mazkur metodlar til o'rganayotgan yoki tillarni tez o'rganishga qiziqayotgan barcha o'quvchilar uchun foydali bo'lishi kutiladi.

Kalit so'zlar: interaktiv usullar, interaktiv metodlarning afzalliklari, bahs-munozara, til o'rganish, rolly o'yin faoliyatlari, brainstorming metodi, case-study metodi, taqdimotlar, loyihaviy ishlar, jamoaviy ishlar.

Аннотация

В данной статье рассматривается использование интерактивных методов и их преимущества в процессе изучения иностранных языков. Основной целью статьи является предоставление информации о видах интерактивных методов и их эффективном применении в обучении и изучении языков. Кроме того, в работе освещаются способы организации более интересного и продуктивного процесса обучения иностранным языкам. Предполагается, что данные методы будут полезны для всех людей, изучающих языки или заинтересованных в их быстром освоении.

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Ключевые слова: интерактивные методы, преимущества интерактивных методов, дискуссия, изучение языков, ролевые игры, метод мозгового штурма, метод case-study, презентации, проектные работы, командная работа.

Annotation

In this article, I am going to write about using interactive methods and their benefits in learning foreign languages. I hope that it will be beneficial for all people who are learning languages or are interested in learning them quickly, by using these methods.

The main purpose of writing this article is to give more information about types of interactive methods and their usage to learn or teach languages more productively and well-qualified. Furthermore, I want to help learners make learning foreign languages easier by making it fun.

Keywords: Interactive methods, advantages of interactive methods, debate, learning languages, role-play activities, brainstorming method, case-study method, presentations, project works, teamwork.

The rapid evolution of a renewed society forces students to learn and realize materials quickly, especially a foreign language. These days, knowing at least one foreign language becomes an important requirement for professional specialist competence. Additionally, it is compulsory to pay attention to both the productivity and the quality of learning a foreign language. Therefore, the most effective methods of learning a foreign language are interactive methods.

The main definition of “interactive” refers to a process in which everyone participates and has a chance to exchange ideas and influence one another. Therefore, interactive methods are an organization of the learning process, in which it is impossible for students not to participate (1, p.159). When teaching foreign languages, interactive techniques facilitate knowledge sharing among students on what they have learned or are still learning. Moreover, these methods can be beneficial for introverted learners. Introverted people are those who prefer not to share their thoughts and opinions with others, because they feel discomfort with large groups of people. With interactive techniques, they may overcome these drawbacks. In this process, introverts try not to be shy; if they are, they may lose their chance. As a result, to win or overcome the shyness they will share their thoughts and concepts. They can also learn useful communication skills in the language they are studying by exchanging thoughts.

Another advantage of interactive methods is that learners can also benefit from supportive relationships. It means that students engage in group or pair learning during class. In the classes, they compete with other members of the group and support each other. In this situation, they realize that support is a vital feature during activities because they feel more confident and can easily clarify their thoughts. Interactive methods also develop critical thinking. In the process of these methods, learners analyze new information, ask questions, and make connections between various abstractions. Through interactive activities and real-world scenarios, students enhance their critical thinking skills, enabling them to become self-reliant and imaginative thinkers. As a result, it also has a profit to develop analytical skills, abilities to search, find, and process new information, and finally make decisions grounded with the necessary arguments. Another advantage of this method is developing a child's creativity and individual thinking manner because the teacher encourages every student to participate in the process of group discussion and the entire learning process. In addition, students feel more comfortable asking questions, sharing ideas, and expressing themselves in an atmosphere of teamwork when they interact with one another. Students and teachers can develop a bond in a supportive learning environment.

Types of interactive methods

Role plays, brainstorming, case study techniques, debates, group work, projects, and

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presentations are the most often used approaches. They acquire the ability to communicate, think logically, and engage in a variety of intellectual activities, including synthesis, analysis, comparison, and generalization (2, p. 30).

Role-play

Role-play activities allow students to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups, which can play out a more complex scenario. (2, www.niu.edu). There are two main types of role-play activities. They are scripted and non-scripted role-plays. With a scripted role-play, the teacher might use an example from a textbook. Non-scripted ones are role-plays when students are given some roles and should use whatever knowledge they have to speak with a partner. The role-play method is especially beneficial in developing language. In this stage, students are allowed to demonstrate their abilities. They independently explore their given topic, and by this, they learn more information and words about the topic. Additionally, role-play enables better teamwork and communication. Also, it is fun, so learners learn more when they have fun while learning. Role-play activities develop not only language but also abilities, including communication, acting, how to behave among others, and not be shy to act. Acting more helps to overcome shyness, and they can easily play the role they are given.

Brainstorming

Brainstorming is a method of problem-solving in groups that involves the spontaneous contribution of creative ideas and solutions. In class, students should be divided into two or more groups, and the teacher should assign brainstorming tasks such as mind mapping, which is a visually connected form of new and related ideas that radiate out from the central theme. Students should have markers and paper or a whiteboard, and the teacher should give them the topic and set a timer. They are then given the assignment to compose as many words as they can that are related to the main topic; at the end of the task, the group with the most new and related ideas to the theme wins. Furthermore, brainstorming is effective for writing skills. It helps students generate more ideas before writing a topic in a short period. Before starting to write on a topic, brainstorming helps authors come up with new ideas. Additionally, it can lessen writing anxiety and assist in concentrating writing efforts on the most essential material. The process of brainstorming is a crucial stage before identifying the main ideas required to write an essay with the organization.

Debate

Another accessible interactive method is debate. During the debate, students are given topics to discuss with their group members. Discussion-based learning is a learning style that challenges students to be responsible for their education. Students are required to sit around the oval discussion table, and they are asked to find new information together, talk, wait for answers, and think for themselves. (3, www.beaconacademy.ph). In this stage happen exchanging ideas among a teacher and students. There are many types of discussions, like class discussions, panel discussions, symposiums, and colloquiums. A class discussion can be on a specific topic, such as Global warming. Panel discussion is also known as a round table discussion. In this type of discussion, students express their opinions on a given problem. In the symposium, students present their opinions and understandings on a given subject. It also provides learners with an experience in public speaking. The colloquium type consists of two groups, one of experts or specialists and the other of students. The advantage of discussion-based learning is that it is more interactive than a lecture. In the lecture, only the teacher explains and talks, and it is too boring for students to listen. When they discuss topics with a group, they may participate in classes more, and also by

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thinking, they can widen their outlook.

Project and presentation

A presentation is an explanation or a talk about a new product or plan to a group. In this method, the teacher gives a student or a group the topic, which students should present during the classes. Mostly students use PPT (Microsoft PowerPoint) to explain their theme; additionally, they can create PPT on the applications Powtoon and Canva. Canva provides various kinds of designs that are more attractive compared with Microsoft PowerPoint. On the Powtoon platform, students can add music, videos, or acting people without any difficulties. To create projects, they use their laptops and add only essential data or notes about the topic. The presentation method is beneficial for presenting something easily and maintaining eye contact with a large audience by showing the slides with keywords. Additionally, learners by presenting a topic can be stimulated by a good lecturer. Through this, they can identify how to be a good and experienced lecturer.

Case study

A case study is an investigative method used to learn about a topic, an occasion, or an entity. There are primarily three phases in the case-study process. They are as follows:

Step 1: The instructor presents new material and topic-related vocabulary.

Step 2: Each person reads the case study and does a material analysis.

Step 3: Students, typically in small groups, talk about potential fixes (4, <https://www.scribbr.com/>).

One of the main benefits of using the case-study approach instruction is that students are actively involved in obtaining the principles through abstraction from the situations. Their ability to solve problems is enhanced by this. It also helps students recognize and differentiate between irrelevant and important aspects. Students can start thinking about their understanding and potential solutions to problems that arise in real-world circumstances by using case studies, which offer scenarios. In addition, performing a case study gives students the following advantages:

- 1) allows students to learn by doing. A case study permits students to step into the shoes of decision-makers in real organizations and deal with the issues managers face, with no risk to themselves or the organization involved;
- 2) improves the student's ability to ask the right questions in a given problem situation;
- 3) exposes students to a wide range of industries, organizations, functions, and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices;
- 4) strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations they breathe life into conceptual discussions;
- 5) reflects the reality of managerial decision-making in the real world. Here students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues;
- 6) helps to understand and deal with different viewpoints and perspectives of the other members of their team. Unquestionably, this serves to improve students communication and interpersonal skills;
- 7) provides an integrated view of management. Managerial decision-making involves the integration of theories and concepts learned in different functional areas such as marketing and finance. The case method exposes students to this reality of management (5, p. 85).

Group work

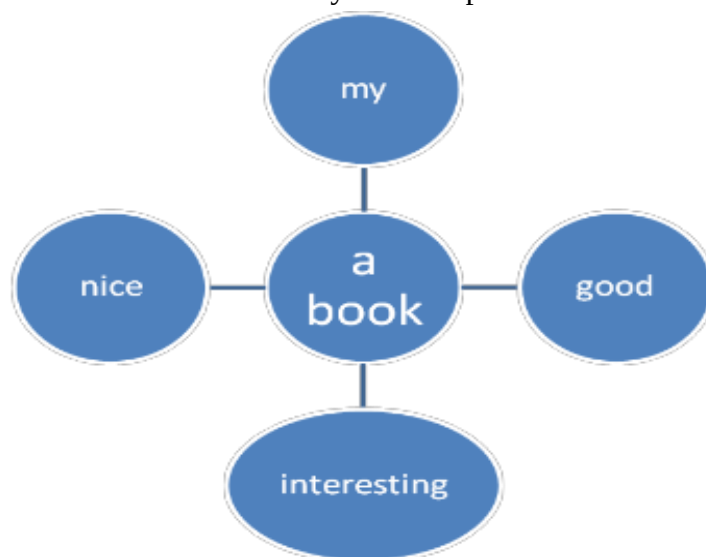
Group work, also called peer instruction, is another effective type of interactive method. In this method, all students take part in, it because this method requires attending actively. For

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instance, they prepare some videos, interviews, interaction patterns, and others. Students can prepare videos related to their given topic, as they explain or define their topics in that video. They can record this video anywhere they want or they can choose the place depending on their given topic. For example, their topic is about the library and they can record it in the libraries or bookshops and the open air. Another example of group work is an interview. Interviewing is an effective way to improve both vocabulary and speaking skills. It helps to explain, better understand, and explore more information related to the given theme. When it comes to interaction patterns, it can improve the relationship between teacher and student. In ELT, interaction patterns are the different ways learners and the teacher can interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims. For instance, the class is doing a dictation activity. The interaction pattern is a teacher to the whole group (T-Ss). Other patterns include pair work (S-S), and group work (Ss-Ss). In the first type, the teacher cooperates with a single student or a class of students, and student-student interaction is the pattern in which students respond to one another's behaviors, attitudes, and ideas in the classroom (5, <https://www.teachingenglish.org.uk/>)

Cluster

The cluster is the next modern technique. These days, it's one of the most popular techniques for teaching foreign languages. It may be applied at every level of English instruction for students of all ages. A teacher draws a new term on the blackboard while introducing new vocabulary. After that, students list the terms that match closely with the provided word. For example:



Benefits of interactive methods in teaching

Interactive learning has several advantages that cover a wide range of competencies and academic requirements.

1. **Increased engagement:** Students are more likely to remain attentive and interested when they are actively participating in the learning process. Games, role-playing exercises, and simulations are examples of interactive teaching techniques that can help hold students' attention and make learning enjoyable.
2. **Improved retention:** Students are more likely to retain information when they are actively involved in it and show interest in it. Key ideas may be reinforced and long-term memory can be encouraged with the use of interactive teaching tactics.

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3. Enhanced critical thinking: Critical thinking and problem-solving abilities may be fostered through the use of interactive education techniques. Students are more likely to acquire the abilities required for success in the real world when they are encouraged to work together and use their creativity (8, <https://www.linkedin.com/>).

Conclusion

Knowing some languages is a major for getting a good job, traveling, and of course getting into university. Learning a language may be beneficial for one's career and personal life. It can strengthen other abilities and enhance cross-cultural comprehension. Every student has a certain gift and a desire to pick up a new language. Therefore, a qualified instructor should choose the best and most efficient ways to teach a foreign language based on the needs, interests, and availability of the student. In this case, interactive methods are useful in learning them more quickly and are also well-qualified. With these methods, learners not only learn something and are bored, but also they have fun doing activities related to topics.

In this article, I gave some common types of interactive methods that one can use during their classes without any distractions. I think they will be helpful and encourage us to learn more languages as possible as we can.

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THE ROLE OF METAPHOR IN LITERARY TEXTS AND ITS SEMANTIC FUNCTION

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Abstract

This article explores the role of metaphor in literary texts and its semantic significance. It examines how metaphors create meaning and enhance imagery in language. The study highlights the cognitive and stylistic functions of metaphor in shaping readers' perception. It also discusses how metaphor contributes to emotional expression and artistic depth. Finally, the article emphasizes the importance of metaphor in enriching literary interpretation.

Keywords: metaphor, literary text, semantics, imagery, stylistic device, meaning creation, linguistics.

Annotatsiya

Ushbu maqolada badiiy matnda metaforaning o'rni va uning semantik ahamiyati tahlil qilinadi. Unda metaforalar qanday ma'no yaratishi va obrazlilikni kuchaytirishi ko'rib chiqiladi. Tadqiqot metaforaning kognitiv va uslubiy vazifalarini yoritadi. Shuningdek, uning emotsional ifoda va badiiy chuqurlikka qo'shgan hissassi muhokama qilinadi. Yakunda metaforaning matnni talqin qilishdagi ahamiyati ta'kidlanadi.

Kalit so'zlar: metafora, badiiy matn, semantika, obrazlilik, uslubiy vosita, ma'no yaratish, tilshunoslik.

Аннотация

В статье рассматривается роль метафоры в художественном тексте и ее семантическое значение. Анализируется, как метафоры создают смысл и усиливают образность речи. Особое внимание уделяется когнитивным и стилистическим функциям метафоры. Также обсуждается ее вклад в эмоциональную выразительность и художественную глубину. В заключение подчеркивается значение метафоры в интерпретации текста.

Ключевые слова: метафора, художественный текст, семантика, образность, стилистическое средство, создание смысла.

Language in literary texts is not only a means of communication but also a powerful artistic tool. Writers use various stylistic devices to express ideas, emotions, and images more vividly. Among these devices, metaphor holds a central place due to its ability to create deep and complex meanings. A metaphor is traditionally defined as a figure of speech in which one concept is understood in terms of another. However, in modern linguistics, metaphor is seen not only as a stylistic ornament but also as a cognitive mechanism that shapes human thinking. In literary texts, metaphors allow authors to present abstract ideas in a concrete and imaginative way. This article aims to analyze how metaphors function in literary texts, how they create meaning, and how they enhance imagery and expressiveness. Metaphor is a semantic phenomenon that involves the transfer of meaning from one domain to another based on similarity or association. It connects two seemingly unrelated concepts, enabling readers to understand one idea through another. From a semantic perspective, metaphor operates on two levels: the literal meaning and the figurative meaning. The literal meaning is the direct interpretation of words, while the metaphorical meaning emerges through contextual interpretation. This duality allows metaphor to enrich the text with multiple layers of meaning. For example, when a writer describes time as "a flowing river," the literal meaning refers to water movement, but the metaphorical meaning suggests continuity, change, and irreversibility. Thus, metaphor expands the semantic field of a word and introduces new interpretations. Metaphors play a crucial role in meaning construction within literary texts.

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They do not simply decorate language; rather, they actively shape how readers perceive and interpret the text. Firstly, metaphors create conceptual understanding. They help readers grasp abstract or complex ideas by relating them to familiar experiences. For instance, describing life as a “journey” allows readers to understand it in terms of movement, direction, and purpose. Secondly, metaphors generate implicit meanings. Unlike direct statements, metaphors require interpretation, which engages readers intellectually. This interpretative process makes the reading experience more interactive and meaningful. Thirdly, metaphors contribute to polysemy, or multiple meanings. A single metaphor can evoke different interpretations depending on the reader's background, emotions, and context. This richness adds depth to literary texts. One of the most important functions of metaphor in literary texts is the creation of imagery. Imagery refers to the use of language to create vivid mental pictures. Metaphors enhance imagery by making descriptions more expressive and imaginative. Instead of presenting plain information, they evoke sensory experiences. For example, describing the night as “a black velvet curtain” creates a visual and tactile image that is more powerful than a simple description. Furthermore, metaphors strengthen the emotional impact of a text. They allow writers to convey feelings such as love, fear, or sadness in a more nuanced and artistic way. Through metaphor, emotions become more tangible and relatable. Metaphors also contribute to the aesthetic quality of literary texts. They make language more poetic, creative, and memorable, which is essential in literature. Modern linguistic theories emphasize that metaphor is not only a stylistic device but also a cognitive tool. It reflects how people think and conceptualize the world. From a cognitive perspective, metaphors structure human thought. Common conceptual metaphors such as “time is money” or “argument is war” influence how people understand everyday experiences. From a stylistic perspective, metaphors define the author's unique voice and style. Different writers use metaphors in different ways, which contributes to the individuality of their works. In literary texts, metaphors often carry symbolic meanings. They can represent themes, characters, or broader philosophical ideas, making the text more complex and meaningful. Metaphors significantly influence how readers interpret literary texts. They guide the reader's imagination and shape emotional responses. When readers encounter a metaphor, they actively participate in constructing meaning. This interaction makes reading more engaging and intellectually stimulating. It also allows readers to form personal connections with the text. Moreover, metaphors can create ambiguity, which is a key feature of literary language. This ambiguity encourages multiple interpretations and deeper analysis. Thus, metaphor not only enriches the text but also enhances the reader's experience and understanding. Metaphor is a fundamental element of literary language that plays a crucial role in creating meaning and enhancing imagery. It operates on both semantic and cognitive levels, allowing writers to express complex ideas in a creative and accessible way. Through metaphor, literary texts become more expressive, emotional, and intellectually engaging. It enriches the semantic structure of language and contributes to the artistic value of literature. In conclusion, understanding the role of metaphor is essential for interpreting literary texts and appreciating their depth and beauty. In literary studies, metaphors are not limited to a single form; they appear in various types, each contributing differently to meaning and stylistic expression. Understanding these types helps to better analyze how metaphors function within a text. One common type is the explicit (direct) metaphor, where the comparison between two elements is clearly stated. For example, when a character is described as “a shining star,” the metaphor directly connects the person with the qualities of brightness and uniqueness. This type is easily recognizable and often used to create strong, immediate impressions.

Another important type is the implicit metaphor, where the comparison is suggested rather

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than directly expressed. In such cases, the reader must infer the connection between ideas. For instance, describing someone as “gliding through the room” may imply elegance or grace without explicitly stating it. This subtlety makes implicit metaphors more sophisticated and intellectually engaging. A third category is the extended metaphor, which develops over several lines or even throughout an entire text. In this case, the metaphor is sustained and elaborated, allowing the writer to explore complex ideas in depth. Extended metaphors are particularly effective in poetry and prose, as they create coherence and thematic unity. Additionally, there are conceptual metaphors, which are deeply embedded in language and thought. These metaphors are not always noticeable because they are part of everyday expression. However, in literary texts, writers often manipulate these familiar patterns to produce new and creative meanings.

Each type of metaphor contributes to the richness of literary language and offers different possibilities for interpretation and analysis. Metaphors in literary texts are not created in isolation; they are closely connected to cultural, historical, and social contexts. The meaning of a metaphor often depends on the background knowledge and experiences of both the writer and the reader. Cultural factors play a significant role in shaping metaphors. Certain images and symbols may carry specific meanings within a particular culture. For example, natural elements such as the sun, moon, or seasons often have symbolic significance that varies across cultures. A metaphor that is easily understood in one cultural context may be interpreted differently in another. Historical context also influences the use of metaphor. Writers often reflect the concerns, values, and realities of their time through metaphorical language. For instance, metaphors related to war, industry, or technology may reveal the dominant themes of a particular historical period. This makes metaphor an important tool for understanding not only the text but also the broader social environment in which it was created.

Moreover, metaphors can express collective experiences and identities. They allow writers to address complex social issues such as identity, conflict, and transformation in an indirect yet powerful way. Through metaphor, abstract concepts like freedom, oppression, or change become more concrete and emotionally resonant. Context is equally important in interpreting metaphors. The meaning of a metaphor may shift depending on its position within the text and its relationship with other elements such as tone, theme, and character development. A single metaphor can carry different meanings in different contexts, which adds to the depth and complexity of literary analysis. Metaphor functions not only as a linguistic and stylistic device but also as a cultural and contextual phenomenon. It reflects the interaction between language, thought, and society, making it a vital element in the study of literary texts.

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DEVELOPING SPEAKING SKILLS THROUGH ONLINE PLATFORMS IN ENGLISH LANGUAGE LEARNING

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Abstract. This article explores methods of developing speaking skills through online platforms in English language learning. It examines how digital tools enhance communication, interaction, and fluency. The study highlights practical strategies and the role of technology in speaking development. It also discusses challenges and solutions in online speaking practice. Finally, it emphasizes the importance of integrating online platforms effectively.

Keywords: speaking skills, online platforms, ELT, communication, fluency, digital learning, interaction

Annotatsiya. Ushbu maqolada onlayn platformalar orqali ingliz tilida gapirish ko'nikmalarini rivojlantirish usullari tahlil qilinadi. Unda raqamli vositalarning muloqot va nutq ravonligini oshirishdagi roli ko'rib chiqiladi. Tadqiqot amaliy strategiyalarni yoritadi. Shuningdek, muammolar va ularning yechimlari muhokama qilinadi. Yakunda samarali integratsiyaning ahamiyati ta'kidlanadi.

Kalit so'zlar: gapirish ko'nikmasi, onlayn platformalar, ingliz tili, muloqot, ravonlik, raqamli ta'lim, interaktsiya

Аннотация. В статье рассматриваются методы развития навыков говорения с использованием онлайн платформ в изучении английского языка. Анализируется роль цифровых технологий в развитии коммуникативных умений. Освещаются практические стратегии обучения. Также обсуждаются трудности и пути их решения. В заключение подчеркивается важность эффективного использования онлайн платформ.

Ключевые слова: навыки говорения, онлайн платформы, английский язык, коммуникация, беглость речи, цифровое обучение, взаимодействие

In the modern era, technology has become an integral part of language education. One of the most significant developments in English language teaching is the use of online platforms to enhance speaking skills. Speaking is considered one of the most challenging skills for learners, as it requires real-time processing, confidence, and interaction. Traditional classrooms often provide limited opportunities for speaking practice due to time constraints and large class sizes. Online platforms, however, offer new possibilities for continuous practice, real-time communication, and exposure to authentic language use. This article aims to explore effective methods of developing speaking skills through online platforms, highlighting their advantages, challenges, and practical applications. Speaking is a core component of communicative competence. It allows learners to express ideas, share opinions, and engage in social interaction. Without strong speaking skills, language learners may struggle to use English effectively in real-life situations. Speaking involves multiple sub-skills, including pronunciation, vocabulary usage, grammar accuracy, and fluency. It also requires confidence and the ability to respond spontaneously. Therefore, developing

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speaking skills requires consistent practice and meaningful interaction. Online platforms create opportunities for learners to practice speaking beyond the classroom, making the learning process more continuous and effective. Online platforms provide a flexible and interactive environment for language learning. They enable learners to connect with teachers, peers, and even native speakers from different parts of the world. One of the key advantages is accessibility. Learners can practice speaking anytime and anywhere, which increases exposure to the language. Additionally, online platforms often include features such as video calls, voice messages, and live chats, which simulate real-life communication. Another important aspect is variety. Different platforms offer different types of speaking activities, including discussions, presentations, and role-plays. This diversity helps learners develop a wide range of speaking skills. There are several effective methods that can be used to improve speaking skills using online platforms.

1. Video-Based Communication. Video conferencing tools allow learners to engage in face-to-face conversations. This method helps develop pronunciation, fluency, and non-verbal communication skills such as eye contact and gestures.

2. Voice Recording and Feedback. Learners can record their speech and receive feedback from teachers or peers. This method encourages self-reflection and helps identify areas for improvement.

3. Online Discussions and Debates. Participating in online discussions allows learners to express their opinions and practice argumentation skills. It also enhances critical thinking.

4. Role-Playing Activities. Online role-plays simulate real-life situations, such as job interviews or daily conversations. This helps learners build confidence and practical communication skills.

5. Language Exchange Programs. Learners can communicate with native speakers or other learners through online platforms. This provides authentic speaking practice and cultural exchange.

Platforms such as Zoom or Google Meet enable real-time communication, while language learning apps provide structured speaking exercises. Social media and messaging applications also offer informal opportunities for communication. Additionally, artificial intelligence-based tools can provide pronunciation feedback and simulate conversations. These tools help learners practice independently and improve accuracy. One of the biggest advantages of online learning is flexibility. Students can access learning materials anytime and anywhere, which allows them to study at their own pace. This is especially helpful for learners with busy schedules, jobs, or family responsibilities. They are not restricted by classroom hours and can manage their learning according to their lifestyle. Online platforms provide access to a vast range of learning resources, including videos, articles, e-books, quizzes, and interactive exercises. Students can revisit lectures, watch recorded lessons, and explore additional content to improve understanding. This variety of resources makes learning more comprehensive and personalized. Learning online naturally enhances digital literacy. Students become familiar with using software, communication tools, online research, and digital collaboration. These technical skills are valuable not only for education but also for future professional careers.

Online platforms often allow learners to progress at their own pace. Weak areas can be practiced more, and strengths can be developed further. Adaptive learning systems and AI-driven platforms can even personalize exercises based on the learner's performance. Through online learning, students can interact with peers and teachers from different countries. This enhances cross-cultural understanding, communication skills, and exposure to diverse perspectives. It also provides opportunities for language practice, especially speaking, through video calls or online discussions. Online learning can be more affordable than traditional classroom education. There are

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savings on transportation, accommodation, and sometimes even textbooks. Many platforms offer free or low-cost courses, making education more accessible.

Despite technological tools, online learning often lacks direct, personal interaction. Non-verbal cues, spontaneous discussions, and in-person socialization are limited. This can affect communication skills, motivation, and the development of personal connections. Successful online learning depends on technology. Issues such as unstable internet connections, hardware problems, or software difficulties can disrupt learning. Students without access to reliable devices or internet may face significant disadvantages. Online learning demands high levels of self-discipline and motivation. Without a structured classroom environment, some learners may procrastinate or lose focus. Time management becomes essential, and not all students are naturally organized enough to maintain a consistent study routine. Certain skills, especially practical, laboratory-based, or hands-on tasks, are difficult to learn fully online. For example, speaking practice, lab experiments, or physical skill development may require in-person guidance for optimal learning. Learning from home or personal environments can lead to distractions. Social media, household tasks, or multitasking can interfere with focus. This can reduce the effectiveness of learning compared to a controlled classroom setting. Extended online learning can sometimes cause feelings of isolation. Students may miss the social interaction, emotional support, and collaborative spirit found in physical classrooms. This can affect mental well-being and reduce engagement with the learning process. In online learning environments, the teacher plays a crucial role as a facilitator, guide, and motivator. Unlike traditional classrooms, where the teacher often controls the flow of communication, online platforms require a more flexible and supportive approach. Teachers need to create opportunities for students to speak actively. This includes organizing pair work, group discussions, and interactive tasks during online sessions. They also need to monitor students' performance and provide constructive feedback. Another important role of the teacher is to reduce speaking anxiety. Many learners feel nervous when speaking in a foreign language, especially in online settings. Teachers can help by creating a positive and encouraging atmosphere where mistakes are seen as part of the learning process. Another important aspect is variety. Different platforms offer different types of speaking activities, including discussions, presentations, and role-plays. This diversity helps learners develop a wide range of speaking skills.

There are several effective methods that can be used to improve speaking skills using online platforms. Video conferencing tools allow learners to engage in face-to-face conversations. This method helps develop pronunciation, fluency, and non-verbal communication skills such as eye contact and gestures. Also, learners can record their speech and receive feedback from teachers or peers. This method encourages self-reflection and helps identify areas for improvement. Participating in online discussions allows learners to express their opinions and practice argumentation skills. It also enhances critical thinking. Online role-plays simulate real-life situations, such as job interviews or daily conversations. This helps learners build confidence and practical communication skills. Learners can communicate with native speakers or other learners through online platforms. This provides authentic speaking practice and cultural exchange. Platforms such as Zoom or Google Meet enable real-time communication, while language learning apps provide structured speaking exercises. Social media and messaging applications also offer informal opportunities for communication. In online learning environments, the teacher plays a crucial role as a facilitator, guide, and motivator. Unlike traditional classrooms, where the teacher often controls the flow of communication, online platforms require a more flexible and supportive approach. Teachers need to create opportunities for students to speak actively. This includes organizing pair work, group discussions, and interactive tasks during online sessions. They also

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need to monitor students' performance and provide constructive feedback. Another important role of the teacher is to reduce speaking anxiety. Many learners feel nervous when speaking in a foreign language, especially in online settings. Teachers can help by creating a positive and encouraging atmosphere where mistakes are seen as part of the learning process. Online learning offers remarkable advantages, including flexibility, accessibility, and global interaction. It allows learners to control their own pace and access a wealth of digital resources. However, it also presents challenges, such as lack of personal interaction, technical difficulties, and the need for self-motivation. For online learning to be effective, students must develop self-discipline, and educators should provide interactive, engaging, and supportive learning experiences. By balancing its advantages and addressing its disadvantages, online learning can become a powerful tool for education in the modern world.

Online platforms promote learner autonomy, which is essential for language development. Students can take control of their learning by practicing speaking independently, using various digital resources. For example, learners can watch videos, repeat phrases, record their speech, and evaluate their own performance. This self-directed learning helps improve confidence and fluency. Autonomous learners are more motivated and responsible, which leads to better learning outcomes. The use of online platforms in developing speaking skills represents a significant advancement in English language teaching. These platforms provide flexible, interactive, and diverse opportunities for learners to practice speaking. While challenges exist, they can be overcome through effective teaching strategies and proper use of technology. By integrating online tools into language learning, educators can create a more engaging and productive learning environment. Ultimately, online platforms play a vital role in helping learners achieve fluency and confidence in speaking English. Online platforms have evolved far beyond simple video calls and chatrooms. Many modern platforms use interactive tools and gamification to make speaking practice more engaging. Gamified elements-such as points, badges, leaderboards, and challenges-encourage learners to participate actively in speaking exercises. For instance, platforms like Duolingo, LingQ, and FluentU provide speaking tasks where learners must respond verbally to prompts. The instant feedback mechanisms motivate learners to correct mistakes, improve pronunciation, and develop fluency. By turning speaking practice into a playful challenge, learners often feel less anxious and more confident when speaking a foreign language. Gamification also encourages repetition without boredom, which is crucial for speaking skill development. When learners repeat phrases, dialogues, or role-plays, they internalize sentence structures and pronunciation patterns naturally, enhancing both accuracy and fluency. Online learning allows learners to interact not only with instructors but also with peers worldwide. Peer-to-peer communication is a critical factor in developing speaking skills. Group discussions, debate clubs, and virtual meetups help learners practice real-time conversation, negotiation, and opinion sharing. Platforms such as Zoom, Microsoft Teams, and Discord support breakout rooms where learners can engage in small-group conversations. These settings provide safe spaces for learners to experiment with language, make mistakes, and gain confidence without the fear of judgment. Furthermore, international peer interaction exposes learners to various accents, expressions, and cultural nuances, which improves listening comprehension and adaptability in conversation. By collaborating with learners of diverse backgrounds, students not only enhance speaking skills but also gain intercultural competence-a critical skill in global communication.

A major advantage of online learning is the ability for learners to practice self-paced speaking. Unlike traditional classrooms, online platforms allow learners to record themselves, replay their speech, and analyze their performance. For example, platforms like Speechling and ELSA Speak use AI to provide feedback on pronunciation, intonation, and stress patterns. This method supports

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autonomous learning, enabling students to identify weaknesses, monitor progress, and gradually improve their speaking ability. Self-paced practice is particularly beneficial for shy or introverted learners who may feel nervous in live group settings. By practicing independently, they can build confidence before participating in real-time discussions or presentations.

Online platforms leverage multimedia resources, including videos, podcasts, and interactive simulations, to create context-rich speaking environments. Watching a short video and then describing it aloud or summarizing a podcast episode allows learners to practice spontaneous speech in authentic contexts. This approach enhances not only vocabulary and grammar usage but also critical thinking and narrative skills. Learners learn to organize ideas coherently, express opinions, and respond to questions dynamically—skills essential for academic and professional communication. While online platforms offer substantial benefits, several challenges exist in speaking skill development. Some platforms may not provide immediate correction or guidance. Learners may practice incorrectly if feedback is delayed. Also, Combine AI tools with teacher supervision or peer review to ensure accurate practice. Next, poor internet connectivity or outdated devices can disrupt speaking sessions. Use asynchronous tasks, downloadable content, and audio-only options when necessary. Motivation and Discipline, self-paced learning requires high levels of motivation, which may wane over time. Set clear goals, gamify progress, and create social accountability through group activities. Online communication may limit access to gestures, facial expressions, and other cues important for conversation, encourage video participation and integrate role-play or simulation activities to mimic real-life interactions. Online learning provides innovative opportunities for speaking skill development. Through interactive tools, peer collaboration, self-paced practice, and multimedia integration, learners can significantly improve fluency, pronunciation, and confidence. Despite challenges such as technical limitations and motivation requirements, careful planning and the use of effective strategies can maximize the benefits of online learning. By combining traditional pedagogy with modern digital tools, online platforms are transforming speaking practice, making language learning more accessible, engaging, and effective for learners worldwide.

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ENHANCING COMMUNICATIVE COMPETENCE THROUGH INTERACTIVE METHODS

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Abstract

Communicative competence is a central objective in modern foreign language education, as it enables learners to use language effectively and appropriately in real-life situations. This study investigates the effectiveness of interactive methods in enhancing communicative competence among foreign language learners. Using qualitative and quantitative data collected from classroom observations, student feedback, and performance assessments, the study demonstrates that interactive methods significantly improve learners' fluency, confidence, motivation, and ability to use language in real-life contexts. The findings support the integration of interactive methods as essential components of communicative language teaching.

Keywords: Communicative competence, interactive methods, communicative language teaching, student-centered learning, foreign language education, EFL

Annotatsiya

Kommunikativ kompetensiya zamonaviy chet tilini o'qitishning asosiy maqsadlaridan biri hisoblanadi, chunki u o'quvchilarga tilni real hayotiy vaziyatlarda samarali va mos ravishda qo'llash imkonini beradi. Ushbu tadqiqot chet tilini o'rganuvchilar orasida kommunikativ kompetensiyani rivojlantirishda interaktiv metodlarning samaradorligini o'rganadi. Sinf kuzatuvlari, talabalar fikr-mulohazalari va o'zlashtirish natijalari asosida to'plangan sifat va miqdoriy ma'lumotlarga tayangan holda, tadqiqot interaktiv metodlar o'quvchilarning nutq ravonligini, o'ziga ishonchini, motivatsiyasini va tilni real hayotiy vaziyatlarda qo'llash qobiliyatini sezilarli darajada yaxshilashini ko'rsatadi. Tadqiqot natijalari kommunikativ til o'qitish jarayonida interaktiv metodlarni muhim tarkibiy qism sifatida integratsiya qilish zarurligini tasdiqlaydi.

Kalit so'zlar: Kommunikativ kompetensiya, interaktiv metodlar, kommunikativ til o'qitish, talaba markazli ta'lim, chet tilini o'qitish, EFL

Аннотация

Коммуникативная компетенция является одной из ключевых целей современного обучения иностранным языкам, поскольку она позволяет обучающимся эффективно и адекватно использовать язык в реальных жизненных ситуациях. Данное исследование направлено на изучение эффективности интерактивных методов в развитии коммуникативной компетенции у изучающих иностранный язык. На основе качественных и количественных данных, полученных в результате наблюдений за учебным процессом, отзывов студентов и оценки их успеваемости, исследование показывает, что интерактивные методы значительно улучшают беглость речи, уверенность, мотивацию и способность обучающихся использовать язык в реальных коммуникативных ситуациях. Полученные результаты подтверждают необходимость интеграции интерактивных методов как важного компонента коммуникативного обучения иностранным языкам.

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Ключевые слова: Коммуникативная компетенция, интерактивные методы, коммуникативное обучение языку, студенто-ориентированное обучение, обучение иностранному языку, EFL

Introduction

In the context of globalization, communicative competence has become a crucial goal of foreign language education. It refers to the ability to use language appropriately and effectively in different social, academic, and professional contexts. According to Hymes, communicative competence includes not only grammatical knowledge but also the ability to use language appropriately based on context, participants, and purpose.

Traditional language teaching methods often focus on grammar rules, vocabulary memorization, and teacher-centered instruction. While these approaches may develop linguistic knowledge, they do not adequately prepare students for real-life communication. As a result, many learners experience difficulty expressing ideas, participating in discussions, and communicating confidently.

Interactive teaching methods offer an effective solution to this problem. These methods involve active student participation, collaboration, and meaningful communication. Activities such as role-plays, group discussions, debates, simulations, and technology-based tasks provide learners with opportunities to practice language in realistic situations.

Interactive methods are closely associated with Communicative Language Teaching (CLT), which emphasizes communication as both the goal and the means of language learning. Research shows that interactive and student-centered approaches significantly improve students' communicative competence, motivation, and confidence.

Methods

Research Design

This study used a mixed-methods approach combining qualitative and quantitative data collection to evaluate the effectiveness of interactive methods in developing communicative competence.

Participants

The participants were 40 university students studying English as a foreign language. Their proficiency levels ranged from elementary to intermediate. The students were divided into two groups:

- Control group (traditional teaching methods)
- Experimental group (interactive teaching methods)

Teaching Intervention

The experimental group was taught using interactive methods for 8 weeks. These methods included:

1. Role-Play Activities

Students participated in simulated real-life situations such as job interviews, academic presentations, and social interactions. Role-playing provides contextualized language practice and enhances communication skills.

2. Group Discussions and Debates

Students discussed various topics in groups, expressed opinions, and responded to others' ideas. This activity promoted fluency, critical thinking, and interaction.

3. Collaborative Projects

Students worked together to create presentations, videos, and reports. Collaborative learning encourages communication, teamwork, and meaningful language use.

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4. Technology-Based Interactive Activities

Students used digital tools such as video conferencing, multimedia presentations, and mobile applications. Technology enhances communication opportunities and promotes active learning.

Data Collection Methods

The following methods were used to collect data:

- Pre- and post-tests to measure communicative competence
- Classroom observations
- Student questionnaires
- Teacher assessments
- Student self-reflection reports

Data Analysis

Quantitative data were analyzed using pre- and post-test comparisons. Qualitative data were analyzed based on student participation, fluency, confidence, and interaction patterns.

Results

The results of the study demonstrated significant improvement in communicative competence among students in the experimental group.

Improvement in Speaking Skills

- Students who participated in interactive activities showed:
- increased fluency
- improved pronunciation
- better ability to express ideas clearly

Interactive activities provided authentic opportunities for language use, which enhanced speaking performance.

Increased Student Motivation and Participation

Interactive methods increased student engagement and participation. Students became more active and willing to communicate. Interactive learning environments promote active involvement and meaningful learning experiences.

Development of Communication Confidence

Students reported increased confidence when speaking English. Role-playing and group activities helped reduce anxiety and fear of making mistakes. Interactive methods create supportive environments that encourage communication practice.

Improvement in Overall Communicative Competence

Post-test results showed significant improvement in communicative competence, including:

- grammatical competence
- sociolinguistic competence
- discourse competence
- strategic competence

Interactive and technology-based learning environments support the development of all components of communicative competence.

Discussion

The findings confirm that interactive teaching methods are highly effective in developing communicative competence. These methods provide learners with opportunities to practice language in realistic and meaningful contexts.

One of the most important benefits of interactive methods is increased student participation. Traditional teaching methods often limit student interaction, while interactive methods encourage active communication.

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Interactive activities also improve learners’ confidence. Many students experience anxiety when speaking a foreign language. Interactive methods create supportive environments that reduce anxiety and promote communication.

Technology also plays an important role in developing communicative competence. Digital tools such as virtual classrooms, multimedia resources, and communication platforms provide learners with authentic communication opportunities and increase motivation

Furthermore, interactive methods promote student-centered learning. Students become active participants in the learning process rather than passive receivers of information. This aligns with modern educational approaches emphasizing learner autonomy and collaboration.

These findings are consistent with communicative language teaching theory, which emphasizes interaction as the foundation of language learning.

Conclusion

This study demonstrates that interactive teaching methods significantly enhance communicative competence in foreign language learners. Interactive methods provide meaningful communication opportunities, improve fluency, increase confidence, and promote active participation.

The results confirm that interactive methods are more effective than traditional teaching approaches in developing communicative competence.

Teachers should integrate interactive activities such as:

- role-plays
- group discussions
- collaborative projects
- technology-based activities
- into language classrooms.

These methods help learners develop the communication skills necessary for academic, professional, and social success.

Future research should explore the long-term effects of interactive methods and their impact on different learner populations.

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INNOVATIVE METHODS IN FOREIGN LANGUAGE TEACHING AND THEIR EFFECTIVENESS

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Annotation

This paper explores innovative methods in foreign language teaching, focusing on collaborative learning, the use of songs and storytelling, and differentiation with scaffolding. These approaches emphasize active student participation, meaningful communication, and adaptation to learners' individual needs. Collaborative activities such as group work enhance interaction and autonomy, while music and stories improve memory, pronunciation, and engagement. Differentiation ensures that all learners can access the material at an appropriate level, supported by scaffolding techniques. The study highlights that combining these methods increases motivation, develops communicative competence, and supports effective language acquisition, especially for young learners.

Keywords: Innovative teaching, collaborative learning, scaffolding, differentiation, language acquisition, communicative competence, young learners

Аннотация

В данной работе рассматриваются инновационные методы обучения иностранным языкам, включая кооперативное обучение, использование песен и рассказов, а также дифференциацию и педагогическую поддержку (scaffolding). Эти подходы направлены на активное участие учащихся, развитие коммуникативных навыков и учет индивидуальных особенностей обучающихся. Групповая работа способствует взаимодействию и самостоятельности, а музыка и рассказы улучшают запоминание и произношение. Дифференциация и поддержка помогают учащимся успешно справляться с заданиями разного уровня сложности. Делается вывод о том, что данные методы повышают мотивацию и эффективность обучения, особенно у младших школьников.

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Ключевые слова: Инновационные методы, кооперативное обучение, дифференциация, педагогическая поддержка, изучение языка, коммуникативная компетенция, младшие школьники

Annotatsiya

Ushbu maqolada xorijiy til o'qitishda innovatsion metodlar, jumladan, hamkorlikda o'rganish, qo'shiqlar va hikoyalardan foydalanish, shuningdek differensial yondashuv va scaffolding tahlil qilinadi. Ushbu yondashuvlar o'quvchilarning faol ishtirokini ta'minlab, ularning kommunikativ ko'nikmalarini rivojlantirishga xizmat qiladi. Guruhda ishlash o'zaro muloqot va mustaqillikni oshiradi, musiqa va hikoyalar esa eslab qolish va talaffuzni yaxshilaydi. Differensial yondashuv va yordam beruvchi usullar o'quvchilarga o'z darajasiga mos ravishda bilim olish imkonini beradi. Ushbu metodlar ayniqsa kichik yoshdagi o'quvchilar uchun samarali hisoblanadi.

Kalit so'zlar: Innovatsion metodlar, hamkorlikda o'rganish, differensial yondashuv, scaffolding, til o'rganish, kommunikativ kompetensiya, yosh o'quvchilar

Learning a new language can be exciting and fun. Teachers use different innovative methods to help students practice speaking, listening, reading, and writing. This article explains several modern approaches to foreign language teaching and describes why they can be effective. It uses some academic vocabulary to help students encounter subject-specific words early: for example, "methodology," "proficiency," "multimodal," and "pedagogy."

Communicative Language Teaching (CLT)

Communicative Language Teaching focuses on real communication. In CLT, students use language to express meaning, share ideas, and complete tasks. Lessons include role-plays, conversations, and information-gap activities.

How it works: Students practice speaking with classmates in realistic scenarios (e.g., ordering food, asking for directions).

Why it helps: CLT improves oral proficiency because learners use language for real purposes, not just memorizing rules.

Classroom example: Pair students to interview each other about favorite animals, then share findings with the class.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching centers lessons on meaningful tasks. A "task" is an activity with a clear goal, such as planning a trip or solving a simple problem.

How it works: Students receive a task that requires language use to complete. The teacher supports vocabulary and structures as needed.

Why it helps: TBLT promotes communicative competence and problem-solving skills. It mirrors authentic language use outside school.

Classroom example: Small groups plan a pretend class party, deciding food, games, and invitations using target vocabulary.

Total Physical Response (TPR)

Total Physical Response uses movement to reinforce language. Students respond to commands with actions, linking physical motion with meaning.

How it works: The teacher says an instruction (e.g., "Stand up," "Touch your nose") and students act it out.

Why it helps: TPR supports memory and comprehension, especially for young learners. It reduces anxiety and makes learning multisensory.

Classroom example: Use TPR to teach classroom objects and verbs: the teacher gives commands, and students move or point.

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Multimodal and Technology-Enhanced Learning

Multimodal instruction uses many modes—audio, visual, and kinesthetic—often supported by technology like tablets, interactive whiteboards, or language apps.

How it works: Lessons combine songs, videos, images, gestures, and digital activities so learners engage multiple senses.

Why it helps: Multimodal input increases retention and motivation. Technology provides immediate feedback and individualized practice.

Classroom example: Watch a short animated story, then use a tablet app for matching vocabulary and record short spoken responses.

Content and Language Integrated Learning (CLIL)

CLIL teaches a subject (like science or art) through the foreign language. Students learn content and language simultaneously.

How it works: A science lesson on plants might be taught partly in the target language, using simplified vocabulary and visuals.

Why it helps: CLIL raises language exposure and shows practical uses of language in academic contexts, boosting both content knowledge and language proficiency.

Classroom example: Teach basic plant parts in the target language while planting seeds and labeling drawings.

Mastery-Oriented Feedback and Formative Assessment

Effective language teaching uses formative assessment and constructive feedback. Teachers check understanding continuously and give supportive comments that guide improvement.

How it works: Short quizzes, exit tickets, and oral checks let the teacher see progress and provide corrective feedback.

Why it helps: Frequent, specific feedback fosters a growth mindset and helps students correct errors before they become habits.

Classroom example: After a speaking activity, the teacher notes one strength and one target for each student (e.g., "Great pronunciation of 'apple.' Next time, try speaking a bit slower").

Collaborative and Cooperative Learning

Group work and peer interaction are central to many innovative approaches. Cooperative tasks require communication and shared responsibility.

How it works: Students work in pairs or small groups to complete tasks or projects, teaching and learning from each other.

Why it helps: Collaboration promotes language practice, social skills, and learner autonomy.

Classroom example: Jigsaw reading—each student learns one short paragraph and then teaches it to group members using simple sentences in the target language.

Use of Songs, Chants, and Stories

Music and storytelling create memorable language input. Repetition in songs and chants helps internalize vocabulary and grammar patterns.

How it works: Teachers use catchy melodies, rhythm, and repeated phrases to teach new words and structures.

Why it helps: These activities improve pronunciation, intonation, and recall; they are especially effective for young learners.

Classroom example: Teach a vocabulary set with a short song and encourage students to sing along and act out key words.

Differentiation and Scaffolding

Differentiation adapts instruction to students' varying needs. Scaffolding provides temporary

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support so learners can succeed at more complex tasks.

How it works: Teachers simplify language, provide sentence starters, picture cues, or model tasks before asking students to perform independently.

Why it helps: Differentiation ensures all students can access learning at an appropriate level of challenge.

Classroom example: Advanced students write a short paragraph; emerging learners use labeled pictures and a word bank to produce simple sentences.

Why Innovative Methods Work? These approaches are effective because they:

Increase meaningful input and output (more opportunities to hear and use language).

Engage multiple learning styles (visual, auditory, kinesthetic). Build communicative competence, not just accuracy. Boost motivation through interactive and relevant activities. Provide timely feedback and opportunities for revision.

Practical Tips for Teachers

Combine methods: Use CLT for speaking practice, TPR for early vocabulary, and multimodal tools for reinforcement. Keep tasks age-appropriate: Use simple goals and clear instructions for Year 3 learners.

Use authentic materials when possible: Short videos, pictures, and real objects make language concrete.

Monitor progress: Use quick formative checks to adapt instruction.

Encourage risk-taking: Praise attempts and create a safe environment for mistakes.

Innovative foreign language teaching methods—like CLT, TBLT, TPR, CLIL, and multimodal learning—are effective because they emphasize communication, engagement, and meaningful practice. For students, lessons should be active, scaffolded, and fun while introducing academic vocabulary gradually. Using a mixture of strategies helps young learners build confidence and proficiency in a new language.

Review this closely for accuracy, especially in any pedagogical claims, as AI may have limitations.

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**ABDULLA QAHHORNING “ADABIYOT MUALLIMI” HIKOYASINI O‘QITISHNING
TARBIYAVIY AHAMIYATI**

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Annotatsiya Ushbu maqolada o‘zbek adabiyotining yirik vakillaridan biri Abdulla Qahhorning “Adabiyot muallimi” hikoyasi tahlilga tortildi. Asar markazida adabiyot fani o‘qituvchisi Boqijon Baqoyev va ayolining jiyani Hamidalar turadi. Baqoyev xarakterining salbiy illatlari yoritilib berildi. Hikoyaning tarbiyaviy ahamiyati o‘rganildi.

Kalit so‘zlar: “Nafis adabiyot muallimi”, Boqijon Baqoyev, Hamida, Hakimov, Chexov.

Abstract. This article analyzes the story "The Teacher of Literature" by Abdulla Qahhor, one of the great representatives of Uzbek literature. The center of the work is the teacher of literature, Boqijon Bakayev and his wife's niece, Hamidalar. The negative traits of Bakayev's character are highlighted. The educational value of the story is studied.

Keywords: "A Fine Teacher of Literature", Boqijon Bakayev, Hamida, Hakimov, Chekhov.

Аннотация. В данной статье анализируется рассказ «Учитель литературы» Абдуллы Каххора, одного из великих представителей узбекской литературы. В центре произведения — учитель литературы Бокиджон Бакаев и племянница его жены Хамидалар. Выделены негативные черты характера Бакаева. Изучена воспитательная ценность рассказа.

Ключевые слова: «Прекрасный учитель литературы», Бокиджон Бакаев, Хамида, Хакимов, Чехов.

Insoniyat bor ekan, avvalgi kunidan yaxshi bo‘lish uchun doimo harakatda bo‘ladi. Chunki ayni damda shiddat bilan rivojlanayotgan bir davrda, yangi bilim olish, o‘z ustringda tinimsiz ishlash zamon talabi desak adashmagan bo‘lamiz. Ayniqsa, fikrini to‘liq aytish va yetkazib berish uchun, yot g‘oyalardan saqlanish uchun, himoyada bo‘lish uchun eng muhim qurol bu ilm olishdir. Buni O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev “Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz” asarida quyidagicha xitob qiladi: “Eng muhimi, farzandlarimizda yoshlik chog‘idan boshlab kitobga mehr qo‘yish, mustaqil fikr yuritish, murakkab hayotiy vaziyatlarda to‘g‘ri javob topish ko‘nikmasini shakllantirishimiz, buning uchun tegishli tashkiliy ishlarni amalga oshirishimiz darkor” [1.469]. Darhaqiqat biz yosh-avlodga yuqoridagilarni o‘rgatar ekanmiz, u har qanday sharoitda keladigan zarbaga o‘zining bilimi, salohiyati, fikrlari bilan qarshi chiqq olishi muqarrardir.

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O‘zbekiston xalq yozuvchisi Abdulla Qahhor o‘zining qisqa hikoyalari orqali ko‘plab xalq orasidagi muammolarni, ayanchli holatlarni, ijtimoiy muhitni, ijobiy va salbiy inson xarakterini mohirona tarzda yoritib bergan. Ana shunday hikoyalardan biri “Adabiyot muallimi” asaridir. Ushbu asar o‘spirin qiz Hamida homilador bo‘lgan opasining holidan xabar olish uchun kelganidan boshlanadi. U maktabni tugatib, o‘qishni davom etdirish uchun rabfakka kirgan. O‘zining qiziqqonligi, zukkoligi bilan pochchasiga bir qancha savol beradi. Jumladan, “Chexovning “Uyqu istagi”ni o‘qidik, go‘dakni o‘qigan qizni sud qilmoqchimiz. Shu to‘g‘risida sizning fikringizni biloqchiman” [2.10] deya so‘raydi. Tabiiyki pochchasi bunday savol kutmagan edi. Senga o‘zi men aytgandim rabfakka topshirgin demaganmidim deya gapni boshqa yerga buradi. Javob topa olmaganidan ularga qaysi muallim kirishini so‘raydi. Hamida Hakimov domla kirishini aytsa, ahmoq odam, o‘zi hech narsani bilmay turib qanday qilib yoshlarga dars beradi deya uni tanqid qiladi. Vaziyatdan chiqish uchun biologiya faniga taalluqli savollar beradi. Hamida har qanday savollarga tezkorlik bilan javob berib qaysidir ma’noda uni mot qiladi. Boqijon Baqoyevga Chexovni aytganida qaysi Chexov deya yana qizni taajubga solidi. Aslida berilgan savolga yo‘q bilmayman deb qisqa qilib, hech kimning nomini qora qilmasdan javob bera olsa maqsadga muvofiq bo‘lar edi. Lekin u buni o‘ziga isnod deb bilib, mavzuga aloqasi bo‘lmagan har xil qiyin atamalarni aytadi. Hamida ham bu gaplardan hayron qolib: “Praktikum, minimum, maksimum; Detirding, Stending, Mering, Demping” [2.12] deya darsga tayyorgarlik ko‘rish, bilmaganlarini pochchasidan o‘rganib olish ilinjida bo‘lgan qiziquvchan qiz opasining xonadonini tark qiladi.

O‘zbek xalq maqollarida: “Ulug‘lik yoshda emas, boshda” [3.67] degan maqol aynan Boqijon Baqoyev uchun aytilgan desak adashmagan bo‘lamiz. Negaki u yosh jihatidan Hamidadan katta bo‘lishiga qaramasdan salohiyat, madaniyat, ilm borasida ancha quyi qatlamda ekanligi buning isbotidir. Bilmaganini tan olish uyat emas, bu jasorat, mardlik belgisidir. Aksincha o‘zini biladaginday tutishi, savolga savol bilan javob berishi esa ma’naviy qashshoq ekanligidandir. Muallif Boqijon Baqoyevning salbiy xarakterini yoritish orqali shu illatlardan qochishga undaydi. Rabfak o‘quvchisi Hamidaning ilmga chanqoqligi, sersavolligi va eng muhimi aniq javob topa olmaganidan keyin hech narsani isbotlamasdan uyni darhol tark qilishi bilan uning zukko ekanligini yoritib bergan.

Xulosa qilib shuni aytishimiz mumkinki, insonning qadri necha yil umr ko‘rgani bilan emas, aksincha qanday hayot kechirgani bilan o‘lchanadi. Xususan, “nafis adabiyot muallimi” Boqijon Baqoyev orqali jamiyatdagi ba’zi bir insonlarning xarakter xususiyati yoritib berilgan. U o‘zidan boshqaning fikrini to‘g‘ri deb bilmasligi va faqat o‘zini haqli deyishi juda ayanchli. Aslida esa ko‘p narsadan bexabar, nuqul o‘zgalardan yomonlik qidirib topadigan qabih inson desak adashmagan bo‘lamiz. Hamidaning bergan savollariga har xil tushunarsiz atamalar bilan javob berishi, go‘yoki o‘zini zamon bilan hamnafas qilib ko‘rsatayotgandek. Biz o‘ylaymizki, bu asarni o‘qigan kitobxon yomon illatlardan qochib, ezgu fazilatlarni shakllantirib, yanada mustahkamlashi shubhasiz.

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YANGI INNOVATSION METODLAR VA ULARNING SAMARADORLIGI

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Annotatsiya

Mazkur tezisda zamonaviy ta'lim jarayonida yangi innovatsion metodlarni qo'llashning metodologik asoslari va ularning o'quv samaradorligini oshirishdagi o'rni tahlil qilinadi. Tadqiqotda interfaol texnologiyalar, loyiha asosida o'qitish (PBL), o'yin texnologiyalari va raqamli vositalarning o'quvchilar motivatsiyasiga hamda kognitiv faolligiga ta'siri yoritilgan. Shuningdek, innovatsion yondashuvlarning o'quvchilar mustaqil va tanqidiy fikrlashini rivojlantirishdagi amaliy natijalari asoslab berilgan.

Kalit so'zlar: innovatsion metodlar, ta'lim samaradorligi, interfaol texnologiyalar, loyiha asosida o'qitish, raqamli ta'lim, motivatsiya, pedagogik innovatsiya, tanqidiy fikrlash.

Abstract

This thesis analyzes the methodological foundations of using new innovative methods in the modern educational process and their role in increasing educational effectiveness. The research highlights the impact of interactive technologies, project-based learning (PBL), gamification, and digital tools on student motivation and cognitive activity. Furthermore, the practical results of innovative approaches in developing students' independent and critical thinking are substantiated.

Keywords: innovative methods, educational effectiveness, interactive technologies, project-based learning, digital education, motivation, pedagogical innovation, critical thinking.

Аннотация

В данном тезисе анализируются методологические основы использования новых инновационных методов в современном образовательном процессе и их роль в повышении эффективности обучения. В исследовании освещено влияние интерактивных технологий, проектного обучения (PBL), игровых технологий и цифровых инструментов на мотивацию и когнитивную активность учащихся. Также обоснованы практические результаты инновационных подходов в развитии самостоятельного и критического мышления учащихся.

Ключевые слова: инновационные методы, эффективность образования, интерактивные технологии, проектное обучение, цифровое образование, мотивация, педагогическая инновация, критическое мышление.

Bugungi shiddat bilan rivojlanayotgan globallashuv va axborot texnologiyalari davrida ta'lim tizimining oldida turgan asosiy vazifa nafaqat tayyor bilimlarni yetkazish, balki o'quvchilarni mustaqil bilim olishga, axborotlarni saralashga va muammolarni ijodiy hal qilishga o'rgatishdan iboratdir. Shu sababli, an'anaviy dars o'tish usullaridan, ya'ni faqat ma'ruzaga asoslangan yondashuvlardan voz kechib, yangi innovatsion metodlarni dars jarayoniga izchil tatbiq etish bugungi kunning eng dolzarb talablaridan biri bo'lib qolmoqda. [1] Innovatsion metodlar o'quvchini darsning passiv kuzatuvchisidan faol ishtirokchisiga va subyektiga aylantiradi, bu esa

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olingan nazariy bilimlarning mustahkam hayotiy ko'nikmalarga aylanishini ta'minlaydi. [2]

Pedagogik innovatsiya — bu ta'lim mazmunini yangilash, o'qitish usullarini zamonaviy talablar asosida modernizatsiya qilish va texnologik vositalardan unumli foydalanishni ko'zda tutadi. [3] Bugungi kunda bilimlar hajmining geometrik progressiya bilan ortishi o'qituvchidan darslarni yanada qiziqarli, samarali va interfaol tarzda tashkil etishni, vaqtni to'g'ri taqsimlashni talab etmoqda. Ayniqsa, "Z avlodi" deb ataluvchi raqamli texnologiyalar qurshovida o'sayotgan hozirgi o'quvchilar uchun vizual, dinamik va texnologik yondashuvlar ta'limga bo'lgan qiziqishni uyg'otuvchi asosiy omildir. [7]

Ta'lim samaradorligini oshirishda innovatsion metodlarning o'rni beqiyosdir. Ular o'quvchi va talabalarda nafaqat fan bo'yicha bilimlarni, balki XXI asr ko'nikmalari deb ataluvchi tanqidiy fikrlash, hamkorlikda ishlash, muloqot va kreativlikni shakllantiradi. [8] Pedagogik texnologiyalarning to'g'ri va maqsadli tanlanishi o'quvchi va o'qituvchi o'rtasidagi an'anaviy "to'siq"ni olib tashlab, darsni jonli va natijador muloqot maydoniga aylantiradi. Aynan mana shu jihatlari yangi innovatsion metodlarning naqadar dolzarb ekanligini belgilab beradi. [6]

Zamonaviy pedagogikada yangi innovatsion metodlar o'quv jarayonining mazmuni va shaklini tubdan o'zgartirib, talabalarning intellektual salohiyatini ro'yobga chiqarishga xizmat qiladi. Innovatsion o'qitishning eng samarali modellaridan biri — Loyiha asosida o'qitish (Project-Based Learning - PBL) metodi bo'lib, u o'quvchilarga ma'lum bir muammoni mustaqil tadqiq qilish va uning yechimini taqdim etish imkonini beradi. [5] Ushbu metod o'quvchilarning izlanish faoliyatini rivojlantiradi, ularni turli ilmiy manbalar bilan ishlashga va olingan natijalarni tahlil qilishga o'rgatadi. Bu jarayonda o'quvchi nazariy bilimlarni amaliyot bilan bog'lash ko'nikmasiga ega bo'ladi.

Shuningdek, O'yin texnologiyalari (Gamification) ham o'quv jarayonining samaradorligini sezilarli darajada oshiruvchi innovatsion usullardan biri hisoblanadi. Turli didaktik o'yinlar, rolli o'yinlar va virtual simulyatsiyalar murakkab va zerikarli tuyulgan mavzularni oson hamda qiziqarli tarzda o'zlashtirishga yordam beradi. [4] O'yin jarayonida o'quvchi stresssiz va erkin muhitda harakat qiladi, bu esa xotiraning mustahkamlanishiga va o'zlashtirish koeffitsientining oshishiga xizmat qiladi. Tadqiqotlar shuni ko'rsatadiki, o'yin elementlari qo'shilgan darslarda o'quvchilarning darsga bo'lgan qiziqishi 60-70% gacha ortadi. [7]

Zamonaviy axborot-kommunikatsiya texnologiyalari (AKT) innovatsion o'qitishning texnik asosi bo'lib xizmat qilmoqda. Multimedia taqdimotlari, video-kontentlar, elektron lug'atlar va masofaviy ta'lim platformalari (masalan, Google Classroom, Moodle) o'quvchilarga ma'lumotlarni vizual va audio shaklda qabul qilish imkonini beradi. [6] Ayniqsa, "Brainstorming" (Aqliy hujum), "Case study" (Vaziyatli tahlil) va "Flipped Classroom" (Ag'darilgan sinf) kabi metodlar o'quvchilarning tanqidiy fikrlash va mustaqil qaror qabul qilish ko'nikmalarini shakllantirishda muhim rol o'ynaydi.

Hamkorlikda o'qitish metodi (Collaborative Learning) esa kichik guruhlarda ishlash orqali talabalarda jamoaviy mas'uliyat va o'zaro muloqot madaniyatini shakllantiradi. [8] Bunday yondashuvda har bir o'quvchi o'z fikrini bayon qilish va boshqalarning fikrini tahlil qilish imkoniyatiga ega bo'ladi. Natijada, dars jarayoni faqat bilim berish maskani emas, balki ijodiy va ijtimoiy ko'nikmalar shakllanadigan jonli muloqot maydoniga aylanadi. Innovatsion metodlarning samaradorligi aynan ularning ko'p qirraliligi va o'quvchining shaxsiy qobiliyatlarini hisobga olishida namoyon bo'ladi. [3]

Xulosa qilib aytganda, yangi innovatsion metodlardan foydalanish zamonaviy ta'lim tizimining sifati va samaradorligini oshirishning eng asosiy omilidir. Tadqiqotlar va amaliy dars kuzatishlari shuni tasdiqlaydiki, innovatsion yondashuvlar qo'llanilgan darslarda o'quvchilarning

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faolligi va bilimlarni o'zlashtirish koeffitsienti an'anaviy metodlarga qaraganda 40-50% ga yuqori bo'ladi. [3] Ushbu metodlar nafaqat fan doirasidagi bilimlarni beradi, balki o'quvchilarni zamonaviy jamiyatda o'z o'rnini topishga qodir bo'lgan, mustaqil va ijodiy fikrlaydigan shaxs sifatida shakllantirishga xizmat qiladi. [7]

Innovatsion ta'lim tizimining muvaffaqiyati nafaqat texnologik vositalarga, balki pedagog kadrlarning mahorati va ijodkorligiga ham bevosita bog'liqdir. Dars jarayoniga loyiha asosida o'qitish, o'yin texnologiyalari va raqamli platformalarni izchil tatbiq etish o'quvchilarning ichki motivatsiyasini uyg'otadi va ularni o'z ustida ishlashga undaydi. [5] Kelajakda ta'lim samaradorligini yanada oshirish uchun o'qituvchilarning innovatsion kompetentligini muntazam rivojlantirib borish va ta'lim muassasalarida zamonaviy axborot muhitini yaratish dolzarb vazifa bo'lib qolmoqda. [8] Zero, innovatsiyalar poydevori ustiga qurilgan ta'lim tizimi barkamol avlodni tarbiyalashning eng ishonchli yo'lidir.

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THE ROLE OF PROBLEM-BASED LEARNING IN DEVELOPING CRITICAL THINKING

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Abstract

This article examines how problem-based learning (PBL) can effectively develop students' critical thinking skills in modern educational settings. In today's fast-changing world, learners are expected not only to acquire knowledge but also to analyze, evaluate, and apply it in real-life situations. PBL, as a learner-centered approach, provides students with meaningful problems that require investigation, discussion, and solution. Through this process, students become more active, independent, and reflective thinkers. The article discusses the theoretical background of PBL, its classroom application, and its impact on learners' cognitive development. It also considers both the advantages and possible difficulties of using this method.

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Keywords: problem-based learning, critical thinking, student-centered learning, active learning, collaboration, cognitive skills, education

Annotatsiya

Ushbu maqolada muammoga asoslangan ta'lim (PBL) orqali talabalarning tanqidiy fikrlash ko'nikmalarini rivojlantirish masalasi ko'rib chiqiladi. Hozirgi zamonda talabalardan nafaqat bilim olish, balki uni tahlil qilish, baholash va amalda qo'llash ham talab etiladi. PBL talabalarga real hayotiy muammolarni yechish orqali mustaqil va faol fikrlash imkonini beradi. Maqolada ushbu metodning nazariy asoslari, dars jarayonida qo'llanilishi va talabalarning kognitiv rivojlanishiga ta'siri yoritilgan. Shuningdek, uning afzalliklari va ayrim qiyinchiliklari ham tahlil qilingan.

Kalit so'zlar: muammoga asoslangan ta'lim, tanqidiy fikrlash, talaba markazli yondashuv, faol o'qitish, hamkorlik, kognitiv ko'nikmalar

Аннотация

В данной статье рассматривается влияние проблемно-ориентированного обучения на развитие критического мышления студентов. В современном образовании важно не только усвоение знаний, но и умение анализировать, оценивать и применять их на практике. PBL предоставляет студентам возможность работать с реальными проблемами, что способствует развитию самостоятельного и аналитического мышления. В статье описываются теоретические основы метода, его применение в учебном процессе и влияние на когнитивное развитие. Также рассматриваются преимущества и трудности данного подхода.

Ключевые слова: проблемно-ориентированное обучение, критическое мышление, активное обучение, сотрудничество, когнитивные навыки.

Nowadays, education is no longer only about memorizing facts or repeating information. Students are expected to think independently, ask questions, and solve real-life problems. Because of this shift, developing critical thinking has become one of the main goals of modern education. However, traditional teaching methods often do not provide enough opportunities for students to practice these skills. Learners may become passive, focusing only on exams rather than understanding. This is where problem-based learning becomes especially valuable. Problem-based learning changes the classroom dynamic. Instead of simply listening to the teacher, students actively participate in the learning process. They face real or realistic problems, discuss them, and try to find solutions together. This naturally leads to deeper thinking and better understanding. Problem-based learning is based on the idea that students learn best when they are actively involved. This idea comes from constructivist theory, which suggests that knowledge is built through experience rather than received passively. In a PBL classroom, students are not given ready answers. Instead, they are guided to explore, question, and discover information on their own. This makes learning more meaningful and long-lasting. Another important aspect of PBL is social interaction. Students usually work in groups, which allows them to exchange ideas and learn from each other. Sometimes they may disagree, and this is actually helpful. It pushes them to defend their opinions and consider other perspectives, which is an important part of critical thinking. Critical thinking is often described as the ability to think clearly and logically. But in reality, it is more complex than that. It includes analyzing information, questioning assumptions, evaluating evidence, and making reasoned decisions. A student who has strong critical thinking skills does not accept information blindly. Instead, they ask questions like: "Is this reliable?" or "Is there another way to see this?" In today's digital world, this skill is especially important. Students are surrounded by information from social media, websites, and other sources. Without critical thinking, it is easy to

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misunderstand or believe incorrect information. Problem-based learning naturally supports the development of critical thinking. One reason is that it uses open-ended problems. These problems do not have one simple answer, so students must think deeply and explore different possibilities. Another important factor is research. Students need to find information themselves, compare sources, and decide what is useful. This process improves their analytical skills. Discussion is also a key element. When students share ideas in groups, they hear different opinions. Sometimes these opinions challenge their own thinking, which helps them grow intellectually.

Reflection is equally important. After solving a problem, students think about what they learned and how they approached the task. This helps them become more aware of their thinking process and improve it in the future. Using PBL in the classroom requires a different approach from the teacher. Instead of being the main source of knowledge, the teacher becomes a guide or facilitator. The process usually starts with presenting a problem. This problem should be interesting, relevant, and connected to real life. Then students discuss what they already know and what they need to learn. After that, they conduct research, work together, and develop possible solutions. At the end, they present their ideas and reflect on the experience. This method not only teaches subject knowledge but also helps students become more independent and confident learners. One of the biggest advantages of PBL is that it makes students active participants. They are not just listening—they are doing, thinking, and creating. It also helps develop important life skills such as communication, teamwork, and self-management. These skills are valuable not only in education but also in future careers.

Another benefit is motivation. When students work on real-world problems, they see the purpose of what they are learning. This makes them more interested and engaged. Despite its many strengths, PBL is not always easy to implement. It takes more time than traditional lessons, which can be a problem in tight schedules. Teachers also need special training to use this method effectively. Without proper guidance, students may feel confused or lost. Assessment can also be challenging. It is not enough to test only the final answer; teachers need to evaluate the whole process, including participation and thinking skills. To sum up, problem-based learning is a highly effective way to develop critical thinking skills. It encourages students to be active, curious, and independent learners. Even though there are some challenges, the benefits of this approach are clear. By using PBL, educators can prepare students not only for exams but for real life, where critical thinking is essential. One of the less discussed but highly significant aspects of problem-based learning is its ability to reshape students' mindset toward learning itself. In many traditional classrooms, students tend to view knowledge as something fixed and given by the teacher. However, PBL challenges this perception by placing learners in situations where knowledge is incomplete, uncertain, and evolving. This shift encourages students to become more intellectually flexible and open-minded, which are essential components of critical thinking. When students are repeatedly exposed to problem-based tasks, they begin to develop what can be called a "thinking habit." Instead of immediately searching for the correct answer, they pause, analyze the situation, and consider different possibilities. This habit is particularly important because critical thinking is not just a skill used occasionally—it is a continuous mental process that shapes how individuals approach information and decision-making in everyday life. Another important dimension of PBL is its role in developing metacognition. Metacognition refers to the awareness of one's own thinking processes. In a PBL environment, students are often asked to reflect on questions such as: "How did I approach this problem?" or "Why did I choose this solution?" This reflective practice allows learners to better understand their strengths and weaknesses, making their thinking more structured and intentional. Over time, students become more strategic thinkers who can plan, monitor, and evaluate their own learning. In addition to metacognitive development, PBL also strengthens

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students’ ability to deal with ambiguity. Real-life problems are rarely clear-cut, and solutions are not always obvious. By working with complex and sometimes unclear scenarios, students learn to tolerate uncertainty rather than avoid it. This is a crucial aspect of critical thinking because it prepares learners to function effectively in unpredictable situations. Instead of feeling frustrated, they become more patient and persistent in their search for answers. Emotional engagement is another factor that makes PBL particularly effective. When students work on meaningful and realistic problems, they often feel a stronger emotional connection to the task. This engagement increases their motivation and encourages deeper cognitive involvement. For example, solving a problem related to environmental issues or social challenges can make students feel that their work has real value. As a result, they are more likely to invest effort in analyzing the problem critically and developing thoughtful solutions. Furthermore, PBL promotes interdisciplinary thinking, which is an advanced form of critical thinking. Many real-world problems do not belong to a single subject area; they require knowledge from multiple disciplines. In a PBL setting, students may need to combine ideas from language, science, technology, or social studies. This integration helps them see connections between different fields and apply knowledge more creatively. It also prevents the fragmentation of knowledge, which is common in traditional subject-based learning.

Technology also plays a crucial role in enhancing problem-based learning. Digital tools provide students with access to a wide range of information and resources. However, this also means that students must learn to evaluate the credibility of online sources. In this context, PBL becomes even more valuable, as it requires learners to question the reliability of information, compare different viewpoints, and make informed decisions. These digital literacy skills are closely linked to critical thinking and are essential in the modern world. Another unique contribution of PBL is its ability to develop argumentation skills. During group discussions, students are often required to explain their ideas, justify their reasoning, and respond to counterarguments. This process helps them learn how to construct logical arguments and defend their positions with evidence. At the same time, they also learn to listen to others and reconsider their viewpoints when necessary. This balance between confidence and openness is a key characteristic of critical thinkers.

The role of feedback in PBL should also not be underestimated. Unlike traditional methods, where feedback is often limited to correct or incorrect answers, PBL encourages more detailed and formative feedback. Teachers and peers can provide insights into the reasoning process, not just the final result. This type of feedback helps students refine their thinking and develop a deeper understanding of the subject matter. It also encourages continuous improvement rather than focusing solely on grades. In the context of language learning, problem-based learning offers additional advantages. It creates authentic communication opportunities where students use language to solve problems, express ideas, and negotiate meaning. This not only improves their linguistic competence but also enhances their ability to think critically in a second language. For learners preparing for exams like IELTS, this approach is especially beneficial because it develops both language proficiency and higher-order thinking skills simultaneously. Another perspective worth mentioning is the cultural dimension of critical thinking in PBL. Students from different cultural backgrounds may approach problems in different ways. By working in diverse groups, learners are exposed to a variety of perspectives, which broadens their understanding and reduces bias. This intercultural exchange fosters more balanced and objective thinking, which is an important goal of education in a globalized world. It is also important to consider the long-term impact of problem-based learning. Students who are trained in this approach often become more independent learners. They are better prepared to face challenges outside the classroom, whether in higher education or professional environments. Employers today value individuals who can think

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critically, solve problems, and work collaboratively. Therefore, PBL not only supports academic success but also enhances employability. However, to achieve these outcomes, certain conditions must be met. The learning environment should be supportive and encouraging, allowing students to express their ideas without fear of criticism. Teachers should create a balance between guidance and independence, ensuring that students are challenged but not overwhelmed. Additionally, the problems used in PBL should be carefully designed to match students' level and interests. Finally, it is worth noting that the success of PBL depends largely on students' attitudes. Some learners may initially feel uncomfortable with this method because it requires more responsibility and effort. However, with time and practice, most students adapt and begin to appreciate the benefits. As they gain confidence in their abilities, they become more willing to take risks and explore new ideas.

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METHODS AND PRINCIPLES OF TEACHING A FOREIGN LANGUAGE

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Annotation

This article describes the methods used in foreign language teaching and their importance.

Keywords: Foreign language, pedagogical technology, form of teaching, interactive methods, didactic games, method, methodology, research, practical work.

Annotatsiya

Ushbu maqolada chet tilini o‘itishda qo‘llaniladigan metodlar va ularning ahamiyati yoritilgan.

Kalit so‘zlar: chet tili, pedagogik texnologiyalar, o‘qitish uslubi, interaktiv metodlar, didaktik o‘yinlar, metod, metodika, amaliy mashg‘ulot.

Аннотация

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В данной статье освещаются методы, применяемые при обучении иностранному языку, а также их значение.

Ключевые слова: иностранный язык, педагогические технологии, стиль обучения, интерактивные методы, дидактические игры, метод, методика, практическое занятие.

The word "method" has three main definitions in the methodology of teaching foreign languages: first, a whole direction in the history of methodology (translation method, correct method, comparative method, mixed method); second, the teaching system that falls under the aforementioned direction (for example, the François Guen method, the Harold Palmer method, the Michael West method, etc.); and third, the way teachers and students interact (methods of familiarization, practice, and application). The first and second are typically referred to as "historical" methods in the history of foreign language teaching, while the third is referred to as "methods in foreign language teaching."

Historical methods in methodology are composed of a set of principles, and the combination of those concepts creates a distinct technique. In order for process techniques to arise, teaching methods and teaching principles must be separated.

Teaching can make use of didactic, psychological, and methodological elements. It is believed that historically, procedures have been divided into four categories and their titles have been given the determinants "translation," "correct (or without translation)," "comparative (or conscious-comparative)," and "mixed." All of the techniques used throughout the long history of teaching foreign languages are thus divided into these four groups. Since certain of their properties are used in a specific way in the approach of today, a quick analysis of each of them is necessary.

Translation method. The phrase "translation methods" is frequently used in place of this method's name. Given that materials written in other languages are translated into the native tongue, understanding the meaning of a name is not difficult. Greek and later Latin were first understood in Europe through translation. French was learned in the second part of the 18th and 19th centuries, and then through translation in the 20th century, English, and lastly German, were studied. Arabic and Persian were studied as foreign languages throughout the Muslim world. Dead (e.g., Latin) and living languages were taught by translation, a process that was considered a factor in the development of logical thinking. Arabic, on the other hand, was a means of teaching Islamic works, which most students learned by rote memorization. Arabic, Persian, Turkish, etc. are taught in religious schools. languages are studied.

The most common translation methods are known as the "*grammar-translation method*" and "*text-translation method*". Proponents of the former used word and sentence translation to teach grammar, while proponents of the latter aimed to use translation in reading the text and understanding its content. The use of both translation methods is for educational purposes only. A foreign language is learned receptively. Based on the linguistic and psychological knowledge of the time, foreign language teaching methods were developed.

Some teachers still misuse translation methods. For example, interpreting a text is a non-methodical method. It is not forbidden to translate certain sentences or parts of the text for a specific purpose. The dictionary can be used to provide short texts to explain the meaning of new words. The purpose of translating the text here is to teach the use of a dictionary. The main reason for the origin of the name of the method is that when teaching in the right method, try to establish a direct association (thought connection) between the word of a foreign language and the subject, bypassing the native language. The same method was used to teach foreign language grammar: they wanted to make a direct connection between grammatical meaning and form.

The right method. The primary explanation for the term of the method's genesis is that it

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bypasses the local tongue in favor of attempting to establish a direct relationship between a foreign language word and the subject. The same approach was used to teach grammar in foreign languages since it was important to establish a clear link between grammatical meaning and form. The practical study of foreign languages is what gave rise to the proper methodology. This approach was developed near the close of the previous century as a result of changes made to foreign language instruction in Western Europe and the US. Later, the technique was used across the continents of Asia, Africa, and others.

Attempts to teach a foreign language without the participation of the mother tongue began to be expressed in terms such as the correct method, the inductive method, the natural method. The main purpose of these methods is to teach a foreign language in a practical way. The conditions for learning the mother tongue remained the same in this method.

Two of the modern forms of the correct method are audiolingual and audiovisual. According to the founders of the audiolinguistic method (famous American Methodists Charles Carpenter Frieze and Robert Lado), a foreign language is studied for practical and educational purposes. Emphasis is placed on the selection and teaching of foreign language sentences (speech patterns) from language materials. The procedure for studying the types of speech activities is as follows: listening comprehension — ► speaking-reading — writing. Spoken language is taught as a means of communication in a foreign language, and written speech is taught on the basis of oral material.

Several advantages of the audiolingual approach are known to teachers from their own educational experiences. For instance, grades V through VI have embraced, with the necessary modifications, the use of speech patterns at the level of language teaching units, the progression of oral speech, and the instruction of reading and writing in oral material.

As stated in the textbooks, several of the laws of the audiolingual approach do not apply to our circumstances. They are apathetic to their acquisition and distinguish between active and passive linguistic content, which is also a poor methodological choice. There are variances between the two ways in addition to their similarities (including the proper method). Speaking, writing, and reading are all taught using the audiovisual method, mas.

Writing is taught first, then reading. In our classrooms, some components of this approach are creatively applied. Reading is taught before writing in the first year of high school, followed by writing in the following years, and reading is taught before any speaking activities in the latter years.

Both the receptive (M. West) and reproductive (H. Palmer) approaches to teaching foreign languages have made a significant impact on methodology history. Chapter VII addresses these in detail.

Mixed method. It is clear that this approach combines the practical and scientific facets of two methodological approaches. Translation and proper methods were combined to create mixed methods, which first appeared in the late 19th and early 20th centuries. The writings of the German linguist E. Otto, the German Methodist F. Aronstein, the German psychologist K. Flagstad, and the German linguist G. Paul all serve as examples of it.

Another form of the mixed method emerged as a mixture of the principles of the correct method and the comparative method. Representatives of this modern mixed method are Methodists P. Hegboldt of the United States, F. Klosse of Belgium, A. Bolen of Germany, and the Russian foreign language psychologist V. V. Belyayev is known and famous for his research.

Both aspects of the mixed method do not have their own specific principles, but are more prone to a particular method, as well as a combination of the principles of the two methods.

Comparative method. The "comparative method" is its official name. The creator of this

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approach is acad. Prof. L. V. Shcherba, a corresponding member of the Academy of Pedagogical Sciences, carried on the work of the system's creator by adapting it to the contemporary method of teaching foreign languages. Rakhmanov, I. V. When using the comparative technique to teach a foreign language, they started to apply the idea of didactic consciousness. The unique tenets of this approach, which include comparison, reliance on the local tongue, and simultaneous instruction in speech activities, were developed in the 1940s and 1950s and are now widely applied in practice. The educational, pedagogical, and practical objectives of teaching foreign languages are supported by science.

From the 1960s to the present, the comparative method has been modernized, and its principles have been studied in accordance with new requirements. For example, comparisons are not a matter of your student's work in the classroom, but a matter for the methodologist and the teacher to create a system of exercises.

In the first form of the comparative method, exercises were performed on the basis of rules, while in the modern form, the rules of practice are generalized in the process of exercise. The student is not specifically involved in comparisons, memorization and narration of rules, or the acquisition of theoretical knowledge.

Conclusion

Perceiving this unit with your hearing and seeing is one of the fundamental requirements for memorizing it. The language unit is now in its training phase. The language phenomena that have been researched are increased via practice, and a dynamic stereotype is created regarding them. The operational status of the speech process sets off this dynamic stereotype.

Utilizing linguistic resources for practical communication is the third phase. Exercises to exchange information and enhance abilities are carried out during the application time.

In methodological parlance, the tasks that students learn, practice, and apply are referred to as teaching techniques. They go by the name "teaching approaches" as well.

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XORAZM ETNOGIDRONIMLARINING ETIMOLOGIK TAHLILI

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Annotatsiya

Mazkur maqolada Xorazm vohasiga xos etnogidronimlar — etnik birliklar nomlari asosida shakllangan suv obyektlari nomlari chuqur etimologik va lingvistik tahlil qilinadi. Tadqiqot doirasida Amudaryo, Qo'ng'iroq kanali, Mangit kanali, Qipchoq kanali, Nayman kanali, Hazorasp kanali hamda Qatog'on ariq kabi gidronimlarning kelib chiqishi, tarixiy ildizlari, semantik tuzilishi va ularning etnik jarayonlar bilan aloqasi o'rganiladi. Maqolada tarixiy manbalar, toponimik tadqiqotlar va etnografik ma'lumotlarga tayangan holda ilmiy xulosalar chiqarilgan.

Kalit so'zlar: etnogidronim, etimologiya, gidronimika, etnonim, Xorazm, tarixiy tilshunoslik, irrigatsiya tizimi, toponimika.

Аннотация

В данной статье представлен углубленный этимологический и лингвистический анализ этногидронимов, характерных для Хорезмского оазиса, — названий водоемов, образованных на основе названий этнических единиц. В рамках исследования изучаются происхождение, исторические корни, семантическая структура и их связь с этническими процессами таких гидронимов, как Амударья, Кунгиратский канал, Мангитский канал, Кипчакский канал, Найманский канал, Хазораспский канал и Катоганский арик. На основе исторических источников, топонимических исследований и этнографических данных в статье сделаны научные выводы.

Ключевые слова: этногидроним, этимология, гидронимика, этноним, Хорезм, историческая лингвистика, ирригационная система, топонимия.

Abstract

This article presents a deep etymological and linguistic analysis of ethnohydronyms typical of the Khorezm oasis - the names of water bodies formed on the basis of the names of ethnic units. Within the framework of the research, the origin, historical roots, semantic structure and their connection with ethnic processes of hydronyms such as the Amu Darya, the Kungirat Canal, the Mangit Canal, the Kipchak Canal, the Naiman Canal, the Hazorasp Canal and the Qatogan Arik are studied. The article draws scientific conclusions based on historical sources, toponymic studies and ethnographic data.

Keywords: ethnohydronym, etymology, hydronymics, ethnonym, Khorezm, historical linguistics, irrigation system, toponymy.

Markaziy Osiyoning qadimiy sivilizatsiya o'choqlaridan biri bo'lgan Xorazm vohasi o'zining boy tarixiy-madaniy merosi bilan ajralib turadi. Ushbu hududda shakllangan toponimlar tizimi, ayniqsa gidronimlar, mintaqaning tarixiy-etnik rivojlanish jarayonlarini o'rganishda muhim manba hisoblanadi. Suv manbalari nomlari – daryolar, kanallar va ariqlar – faqat geografik obyektlar nomi bo'lib qolmay, balki ular orqali qadimiy aholi tarkibi, qabila va urug'larning joylashuvi hamda xo'jalik faoliyati haqida qimmatli ma'lumot olish mumkin.

Etnogidronimlar tilshunoslikda alohida o'rin egallaydi. Ular etnonimlar (xalq, qabila, urug'

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nomlari) asosida shakllangan bo'lib, tarixiy migratsiyalar, ijtimoiy tuzilma va iqtisodiy faoliyatni aks ettiradi [Rahmatullayev Sh., 2000; 211.]. Xorazm hududida sug'orma dehqonchilik qadimdan rivojlanganligi sababli, bu yerda ko'plab sun'iy suv inshootlari yaratilgan va ularning nomlari ko'pincha etnik birliklar bilan bog'liq bo'lgan [Ziyoyev H., 2001; 134.].

1. Amudaryo gidronimining tarixiy-etimologik xususiyatlari

Amudaryo Markaziy Osiyoning eng muhim suv arteriyalaridan biri hisoblanadi. Ushbu gidronim ikki qismdan tashkil topgan: "Amu" va "daryo". "Daryo" komponenti fors-tojik tilidan kirib kelgan bo'lib, "katta suv oqimi" ma'nosini bildiradi. "Amu" esa qadimgi Amul shahri nomidan kelib chiqqan [Karimov B., 2010; 46.]. "Amudaryo" nomi ikki qismdan iborat: Amu/Amul-Amul (hozirgi Turkmanobod) shahri nomidan kelib chiqqan. Tarixiy manbalarda bu shahar Amuya, Amuyaşak, Amul, Amul shakllarida uchraydi [Ahmedov B., 2007; 45-46.].

2. Qo'ng'iro't kanali: etnonim asosidagi gidronim

Qo'ng'iro't kanali nomi o'zbek xalqining yirik urug'laridan biri – qo'ng'iro't etnonimi bilan bog'liq [Karimov B., 2010; 52.]. Qo'ng'iro'tlar tarixan Amudaryo quyi oqimida yashab, sug'orma dehqonchilik bilan shug'ullangan. Kanal nomining shakllanishi quyidagi omillar bilan izohlanadi:

1. Qabila vakillarining ushbu hududda yashashi;
2. irrigatsiya tizimini barpo etishdagi ishtiroki;
3. hududning etnik identifikatsiyasi.

Shu sababli, bu nom "qo'ng'iro'tlar tomonidan foydalanilgan yoki barpo etilgan kanal" degan ma'noni anglatadi [Karimov B., 2010; 45.].

3. Mangit kanali: tarixiy-siyosiy qatlam

Mangit qabilasi o'zbek xalqi tarkibidagi muhim etnik birliklardan biri hisoblanadi. Ular ayniqsa XVIII–XIX asrlarda siyosiy maydonda faol bo'lgan. Mangit kanali nomi ushbu qabilaning Xorazm hududidagi faoliyati bilan bog'liq [Ziyoyev H., 2001; 135.]. Bu gidronim nafaqat etnik, balki tarixiy-siyosiy ma'lumotni ham o'zida mujassam etadi. Chunki irrigatsiya tizimlari ko'pincha hukmron yoki nufuzli guruhlar tomonidan tashkil etilgan.

4. Qipchoq kanali: keng tarqalgan etnik qatlam izi

Qipchoqlar turkiy xalqlar tarixida muhim o'rin tutadi. Ular keng hududlarda yashagan va ko'plab toponimlarda o'z nomini qoldirgan. Qipchoq kanali ham ana shunday etnogidronimlardan biridir. Bu nom quyidagilarni anglatadi:

4. qipchoq qabilasining hududiy mavjudligi;
 5. ularning xo'jalik faoliyatidagi ishtiroki;
- tarixiy migratsiya jarayonlari [Nafasov T., 2008, 122.].

5. Nayman kanali: migratsiya izlari

Naymanlar mo'g'ul va turkiy xalqlar tarixida muhim rol o'ynagan qabila hisoblanadi. "Nayman" so'zi "sakkiz" ma'nosini bildiradi. Bu qabila vakillarining bir qismi Xorazm hududiga ko'chib kelgan [Rahmatullayev Sh., 2000; 213.]. Nayman kanali nomi aynan shu tarixiy jarayonlar natijasida shakllangan bo'lib, u etnogidronim sifatida migratsiya tarixini aks ettiradi.

6. Hazorasp kanali: toponimik asosli gidronim

Hazorasp qadimiy shahar nomi bo'lib, "hazor" (ming) va "asp" (ot) komponentlaridan tashkil topgan. Bu nom "ming otli joy" yoki "harbiy kuchga ega hudud" degan ma'noni anglatadi [Tolstov S., 1948, 101.]. Hazorasp kanali esa shu hududga tegishli bo'lgan suv inshooti sifatida nomlangan. Bu yerda gidronim etnonimdan emas, balki toponimdan kelib chiqqan.

7. Qatog'on ariq: kichik gidronimlarning etnik asosi

Qatog'on ariq nomi qatog'on qabilasi bilan bog'liq. Bu qabila tarixiy manbalarda ko'p bora

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tilga olingan. Ariq nomi esa kichik suv yo‘llari uchun xos bo‘lib, mahalliy darajadagi etnik nomlash an‘anasini aks ettiradi [Karimov B., 2010; 45.]. Yuqoridagi misollar asosida quyidagi xulosalarga kelish mumkin:

6. Xorazm gidronimlarining katta qismi etnik asosga ega;
7. Etnogidronimlar orqali hududning tarixiy-etnik tarkibini aniqlash mumkin;
8. Sug‘orish tizimlari va etnik guruhlar o‘rtasida uzviy bog‘liqlik mavjud;
9. Gidronimlar til, tarix va etnografiya kesishgan nuqtada o‘rganilishi zarur.

Xulosa

Xorazm vohasidagi etnogidronimlar mintaqaning tarixiy rivojlanishini aks ettiruvchi muhim lingvistik manba hisoblanadi. Ular orqali qadimgi qabila va urug‘larning joylashuvi, migratsiyasi hamda xo‘jalik faoliyati haqida muhim ma‘lumot olish mumkin. Shuningdek, etnogidronimlarni o‘rganish tilshunoslik, toponimika va etnografiya kesishgan nuqtada amalga oshirilganda, mintaqaning boy madaniy merosini saqlash va kelajak avlodlarga yetkazishda muhim rol o‘ynaydi. Shu sababli, Xorazm gidronimlarini kompleks, tarixiy va lingvistik jihatdan o‘rganish nafaqat ilmiy, balki amaliy ahamiyatga ham ega. Asosan, etnogidronimlar Xorazmning qadimiy tarixiy qatlamlarini ochish, hududdagi etnik guruhlar va ularning suv xo‘jaligidagi rolini aniqlash, shuningdek, tarixiy migratsiya va siyosiy jarayonlarni izchil tushuntirishda muhim vosita hisoblanadi.

Mazkur tadqiqot shuni ko‘rsatadiki, suv obyektlari nomlari tasodifiy emas, balki chuqur tarixiy va etnik asosga ega. Etnogidronimlarni kompleks o‘rganish kelajakda Xorazmning yanada boy tarixiy qatlamlarini ochishga xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati:

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**ADABIYOT DARSLARIDA IQBOL MIRZO IJODINI O‘QITISHDA ZAMONAVIY
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Annotatsiya

Ushbu maqolada zamonaviy pedagogik texnologiyalar haqida ma'lumot berildi. Adabiyot darslarida xususan Iqbol Mirzo ijodida zamonaviy pedagogik texnologiyalardan foydalanish haqida fikr yuritildi.

Kalit so'zlar: zamonaviy pedagogik texnologiyalar, Iqbol Mirzo, raqamli resurslar, videomateriallar, audiomatn, "Iqbol Mirzo ijodi" kanali.

Аннотация

В данной статье рассматриваются современные педагогические технологии и их роль в образовательном процессе. Особое внимание уделяется применению данных технологий на уроках литературы, в частности, на примере творчества Икбол Мирзо.

Ключевые слова: современные педагогические технологии, Икбол Мирзо, цифровые образовательные ресурсы, видеоматериалы, аудиоматериалы, канал «Творчество Икбола Мирзо».

Abstract

This article examines modern pedagogical technologies and their role in the educational process. Particular attention is given to the application of these technologies in literature classes, especially through the works of Iqbol Mirzo.

Keywords: modern pedagogical technologies, Iqbol Mirzo, digital educational resources, video materials, audio materials, "Iqbol Mirzo's (creative works)" channel.

Bugungi globallashuv davrida har bir sohada rivojlanish bo'lmoqda. Ta'lim sohasi ham bundan mustasno emas. XXI asrda ta'lim tizimi oldiga qo'yilayotgan talablar tobora ortib bormoqda. Ayniqsa, umumta'lim maktablarida adabiyot fanini o'qitishda an'anaviy usullardan voz kechib, zamonaviy pedagogik texnologiyalarni joriy etish zarurati yuzaga kelmoqda. Chunki adabiyot darslari nafaqat bilim berish, balki o'quvchilarning ma'naviy dunyosini boyitish, estetik didini shakllantirish va mustaqil, tanqidiy fikrlashga o'rgatish muhim ahamiyat kasb etadi. Bundan ko'zlangan maqsad esa barkamol shaxs va malakali mutaxassislarni tarbiyalash hamda tayyorlashga yo'naltirilganligidir.

Adabiyot shunday bir olamki uni ichiga kirgan odam ruhiyatini poklaydi, ma'naviyatini yuksaltiradi. Asrlar osha bizga yetib kelgan dostonlar, xalq qo'shiqlari-yu maqollar ham inson ruhiyatini kamol toptirishga xizmat qiladi. Zero, birinchi prezidentimiz ham: "Agar biz O'zbekistonimizni dunyoga tarannum etmoqchi, uning qadimiy tarixi va yorug' kelajagini ulug'lamoqchi, uni avlodlar xotirasida boqiy saqlamoqchi bo'lsak, avvalambor, buyuk yozuvchilarni, buyuk shoirlarni, buyuk ijodkorlarni tarbiyalashimiz kerak. Nega deganda, adib Cho'lpon aytganidek, adabiyot yashasa millat yashaydi-deb bejiz aytmagan" [Karimov I., 2008; 1-173].

"Ta'lim-tarbiyadagi sifat o'zgarishlar va yuqori samaradorlik mazkur sohada ijobiy yangilik kiritish bilan belgilanadi. Bunday yangiliklarni kiritish innovatsion jarayon bo'lib, ilg'or pedagogik texnologiyalarni joriy qilib, ta'limda sifat va samaradorlikka erishuvdan iborat bo'ladi. [3.105.] Texnologiya» yunoncha so'z bo'lib, «techne» - mahorat, san'at, «logos» - tushuncha, o'rganish demakdir. Pedagogik texnologiya atamasiga har bir didakt olim o'z nuqtayi nazaridan kelib chiqqan holda ta'rif beradi. Hali bu tushunchaga to'liq va yagona ta'rif qabul qilinmagan. Ushbu ta'riflar ichida eng maqsadga muvofiq'i YUNESKO tomonidan berilgan ta'rif sanaladi. Pedagogik texnologiya –ta'lim shakllarini optimallashtirish maqsadida o'qitish va bilimlarni o'zlashtirish jarayonining inson salohiyati va texnik resurslarni qo'llash, ularning o'zaro ta'sirini aniqlashga imkon beradigan tizimli jarayondir. Zamonaviy pedagogik texnologiyalar o'quvchini

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ta'lim jarayonining faol sub'ektiga aylantirib, uning darsga bo'lgan qiziqishini oshiradi. Shu sababli adabiyot darslarida innovatsion yondashuvlardan foydalanish bugungi kunning dolzarb masalalaridan biridir. Zamonaviy pedagogik texnologiyalar — bu ta'lim jarayonini oldindan loyihalash, tashkil etish va natijaga erishishga yo'naltirilgan tizimli yondashuvdir. Bu texnologiyalar o'qituvchi va o'quvchi o'rtasidagi hamkorlikni mustahkamlaydi hamda ta'lim samaradorligini oshiradi. Adabiyot darslarida bu texnologiyalar quyidagi vazifalarni bajaradi:

- o'quvchilarning ijodiy fikrlashini rivojlantirish;
- nutqiy kompetensiyani shakllantirish;
- badiiy asarni chuqur tahlil qilish ko'nikmasini hosil qilish;
- mustaqil xulosa chiqarishga o'rgatish.

Bugungi kunda dars jarayonini AKT vositalarisiz tasavvur qilish qiyin. Adabiyot darslarida zamonaviy pedagogik texnologiyalarning quyidagi raqamli vositalardan samarali foydalanish mumkin:

- multimedia taqdimotlari;
- audio va video materiallar;
- elektron darsliklar;
- onlayn test tizimlari.

Adabiyotimizda zamonaviy she'riyatda o'zining o'rniga ega bo'lgan ijodkorlardan biri bu Iqbol Mirzodir. Shoir (Iqboljon Mirzaaliyev) 1967-yilda Faarg'ona viloyati Bog'dod tumanida tavallud topgan. Ijodkorning she'rarida vatanparvarlik, tabiat tasviri, xalqona ohangdorlik, muhabbat kabi vositalarni birlashtirgan bo'lib, sodda va ravon qilib yozilgan. Adabiyot darslarida zamonaviy pedagogik texnologiyalardan foydalangan holda o'qitishda o'quv materiallarini kichik bo'laklarga – modularga ajatiladi. Har bir modul ma'lum maqsadga xizmat qiadi. Masalan, Iqbol Mirzo ijodini o'rganishda:

- hayoti va faoliyati;
- ijodiy merosi;
- asarlarining tahlili;

kabi modullar tashkil etiladi. Bu usul o'quvchilarda quyidagilarni shakllantiradi:

- tizimli fikrlashni;
- mustaqil o'rganishni;
- asarga tanqidiy yondashuvni;

Dars jarayonida zamonaviy pedagogik texnologiyalardan foydalanganda o'quvchilarda darsga qiziqish ortadi, ularning tanqidiy va mustaqil fikrlash qobiliyati rivojlanadi. Adabiyot darslarida zamonaviy pedagogik texnologiyalardan, raqamli resurslardan foydalanilganda o'quvchilar ongida yozuvchi va shoirlarning asarlarini vizual va eshitish orqali o'rganishni kuchaytiradi, ularga badiiy asarlarni yanada chuqur, qiziqarli va zamonaviy usulda o'qitish imkonini beradi.

Adabiyot darslarida zamonaviy pedagogik texnologiyalardan, raqamli resurslardan foydalanish. Iqbol Mirzo ijodi misolida:

- Video material:
- (muallif haqida hujjatli film, asar asosida suratga olingan filmlar yoki sahna ko'rinishklaridan lavhalar)
- You Tube tarmog'i orqali "Iqbol Mirzo ijodi" kanalidan shoir o'zi o'qigan she'rlardan yoki hayoti va ijodidagi yangiliklardan o'quvchilarni xabardor qilish mumkin.
- Audioresurslar:
- (she'r va hikoyalarni ifodali o'qilgan variantlari)

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- Telegram ijtimoiy tarmog‘i orqali shoirning “Iqbol Mirzo she‘rlari” kanalidan yangi yozilgan she‘rlar va shoirning ifodali o‘qilgan she‘rlar audiosini topish mumkin. Masalan: “Kuni kecha uchrashdik”, “Qor”, “Qani” “Siz uni tanysiz”
- Prezentatsiyalar:
- (shoir va yozuvchilarning hayoti va ijodi, asarlari asosida tuziladi)
- Bunda o‘quvchilar ko‘rish orqali visual materiallarni eslab qolishini osonlashtiradi.
- o‘z-o‘zini nazorat qilish ko‘nikmasini rivojlantiradi.
- Onlayn test tizimi
- Bunda Kahoot, Evalbee, Quiz testlar orqali o‘quvchilar bilmini sinovdan o‘tkazish va qayerda xato va kamchiliklarni aniqlash, individual baholash mumkin.

Adabiyot darslarida elektron kutubxonalar, audio kitoblar va videomateriallardan foydalanish o‘quvchilarning kitobxonlik madaniyatini oshiradi. Xulosa qilib aytganda, adabiyot darslarida zamonaviy pedagogik texnologiyalarni qo‘llash ta‘lim samaradorligini oshirishning muhim shartlaridan biridir. O‘qituvchi darsni innovatsion yondashuv asosida tashkil etsa, o‘quvchilar nafaqat bilim oladi, balki mustaqil fikrlovchi, ijodkor va ma‘naviy yetuk shaxs sifatida shakllanadi. Shu bois, har bir pedagog zamonaviy texnologiyalarni chuqur o‘rganib, ularni amaliyotda qo‘llashi zarur. Chunki rivojlanib borayotgan ta‘lim jarayonida fanlarni o‘qitishda zamonaviy pedagogik texnologiyalardan foydalanish ta‘limni qiziqarli va samarador qiladi. Dars jarayonida zamonaviy pedagogik texnologiyalardan foydalanganda o‘quvchilarda darsga qiziqish ortadi, ularning tanqidiy va mustaqil fikrlash qobiliyati shakllanadi.

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YOZMA NUTQNI RIVOJLANTIRISHDA BADIY ADABIYOTDAN FOYDALANISH

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Annotatsiya

Ushbu maqolada ona tili darslarida yozma nutqni rivojlantirishda badiiy adabiyotdan foydalanishning ahamiyati yoritilgan. Shuningdek, o‘quvchilarning yozma nutq ko‘nikmalarini shakllantirishda samarali metodlar, usullar va pedagogik yondashuvlar tahlil qilingan. Tadqiqotda badiiy adabiyotning o‘quvchilarning so‘z boyligini kengaytirish, ifodali va ravon nutqini shakllantirish, mantiqiy fikrlash hamda muloqot madaniyatini rivojlantirishdagi o‘rni asoslab

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beriladi. Badiiy adabiyotning ta'limiy va tarbiyaviy imkoniyatlari tahlil qilinib, yozma nutqni boyitishga xizmat qiluvchi samarali yo'llari asoslab beriladi.

Kalit so'zlar: yozma nutq, badiiy adabiyot, ona tili, metodika, ijodiy fikrlash, nutq madaniyati.

Аннотация

В данной статье подчеркивается важность использования художественной литературы для развития навыков письменной речи на уроках родного языка. Также анализируются эффективные методы, приемы и педагогические подходы к развитию навыков письменной речи у учащихся. Исследование обосновывает роль художественной литературы в расширении словарного запаса учащихся, формировании выразительной и беглой речи, развитии логического мышления и формировании культуры общения. Анализируется образовательный и воспитательный потенциал художественной литературы, а также обосновываются эффективные способы обогащения письменной речи.

Ключевые слова: письменная речь, художественная литература, родной язык, методология, творческое мышление, культура речи.

Abstract

This article highlights the importance of using fiction in developing written speech in native language classes. It also analyzes effective methods, techniques, and pedagogical approaches in developing students' written speech skills. The study substantiates the role of fiction in expanding students' vocabulary, forming expressive and fluent speech, developing logical thinking, and developing a culture of communication. The educational and educational potential of fiction is analyzed, and effective ways to enrich written speech are substantiated.

Keywords: written speech, fiction, native language, methodology, creative thinking, speech culture.

Ma'lumki, ta'lim jarayonida o'quvchilarning yozma nutqini shakllantirish va rivojlantirish ona tili fanining asosiy vazifalaridan biridir. Yozma nutqni rivojlantirishda samarali pedagogik vositalarni tanlash muhim ahamiyat kasb etadi. Hozirgi zamon ta'lim tizimida o'quvchilarning mustaqil fikrlashi va o'z fikrini yozma shaklda aniq, mantiqiy hamda ravon ifoda eta olishi muhim vazifalardan biri hisoblanadi. Ona tili darslari ushbu jarayonda asosiy o'rin tutadi. Ayniqsa, yozma nutqni rivojlantirish orqali o'quvchilarning savodxonligi, tafakkuri va nutq madaniyati shakllanadi. Shu nuqtai nazardan, badiiy adabiyotdan foydalanish samarali vosita sifatida alohida ahamiyat kasb etadi.

Badiiy adabiyotning yozma nutq rivojidagi ahamiyati

Badiiy adabiyot o'quvchilarning nutqini boyituvchi asosiy manbalardan biridir. Adabiy asarlar orqali o'quvchilar yangi so'zlar, iboralar va tasviriy vositalarni o'zlashtiradilar. Bu esa ularning yozma nutqini mazmunli va ta'sirchan qilishga yordam beradi. Bundan tashqari, badiiy asarlar o'quvchilarning tasavvurini kengaytiradi, ularni fikrlashga undaydi. O'quvchi asar mazmunini anglab, uni yozma tarzda ifodalash jarayonida mantiqiy fikrlash va bayon qilish ko'nikmalarini rivojlantiradi.

Yozma nutqni rivojlantirish metodlari

Ona tili darslarida badiiy adabiyot asosida quyidagi metodlardan foydalanish samarali hisoblanadi:

- *Insho va esse yozish* – o'quvchilarning mustaqil fikrlashini rivojlantiradi.
- *Bayon yozish* – matnni tushunish va qayta ifodalash ko'nikmasini shakllantiradi.
- *Qahramonlarga tavsif berish* – tahliliy fikrlashni rivojlantiradi.

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- *Ijodiy topshiriqlar* – voqeani davom ettirish, yangi yakun yaratish orqali ijodkorlik oshadi.

Shuningdek, badiiy asarlarda uchraydigan tasviriylar vositalari (o'xshatish, mubolag'a, jonlantirish) o'quvchilarning yozma nutqini yanada boyitadi.

O'qituvchining roli va zamonaviy yondashuvlar

Yozma nutqni rivojlantirishda o'qituvchi asosiy rol o'ynaydi. U o'quvchilarga mos badiiy asarlarni tanlashi, topshiriqlarni to'g'ri tashkil etishi va yozma ishlarni tahlil qilib borishi zarur.

Zamonaviy ta'limda quyidagilar muhim ahamiyatga ega:

- Interfaol metodlardan foydalanish (aqliy hujum, klaster, sinkveyn);
- AKT vositalarini qo'llash.
- Individual yondashuvni ta'minlash.
- Bu usullar o'quvchilarning darsga qiziqishini oshirib, yozma nutqni samarali rivojlantirishga yordam beradi.

Xulosa qilib aytganda, badiiy adabiyot yozma nutqni rivojlantirishda muhim didaktik vosita hisoblanadi. U o'quvchilarning lug'at boyligini oshiradi, fikrlash qobiliyatini rivojlantiradi va yozma nutqni mazmunli hamda ifodali qilishga xizmat qiladi. Ona tili darslarida badiiy adabiyotdan samarali foydalanish orqali o'quvchilarda mustaqil yozma nutq ko'nikmalarini shakllantirish mumkin. Undan tashqari badiiy adabiyot o'quvchilar dunyoqarashi va fikrlashini har tomonlama rivojlantiradi.

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NEW INNOVATIVE TEACHING METHODS AND THEIR EFFECTIVENESS

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Abstract

The fast progress of digital technology and changing learner needs have reshaped modern education. Conventional teacher-centered approaches are giving way to new strategies that focus on active learning, collaboration, and personalization. This article explores various innovative teaching methods—like flipped learning, gamification, project-based learning, blended learning, and AI-assisted instruction—and assesses their effectiveness in boosting student engagement, motivation, and academic results. It also offers recommendations for educators.

Keywords: Innovative teaching methods, Flipped learning, Gamification, Project-based learning, Blended learning, AI-assisted instruction, Collaborative learning, Student engagement, Learning motivation, Personalized learning, Digital education, Active learning, 21st-century skills, Critical thinking, Educational technology

Annotatsiya

Raqamli texnologiyalarning tez rivojlanishi va o'quvchilar ehtiyojlarining o'zgarishi zamonaviy ta'lim tizimini tubdan yangilamoqda. An'anaviy o'qituvchiga yo'naltirilgan yondashuvlar o'rnini faol o'rganish, hamkorlik va individuallashtirishga asoslangan yangi strategiyalar egallamoqda. Ushbu maqolada "flipped learning", gamifikatsiya, loyiha asosida o'qitish, aralash (blended) ta'lim hamda sun'iy intellekt yordamida o'qitish kabi innovatsion metodlar tahlil qilinadi va ularning talabalarning faolligi, motivatsiyasi hamda akademik natijalariga ta'siri baholanadi. Shuningdek, o'qituvchilar uchun amaliy tavsiyalar beriladi.

Kalit so'zlar: innovatsion o'qitish metodlari, flipped learning (teskari sinf), gamifikatsiya, loyiha asosida o'qitish, aralash ta'lim, sun'iy intellekt yordamida o'qitish, hamkorlikda o'rganish, talaba faolligi, o'rganish motivatsiyasi, individuallashtirilgan ta'lim, raqamli ta'lim, faol o'rganish, XXI asr ko'nikmalari, tanqidiy fikrlash, ta'lim texnologiyalari.

Аннотация

Быстрое развитие цифровых технологий и изменяющиеся потребности обучающихся трансформируют современное образование. Традиционные учитель-центрированные подходы уступают место новым стратегиям, ориентированным на активное обучение, сотрудничество и персонализацию. В данной статье рассматриваются инновационные методы обучения, такие как перевёрнутое обучение (flipped learning), геймификация, проектное обучение, смешанное (blended) обучение и обучение с использованием искусственного интеллекта, а также оценивается их эффективность в повышении вовлечённости, мотивации и академических результатов студентов. Кроме того, предлагаются практические рекомендации для преподавателей.

Ключевые слова: инновационные методы обучения, перевёрнутое обучение, геймификация, проектное обучение, смешанное обучение, обучение с использованием искусственного интеллекта, совместное обучение, вовлечённость студентов, мотивация обучения, персонализированное обучение, цифровое образование, активное обучение, навыки XXI века, критическое мышление, образовательные технологии.

Education is experiencing a fundamental shift as 21st-century learners need new skills, including critical thinking, creativity, communication, and digital literacy. Traditional lecture-based teaching is no longer enough to meet these needs. Consequently, innovative teaching strategies have emerged, incorporating technology, interactive learning, and real-world applications. These methods aim to enhance learning outcomes and boost student motivation. Flipped learning reverses the traditional learning structure: students learn theoretical content through videos or readings

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before class, while classroom time is dedicated to practice, discussion, and problem-solving. Research indicates that flipped learning:

- Enhances student engagement through active participation.*
- Supports differentiated instruction as students learn at their own pace.*
- Improves comprehension and long-term retention.*
- Allows teachers to focus on individualized support during class.*

Studies by Bergmann & Sams (2012) show that flipped classrooms increase student responsibility for learning and create more interactive learning environments. Gamification applies game design elements—points, badges, levels, competitions—into educational settings.

According to Kapp (2012), gamification:

- Increases motivation and participation by introducing challenge and reward systems.*
- Improves retention through interactive and engaging experiences.*
- Supports problem-solving and collaborative learning.*

Gamified environments reduce anxiety and make learning more enjoyable, especially for younger learners. PBL involves students working on real-world problems or projects over an extended period. Thomas (2000) and subsequent studies found that PBL:

- Promotes critical thinking and creativity.*
- Strengthens teamwork and communication skills.*
- Enhances the ability to apply theoretical knowledge in practical contexts.*
- Increases learner autonomy and accountability.*

PBL prepares students for real-world challenges by simulating authentic tasks. Blended learning integrates face-to-face teaching with online instructional tools such as digital platforms, simulations, and multimedia. Graham (2006) argues that blended learning:

- Provides flexibility, allowing learners to progress at their own pace.*
- Improves understanding through diverse resource formats.*
- Facilitates personalized learning experiences.*

Enhances digital competence, which is essential in modern society. Blended learning is particularly effective in large classes where individualized attention in traditional settings is difficult. Artificial intelligence tools, including adaptive learning systems and AI chatbots, provide personalized support for students. Recent research shows that AI-assisted instruction:

- Delivers real-time feedback and tailored explanations.*
- Adjusts difficulty based on individual learner performance.*
- Helps teachers automate administrative tasks.*

Supports students with diverse abilities and learning styles. AI tools can significantly enhance both efficiency and equity in education. Collaborative learning encourages students to work in groups, exchange ideas, and solve problems together.

Studies demonstrate that collaborative learning:

- Improves communication and social skills.*
- Deepens understanding through peer explanation.*
- Encourages respect for diverse perspectives.*
- Builds a supportive learning environment.*

This method aligns with Vygotsky's social constructivist theory, which emphasizes learning through interaction.

Innovative teaching methods are reshaping modern education by making learning more active, flexible, and student-centered. Flipped learning encourages preparation and active participation; gamification enhances motivation; project-based learning builds real-world skills;

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blended learning increases accessibility; and AI-assisted instruction personalizes learning. These methods collectively improve academic performance and prepare students for the demands of the contemporary world. Therefore, adopting innovative strategies is essential for educators seeking to modernize their teaching practices and meet the needs of 21st-century learners.

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TEACHING A FOREIGN LANGUAGE WITH MODERN TECHNOLOGIES

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Abstract

This scientific article explores the importance of integrating modern technologies into foreign language teaching and learning. In contemporary education, digital tools have transformed traditional classrooms into interactive and student-centered environments. Technologies such as multimedia resources, online learning platforms, mobile applications, artificial intelligence, and virtual communication tools significantly improve language acquisition. They enhance learners' motivation, autonomy, communication skills, and access to authentic materials. The article analyzes the benefits, challenges, methodologies, and future perspectives of technology-based foreign language education.

Keywords: Foreign language teaching, modern technologies, digital education, multimedia learning, artificial intelligence, online platforms, language acquisition.

Annotatsiya

Mazkur ilmiy maqolada xorijiy tillarni o'qitish va o'rganishda zamonaviy texnologiyalarni integratsiya qilishning ahamiyati yoritilgan. Zamonaviy ta'lim tizimida raqamli vositalar an'anaviy darslarni interaktiv va talaba markazlashgan muhitga aylantirdi. Multimedia resurslar, onlayn ta'lim platformalari, mobil ilovalar, sun'iy intellekt va virtual kommunikatsiya vositalari til o'zlashtirish jarayonini sezilarli darajada yaxshilaydi. Ular o'quvchilarning motivatsiyasini, mustaqilligini, kommunikativ ko'nikmalarini hamda autentik materiallarga kirish imkoniyatini oshiradi. Maqolada

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texnologiyalarga asoslangan xorijiy til ta’limining afzalliklari, muammolari, metodologiyalari va istiqbollari tahlil qilinadi.

Kalit so‘zlar: xorijiy til o‘qitish, zamonaviy texnologiyalar, raqamli ta’lim, multimedia asosida o‘qitish, sun’iy intellekt, onlayn platformalar, til o‘zlashtirish.

Аннотация

В данной научной статье рассматривается значимость интеграции современных технологий в процесс обучения и изучения иностранных языков. В условиях современного образования цифровые инструменты трансформировали традиционные учебные аудитории в интерактивную и ориентированную на обучающегося среду. Такие технологии, как мультимедийные ресурсы, онлайн-образовательные платформы, мобильные приложения, искусственный интеллект и средства виртуальной коммуникации, значительно повышают эффективность усвоения языка. Они способствуют развитию мотивации обучающихся, их автономности, коммуникативных навыков, а также обеспечивают доступ к аутентичным материалам. В статье анализируются преимущества, проблемы, методологии и перспективы обучения иностранным языкам на основе технологий.

Ключевые слова: обучение иностранным языкам, современные технологии, цифровое образование, мультимедийное обучение, искусственный интеллект, онлайн-платформы, овладение языком.

Introduction

In the era of globalization and rapid technological development, the ability to communicate in foreign languages has become one of the most essential skills for personal and professional success. Educational systems worldwide are adapting to these changes by incorporating innovative technological solutions into teaching practices. Foreign language education, in particular, has undergone a remarkable transformation due to the emergence of digital technologies. Traditional methods of language teaching often relied on textbooks, grammar drills, and teacher-centered instruction. While these methods remain valuable, they are no longer sufficient to meet the needs of modern learners who require interactive, flexible, and practical learning experiences. Modern technologies create opportunities for real-time communication, immersive practice, personalized instruction, and global collaboration.

The integration of technology allows students to access authentic language materials such as podcasts, videos, news broadcasts, and online conversations with native speakers. This increases exposure to real-life language usage and helps learners develop practical communicative competence.

Role of Modern Technologies in Language Teaching

Modern technologies serve as powerful instruments for improving all four language skills: listening, speaking, reading, and writing. Multimedia presentations, smart boards, educational software, and online resources make lessons more dynamic and engaging. Learning management systems such as Moodle, Google Classroom, and Microsoft Teams allow teachers to organize lessons, distribute assignments, and monitor student progress efficiently. Video conferencing tools like Zoom and Google Meet support distance learning and virtual speaking practice.

Mobile applications such as Duolingo, Babbel, Quizlet, and Memrise provide personalized exercises that adapt to learners’ levels. These tools encourage self-paced learning and make language practice available anytime and anywhere.

Advantages of Technology Integration

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The use of modern technologies in foreign language education offers numerous advantages:

1. Increased Motivation: Interactive games, quizzes, and multimedia content make lessons enjoyable.
2. Authentic Materials: Learners can access real-world language from native speakers.
3. Flexible Learning: Students can study independently beyond classroom hours.
4. Immediate Feedback: AI systems instantly correct grammar, pronunciation, and vocabulary errors.
5. Collaboration Opportunities: Students can interact with peers worldwide through online exchanges.

These benefits contribute to higher engagement, better retention, and stronger communicative competence.

Challenges and Limitations

Despite many benefits, technology integration also presents challenges. Some schools lack adequate infrastructure, including reliable internet access and modern devices. Teachers may face difficulties if they have limited digital literacy or insufficient training in educational technologies. Another challenge is balancing screen time and human interaction. Excessive dependence on digital tools may reduce face-to-face communication practice, which remains essential in language learning. In addition, unequal access to devices can create educational inequality among students. Artificial intelligence has become one of the most influential innovations in language education. AI-powered chatbots simulate natural conversations, speech recognition tools improve pronunciation, and grammar correction software enhances writing accuracy. Applications such as ChatGPT, Grammarly, and AI pronunciation assistants help learners practice independently. AI systems can analyze learner performance and adapt exercises according to strengths and weaknesses, making education more individualized and efficient.

Research Methodology

This article is based on qualitative analysis of academic literature, comparative review of recent studies, and observation of technology-enhanced language classrooms. Various scholarly articles, educational reports, and case studies were examined to identify patterns in successful digital language teaching practices.

Comparative analysis between traditional and technology-supported methods was used to evaluate effectiveness in learner engagement, achievement, and communication outcomes.

Results and Discussions

Research findings indicate that students taught with technology-supported methods demonstrate higher motivation, improved pronunciation, better listening comprehension, and stronger speaking confidence than those taught only through traditional approaches. Teachers report that digital platforms simplify assessment, facilitate communication, and allow better tracking of learner progress. However, the most effective outcomes occur when technology complements sound pedagogy rather than replacing the teacher’s role. The teacher remains central as facilitator, mentor, and guide.

Conclusion

Modern technologies have revolutionized foreign language teaching by making learning more interactive, accessible, and student-centered. Digital tools enrich classroom experiences, strengthen communication skills, and encourage independent learning. Although challenges such as infrastructure limitations and teacher training remain, the future of foreign language education depends on balanced integration of human expertise and technological innovation.

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THE ROLE OF MUSIC IN VOCABULARY RETENTION FOR LANGUAGE LEARNERS

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Abstract

Vocabulary retention is a central challenge in second and foreign language learning. Traditional methods often fail to ensure long-term memorization and meaningful use of lexical items. This article explores the role of music as an effective pedagogical tool for enhancing vocabulary retention. Drawing on both international and Uzbek research, the study highlights how music improves memory, motivation, pronunciation, and contextual understanding. The findings suggest that integrating music into language instruction leads to more efficient and engaging vocabulary acquisition.

Keywords: vocabulary retention, music in language learning, second language acquisition, lexical acquisition, memory enhancement, motivation, pronunciation development

Annotatsiya

So'z boyligini eslab qolish (vocabulary retention) ikkinchi va chet tilini o'rganishda asosiy muammolardan biri hisoblanadi. An'anaviy o'qitish usullari ko'pincha leksik birliklarni uzoq muddatli xotirada saqlash va ularni mazmunli qo'llashni to'liq ta'minlay olmaydi. Ushbu maqolada musiqa so'z boyligini mustahkamlashda samarali pedagogik vosita sifatida tahlil qilinadi. Xalqaro va o'zbek tadqiqotlariga tayanib, tadqiqot musiqa xotira, motivatsiya, talaffuz hamda kontekstual tushunishni qanday yaxshilashini ko'rsatadi. Natijalar shuni ko'rsatadiki, musiqa asosida o'qitishni til ta'limiga integratsiya qilish so'z boyligini o'zlashtirishni yanada samarali va qiziqarli qiladi.

Kalit so'zlar: so'z boyligini eslab qolish, til o'rganishda musiqa, ikkinchi tilni o'zlashtirish, leksik o'zlashtirish, xotirani kuchaytirish, motivatsiya, talaffuzni rivojlantirish.

Аннотация

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Запоминание словарного запаса является одной из ключевых проблем при изучении второго и иностранного языков. Традиционные методы обучения часто не обеспечивают долговременное усвоение и осмысленное использование лексических единиц. В данной статье рассматривается роль музыки как эффективного педагогического инструмента для улучшения запоминания словарного запаса. Опираясь на международные и узбекские исследования, в работе показано, как музыка способствует развитию памяти, мотивации, произношения и контекстуального понимания. Результаты исследования свидетельствуют о том, что интеграция музыкальных методов в процесс обучения языку способствует более эффективному и увлекательному усвоению лексики.

Ключевые слова: запоминание словарного запаса, музыка в изучении языка, овладение вторым языком, лексическое усвоение, улучшение памяти, мотивация, развитие произношения

Vocabulary is widely recognized as the foundation of language proficiency. Without sufficient vocabulary knowledge, learners cannot effectively communicate, even if they have a good understanding of grammar. However, memorizing and retaining vocabulary remains one of the most difficult aspects of language learning. In recent decades, researchers and educators have sought innovative strategies to make vocabulary learning more effective and engaging. One such strategy is the use of music. Songs are naturally repetitive, emotionally engaging, and context-rich, making them ideal for language learning. International scholars such as Stephen Krashen and Murphey Tim argue that meaningful input and low-anxiety environments significantly improve language acquisition. Uzbek researchers have also emphasized the importance of interactive and culturally relevant teaching methods, including music-based learning. This article aims to provide a comprehensive analysis of how music contributes to vocabulary retention, supported by both English and Uzbek research perspectives.

A large body of international research supports the use of music in language education. Stephen Krashen (1982) introduced the Input Hypothesis, which states that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level. Songs naturally provide such input in an enjoyable and meaningful way. Murphey Tim (1992) highlighted the “song-stuck-in-my-head” phenomenon, where repeated exposure to songs leads to involuntary memorization of lyrics. This phenomenon demonstrates the strong connection between music and memory. Paula M. Medina (1993) conducted experimental research showing that students who learned vocabulary through songs outperformed those who used traditional memorization techniques. Similarly, Eileen Ludke (2010) found that singing improves verbal memory more effectively than speaking alone. Her study suggests that melody and rhythm enhance cognitive processing and recall. These studies collectively demonstrate that music is not merely an entertaining addition but a scientifically supported learning tool.

Uzbek research also supports the role of music in language learning. Xayrulloeva (2024) highlights that music and language share cognitive and structural similarities, which make music an effective tool for vocabulary acquisition. Her research shows that music enhances learners' motivation, reduces anxiety, and improves memory retention, particularly in EFL contexts such as Uzbekistan.

Music plays a multifaceted role in vocabulary retention, influencing cognitive, emotional, and linguistic processes simultaneously. Based on the works of Stephen Krashen, Tim Murphey, and Eileen Ludke, as well as other scholars, the effectiveness of music can be analyzed through several interconnected dimensions. One of the most significant contributions of music to vocabulary retention is its ability to facilitate repetition in a natural and engaging manner. Songs typically

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include repeated choruses, phrases, and lexical patterns. Unlike traditional repetition exercises, which may feel mechanical or monotonous, musical repetition is perceived as enjoyable and motivating. According to Tim Murphey (1992), the “song-stuck-in-my-head” phenomenon demonstrates how repeated exposure to songs leads to involuntary rehearsal of language. This subconscious repetition strengthens neural connections and supports long-term memory consolidation.

Furthermore, from a cognitive perspective, repeated exposure to vocabulary in songs aligns with the principles outlined by Paul Nation (2001), who emphasizes that frequent encounters with lexical items are essential for retention. Songs naturally provide such repeated encounters without increasing cognitive load. Music enhances vocabulary retention through multisensory input. The Dual Coding Theory proposed by Allan Paivio (1990) explains that information processed through both verbal and non-verbal channels is more easily remembered.

In the context of songs, learners process:

- **Verbal input** (lyrics and vocabulary)
- **Auditory input** (melody, rhythm, and sound patterns)

This combination creates multiple memory pathways, making it easier for learners to retrieve vocabulary. Additionally, when songs are accompanied by visual elements such as videos or gestures, retention becomes even stronger due to the integration of visual memory.

Emotions play a crucial role in learning and memory. Music naturally evokes emotional responses, which enhance cognitive processing and retention. Learners tend to remember words associated with positive emotional experiences more effectively than those learned through neutral or stressful methods.

Stephen Krashen’s Affective Filter Hypothesis suggests that anxiety, low motivation, and lack of confidence can hinder language acquisition. Music helps lower this affective filter by creating a relaxed and enjoyable learning environment. Music significantly contributes to the development of phonological awareness, which is closely linked to vocabulary retention. Through singing, learners practice:

- Stress patterns
- Rhythm and intonation
- Sound discrimination

According to Eileen Ludke et al. (2014), singing enhances the ability to recall verbal material more effectively than speaking alone. This is because melody provides a structured framework that supports memory. Music also plays an important role in developing cultural awareness. Songs reflect the values, traditions, and social norms of the target language community.

Through music, learners gain:

- Cultural knowledge
- Pragmatic understanding of language use
- Awareness of idiomatic expressions

This deeper understanding enhances not only vocabulary retention but also communicative competence. The analysis of both theoretical and empirical studies demonstrates that music is a highly effective tool for vocabulary learning. While theories such as the Input Hypothesis and Dual Coding Theory explain why music is effective, empirical studies confirm its practical benefits. Furthermore, the inclusion of Uzbek research highlights the applicability of these findings in local educational contexts. Music-based learning is not only globally supported but also culturally adaptable.

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In conclusion, music plays a crucial role in enhancing vocabulary retention for language learners. It supports memory through repetition, increases motivation through emotional engagement, and provides meaningful context for language use. The research reviewed in this article confirms that music is an effective and practical tool for language teaching. Therefore, educators are encouraged to integrate music into their teaching practices to improve vocabulary acquisition and retention.

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O‘TKIR HOSIMOVNING “TUSHDA KECHGAN UMRLAR” ASARINING LINGVOKULTUROLOGIK XUSUSIYATLARI

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Annotatsiya

Mazkur maqolada O‘tkir Hosimovning “Tushda kechgan umrlar” asari lingvokulturologik nuqtai nazardan atroflicha tahlil qilinadi. Asarda til birliklari orqali o‘zbek xalqining milliy mentaliteti, qadriyatlari, urf-odatlar va dunyoqarashi qanday ifodalanganligi keng misollar asosida ochib beriladi. Shuningdek, kontseptlar, ramzlar, frazeologizmlar va nutq madaniyati

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lingvokulturologik yondashuv asosida izohlanadi.

Kalit so‘zlar: lingvokulturologiya, kontsept, milliy mentalitet, frazeologizm, badiiy matn, ramz, nutq madaniyati.

Аннотация

В данной статье представлен всесторонний анализ произведения Откира Гошимова «Жизнь, прошедшая во сне» с лингвокультурной точки зрения. На основе многочисленных примеров показано, как национальная ментальность, ценности, традиции и мировоззрение узбекского народа выражаются через языковые единицы. Также с лингвокультурного подхода объясняются понятия, символы, фразеологизмы и речевая культура.

Ключевые слова: лингвокультурология, концепция, национальный менталитет, фразеология, литературный текст, символ, речевая культура.

Abstract

This article provides a comprehensive analysis of Otkir Hoshimov's work "Lifes Passed in a Dream" from a linguo-cultural point of view. The work reveals, based on extensive examples, how the national mentality, values, traditions, and worldview of the Uzbek people are expressed through language units. Also, concepts, symbols, phraseologisms, and speech culture are explained based on a linguo-cultural approach.

Keywords: linguoculturology, concept, national mentality, phraseology, literary text, symbol, speech culture.

Zamonaviy tilshunoslikda lingvokulturologiya alohida yo‘nalish sifatida shakllanib, til va madaniyat o‘rtasidagi uzviy bog‘liqlikni o‘rganishga xizmat qilmoqda. Har bir xalqning milliy qadriyatlari, urf-odatlar, ijtimoiy hayoti va ruhiyati avvalo uning tilida o‘z aksini topadi. Shu sababli badiiy asarlarni lingvokulturologik jihatdan tahlil qilish orqali nafaqat til xususiyatlari, balki xalqning madaniy modeli ham ochib beriladi [Yo‘ldoshev B., 2018, 112.].

O‘tkir Hoshimov ijodi o‘zbek adabiyotida alohida o‘rin egallaydi. Uning asarlarida inson ruhiyati, jamiyat muammolari, ma‘naviy qadriyatlar va hayot falsafasi o‘ziga xos uslubda tasvirlangan. Ayniqsa, “Tushda kechgan umrlar” asari yozuvchining eng yetuk asarlaridan biri bo‘lib, unda inson taqdiri, o‘tkinchi umr, vijdon azobi, ijtimoiy adolatsizlik va ruhiy iztiroblar chuqur yoritilgan. Ushbu asarni lingvokulturologik jihatdan o‘rganishning dolzarbligi shundaki, unda qo‘llangan til birliklari oddiy kommunikativ vosita bo‘lib qolmay, balki milliy madaniyatni ifodalovchi semantik tizim sifatida namoyon bo‘ladi. Asarda uchraydigan frazeologizmlar, maqollar, ramziy obrazlar va konseptual birliklar o‘zbek xalqining dunyoqarashini aks ettiruvchi muhim lingvomadaniy belgilar hisoblanadi.

1. Milliy-madaniy leksikaning lingvokulturologik mohiyati

Asarda milliy hayotga xos tushunchalar keng qo‘llanib, ular orqali o‘zbek xalqining ijtimoiy-madaniy muhiti tasvirlanadi. Bu birliklar semantik jihatdan chuqur va ko‘p qatlamli bo‘lib, ular orqali milliy identitet namoyon bo‘ladi.

Masalan:

“Mahalla” – faqat hudud emas, balki ijtimoiy institut

“Or-nomus” – axloqiy me‘yorlar tizimi

“Duo” – diniy va ruhiy tayanch

Misol:

“Otamning duosini ololmay ketganim yuragimni o‘rtaydi” [Hoshimov, 2006, 52.]

Bu yerda “duo” tushunchasi nafaqat diniy, balki madaniy-axloqiy konsept sifatida talqin qilinadi.

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2. Frazologizmlar va obrazli tafakkur

Frazologik birliklar milliy tafakkurning mahsuli sifatida asarda keng qo‘llanadi. Ular orqali qahramonlarning ruhiy holati, ichki kechinmalari va psixologik holati ifodalanadi.

Misollar:

“Yuragi ezildi” – iztirob

“Ko‘ngliga qil sig‘madi” – ichki qarama-qarshilik

“Ich-etini yedi” – pushaymon

“Ko‘ziga dunyo tor ko‘rindi” – umidsizlik

Misol:

“Uning ko‘ziga dunyo tor ko‘rinib ketdi” [Hoshimov O‘., 2006, 67.].

Bu iboralar milliy obrazli tafakkur asosida shakllangan bo‘lib, lingvokulturologik jihatdan muhim hisoblanadi.

3. Madaniy g‘oyasi

Asarda bir qator muhim konseptlar markaziy o‘rin egallaydi:

3.1. Sabr g‘oyasi

Sabr – o‘zbek xalqining asosiy qadriyatlaridan biri.

Misol:

“U hammasiga sabr qilib yashadi” [Hoshimov O‘., 2006, 89.].

Bu konsept orqali insonning hayot sinovlariga bardoshi aks ettiriladi.

3.2. Taqdir g‘oyasi

Taqdir inson hayotining ajralmas qismi sifatida talqin qilinadi.

Misol:

“Bu ham taqdirning yozg‘idir” (Hoshimov O‘., 2006, 101.].

Bu fatalistik qarash milliy dunyoqarashni aks ettiradi.

3.3. Vijdon g‘oyasi

Vijdon – ichki nazorat mexanizmi.

Misol:

“Vijdoni unga tinchlik bermasdi” [Hoshimov O‘., 2006, 73.].

4. Ramz va metaforalar

Badiiy matnda ramzlar chuqur semantik mazmunni ifodalovchi vosita hisoblanadi. “Tush”, “yo‘l”, “tun”, “yorug‘lik” kabi obrazlar lingvokulturologik jihatdan muhimdir. [Rahimov A., 2020, 134.]

Asarda ramziy obrazlar orqali chuqur ma‘no ifodalanadi:

Tush – ong osti, armon

Yo‘l – hayot yo‘li

Tun – iztirob

Yorug‘lik – umid

Misol:

“Tun qanchalik qorong‘i bo‘lmasin, tong baribir otadi” [Hoshimov O‘., 2006, 110.].

Bu ramzlar xalqona falsafani ifodalaydi.

5. Nutq madaniyati va dialoglar

Asarda dialoglar lingvokulturologik jihatdan boy:

Hurmat shakllari: “Ota”, “Akajon”

Duo va tilaklar: “Xudo asrasin”

Kinoya: yashirin tanqid shakli

Misol:

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“Xudo seni o‘z panohida asrasin” [Hoshimov O‘., 2006, 60.].

6. Paremiologik birliklar

Maqol va matallar orqali xalq donishmandligi ifodalanadi:

“Sabrning tagi sariq oltin”

“Yaxshilik yerda qolmaydi”

“Har kim ekanini o‘radi”

Bu birliklar lingvokulturologik jihatdan muhim manba hisoblanadi.

Xulosa qilib aytganda, O‘tkir Hoshimovning “Tushda kechgan umrlar” asari lingvokulturologik jihatdan nihoyatda boy va serqatlam badiiy matn hisoblanadi. Unda til birliklari oddiy aloqa vositasi bo‘lib qolmay, balki milliy madaniyatni ifodalovchi muhim semantik tizim sifatida namoyon bo‘ladi.

Asarda qo‘llangan milliy-madaniy leksika o‘zbek xalqining ijtimoiy hayoti va qadriyatlarini yoritib bersa, frazeologizmlar milliy tafakkurning obrazli ifodasini ko‘rsatadi. Shuningdek, “sabr”, “taqdir”, “vijdon” kabi konseptlar orqali xalqning ma‘naviy dunyosi ochib berilgan. Ramz va metaforalar esa asarning badiiy-estetik qimmatini oshirib, uni chuqur falsafiy mazmun bilan boyitadi. Umuman olganda, mazkur asar nafaqat adabiy, balki lingvokulturologik tadqiqotlar uchun ham muhim manba bo‘lib xizmat qiladi. Uni chuqur o‘rganish orqali o‘zbek xalqining mentaliteti, madaniy qadriyatlari va til boyligini yanada kengroq anglash mumkin.

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THE ROLE OF PEER INTERACTION IN THE DEVELOPMENT OF SPEAKING SKILLS

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Abstract

Speaking is often regarded as one of the most challenging skills for students learning a foreign language. While many learners develop knowledge of grammar and vocabulary, they frequently struggle to use the language confidently in spoken communication. One approach that has gained increasing attention in language education is peer interaction. This article explores how interaction among students supports the development of speaking skills. It examines theoretical perspectives, classroom practices, and the role of the teacher in guiding peer-based activities. The

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article argues that when peer interaction is meaningfully organized, it creates valuable opportunities for speaking practice and contributes to learners' communicative growth.

Keywords: peer interaction, speaking skills, language learners, classroom communication, EFL students.

Annotatsiya

Nutq ko'pincha chet tilini o'rganayotgan talabalar uchun eng qiyin qobiliyatlardan biri hisoblanadi. Ko'pgina o'quvchilar grammatika va lug'at bo'yicha bilimlarni rivojlantirsalar-da, ular ko'pincha og'zaki muloqotda tildan ishonchli foydalanish uchun kurashadilar. Til ta'limida tobora ko'proq e'tibor qaratilayotgan yondashuvlardan biri bu tengdoshlar bilan muloqotdir. Ushbu maqola talabalar o'rtasidagi o'zaro ta'sir nutq qobiliyatlarini rivojlantirishga qanday yordam berishini o'rganadi. Unda nazariy nuqtai nazarlar, sinf amaliyotlari va tengdoshlarga asoslangan faoliyatni boshqarishda o'qituvchining roli ko'rib chiqiladi. Maqolada aytilishicha, tengdoshlar o'rtasidagi muloqot mazmunli tashkil etilganda, u nutq amaliyoti uchun qimmatli imkoniyatlar yaratadi va o'quvchilarning kommunikativ o'sishiga hissa qo'shadi.

Kalit so'zlar: tengdoshlarning o'zaro ta'siri, nutq qobiliyatlari, til o'rganuvchilar, sinfdagi muloqot, EFL talabalari;

Аннотация

Говорение часто считается одним из самых сложных навыков для студентов, изучающих иностранный язык. Хотя многие учащиеся приобретают знания грамматики и лексики, им часто трудно уверенно использовать язык в устной речи. Один из подходов, привлекающий все больше внимания в языковом образовании, — это взаимодействие между сверстниками. В этой статье рассматривается, как взаимодействие между студентами способствует развитию навыков говорения. Анализируются теоретические перспективы, практика в классе и роль учителя в организации деятельности, основанной на взаимодействии между сверстниками. В статье утверждается, что когда взаимодействие между сверстниками организовано осмысленно, оно создает ценные возможности для практики говорения и способствует коммуникативному росту учащихся.

Ключевые слова: взаимодействие со сверстниками, навыки устной речи, изучающие язык, общение в классе, студенты, изучающие английский как иностранный;

Introduction

The ability to speak effectively is a central goal of foreign language learning. For many students, however, speaking remains difficult even after years of language study. Learners may understand written texts or complete grammar exercises successfully, yet hesitate when asked to speak. This difficulty often results from limited opportunities to practice oral communication and from anxiety about making mistakes. In many language classrooms, teaching is still largely teacher-centered. The teacher speaks for most of the lesson, while students listen or respond briefly. As a result, students have few chances to use the target language actively. When they do speak, they may feel uncomfortable or afraid of negative evaluation. To address these challenges, modern language teaching emphasizes interaction and learner involvement. Peer interaction allows students to communicate with classmates in a more relaxed and supportive environment. By working together, learners can practice speaking, share ideas, and support one another. This article examines the role of peer interaction in developing speaking skills and explains why it is an important element of effective language teaching for students.

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The importance of peer interaction in language learning is supported by several theoretical perspectives. One of the most influential is Vygotsky’s sociocultural theory, which views learning as a social process. According to Vygotsky (1978), learners develop their abilities through interaction with others, particularly when they collaborate with peers and receive support during learning tasks. Peer interaction is also closely linked to the principles of Communicative Language Teaching. This approach emphasizes meaningful communication and the use of language for real purposes. When students interact with peers, they are required to express ideas, negotiate meaning, and respond to others, which reflects authentic language use. Another relevant perspective is the interaction hypothesis, which suggests that language development occurs through active interaction. During peer communication, learners often ask for clarification, repeat information, or adjust their speech. These moments help learners notice gaps in their language knowledge and gradually improve their speaking ability.

One major advantage of peer interaction is that it increases students’ opportunities to speak. In whole-class activities, only a small number of students may participate orally, while others remain silent. Pair and group work allow more learners to speak at the same time, which leads to greater speaking practice.

Peer interaction also helps reduce anxiety related to speaking. Many students feel more comfortable speaking with classmates than with the teacher or in front of the whole class. This supportive environment encourages learners to participate more actively and take risks, which is essential for developing speaking skills.

Regular interaction with peers also supports the development of fluency. As students become more familiar with speaking in the target language, they begin to rely less on memorized sentences and speak more naturally. Over time, this practice leads to increased confidence and smoother speech. In addition, peer interaction contributes to communicative competence. Students practice not only grammar and vocabulary, but also important interactional skills such as turn-taking, responding appropriately, and maintaining conversations. These skills are difficult to develop without real interaction.

Various classroom activities can promote peer interaction and speaking development. Pair work is one of the most common techniques, allowing students to practice dialogues, ask and answer questions, or complete information-gap tasks in a low-pressure environment. Group discussions encourage students to share opinions and exchange ideas. Through discussion, learners practice expressing agreement or disagreement and supporting their views, which strengthens both speaking and critical thinking skills. Role-plays and simulations help students practice speaking in realistic situations, such as everyday conversations or social interactions. These activities make speaking practice more meaningful and relevant to real life. Collaborative tasks, including problem-solving and project work, also promote natural communication. When students work together toward a common goal, language use becomes purposeful, and speaking develops more naturally.

Although peer interaction emphasizes student participation, the teacher plays an important role in guiding the process. Teachers are responsible for selecting suitable activities and ensuring that tasks match students’ language levels. Clear instructions help students understand what is expected and reduce confusion. During peer interaction, teachers should observe rather than interrupt. Providing feedback after activities allows students to speak freely without fear of constant correction. Creating a positive classroom atmosphere where mistakes are accepted as part of learning is also essential. Teachers should also pay attention to group dynamics. By organizing

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groups carefully and encouraging less active students, teachers can ensure that peer interaction benefits all learners.

As Avezova Rohila mentions in her article, scaffolding is one of the most critical components of the CLIL 4S Model. Derived from Vygotsky’s sociocultural theory, scaffolding refers to the temporary and adjustable support provided by teachers, materials, or peers to bridge the gap between what learners can do independently and what they can achieve with guidance. In the context of peer interaction, scaffolding plays a crucial role in helping students engage with both language and content without experiencing cognitive overload. By offering appropriate support—such as modeling, guiding questions, or structured tasks—teachers can facilitate more effective interaction and gradually foster learner autonomy in dual-focused CLIL environments.

Conclusion

Peer interaction plays a significant role in the development of speaking skills among language students. By increasing opportunities for oral practice, reducing anxiety, and supporting communicative competence, peer-based activities help learners become more confident speakers. When peer interaction is carefully planned and supported by the teacher, it creates an engaging and effective learning environment that encourages meaningful communication.

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KICHIK YOSHDAGI O‘QUVCHILARDA O‘QISH MALAKASINI SHAKLLANTIRISHNING INNOVATSION YONDASHUVLARI

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Annotatsiya

Ushbu maqolada kichik yoshdagi o‘quvchilarda o‘qish malakasini shakllantirishning zamonaviy va innovatsion yondashuvlari tahlil qilinadi. Boshlang‘ich ta’lim bosqichida o‘qish kompetensiyasini rivojlantirishning ahamiyati, o‘qish jarayoniga zamonaviy pedagogik

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texnologiyalarni joriy etish, interfaol metodlar va raqamli vositalardan foydalanish masalalari yoritilgan. Shuningdek, o'quvchilarning individual xususiyatlarini hisobga olgan holda samarali o'qitish usullari ko'rib chiqiladi.

Kalit so'zlar: o'qish malakasi, boshlang'ich ta'lim, innovatsion yondashuv, interfaol metodlar, raqamli texnologiyalar, fonetik o'qish, tushunib o'qish, pedagogik texnologiya

Annotation

This article analyzes innovative approaches to developing reading skills in young learners. It highlights the importance of reading competence in primary education, the implementation of modern pedagogical technologies, interactive methods, and digital tools in the reading process. The study also considers effective teaching strategies based on learners' individual characteristics.

Keywords: reading skills, primary education, innovative approaches, interactive methods, digital technologies, phonetic reading, reading comprehension, pedagogy

Аннотация

В данной статье рассматриваются инновационные подходы к формированию навыков чтения у младших школьников. Освещается значение читательской компетенции на начальном этапе обучения, внедрение современных педагогических технологий, интерактивных методов и цифровых средств. Также анализируются эффективные методы обучения с учетом индивидуальных особенностей учащихся.

Ключевые слова: навыки чтения, начальное образование, инновационные подходы, интерактивные методы, цифровые технологии, фонетическое чтение, понимание текста, педагогика

Ta'lim tizimida kichik yoshdagi o'quvchilarning o'qish malakasini shakllantirish eng muhim vazifalardan biri hisoblanadi. O'qish – bu nafaqat matnni ovoz chiqarib o'qish, balki uning mazmunini tushunish, tahlil qilish va undan xulosa chiqarish jarayonidir. Boshlang'ich sinf o'quvchilari uchun o'qish malakasi barcha fanlarni o'zlashtirishning asosi bo'lib xizmat qiladi. Bugungi kunda globallashuv va raqamli texnologiyalarning jadal rivojlanishi ta'lim tizimiga ham o'z ta'sirini ko'rsatmoqda. An'anaviy o'qitish usullari bilan bir qatorda innovatsion yondashuvlarni qo'llash zarurati ortib bormoqda. Ayniqsa, kichik yoshdagi o'quvchilarning psixologik xususiyatlari, diqqatning beqarorligi va o'yin faoliyatiga moyilligi yangi metodlarni joriy etishni talab qiladi.

O'qish malakasining mohiyati va tarkibiy qismlari: O'qish malakasi murakkab psixologik-pedagogik jarayon bo'lib, quyidagi komponentlardan iborat:

texnik o'qish (to'g'ri, tez va ravon o'qish)

tushunib o'qish

ifodali o'qish

tanqidiy fikrlash asosida o'qish

Kichik yoshdagi o'quvchilarda bu komponentlar bosqichma-bosqich shakllanadi. Dastlab ular harflarni tanish, bo'g'inlab o'qishdan boshlaydi, keyinchalik esa ravon va ongli o'qishga o'tadi.

Innovatsion yondashuv tushunchasi. Innovatsion yondashuv – bu ta'lim jarayoniga yangilik kiritish, samaradorlikni oshirish va o'quvchilarning faolligini kuchaytirishga qaratilgan metodlar majmuasidir.

Innovatsion yondashuvlar quyidagilarni o'z ichiga oladi:

- interfaol metodlar
- axborot-kommunikatsiya texnologiyalari

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- individual va differensial yondashuv
- o‘yin texnologiyalari

Interfaol metodlarning ahamiyati. Interfaol metodlar o‘quvchini darsning faol ishtirokchisiga aylantiradi. Ular o‘qish malakasini rivojlantirishda juda samarali hisoblanadi.

Asosiy interfaol metodlar:

- “Aqliy hujum”
- “Klaster”
- “Insert”
- “Venn diagrammasi”
- “Savol-javob” usuli

Bu metodlar orqali o‘quvchilar matnni tahlil qilish, asosiy g‘oyani ajratish va mustaqil fikr yuritishni o‘rganadi.

Raqamli texnologiyalardan foydalanish. Zamonaviy ta’limda raqamli vositalar muhim o‘rin tutadi. Kichik yoshdagi o‘quvchilarda o‘qish malakasini rivojlantirishda quyidagi vositalardan foydalanish mumkin:

- elektron darsliklar
- audiokitoblar
- interaktiv o‘yinlar
- mobil ilovalar

Raqamli texnologiyalar o‘quvchilarning qiziqishini oshiradi va o‘rganish jarayonini yanada samarali qiladi.

O‘yin texnologiyalari. Kichik yoshdagi o‘quvchilar uchun o‘yin eng muhim faoliyat hisoblanadi. Shuning uchun o‘qish jarayonini o‘yin bilan uyg‘unlashtirish katta samara beradi.

Misollar:

- so‘z topish o‘yinlari
- rolli o‘yinlar
- tez o‘qish musobaqalari
- hikoya tuzish o‘yinlari

O‘yinlar orqali o‘quvchilar sezmagan holda o‘qish malakasini rivojlantiradi. Individual yondashuv: Har bir o‘quvchi o‘ziga xos qobiliyat va tezlikka ega. Shuning uchun o‘qituvchi:

- kuchli o‘quvchilar bilan murakkab matnlar ustida ishlashi
- sust o‘quvchilar bilan alohida shug‘ullanishi kerak

Individual yondashuv o‘qish malakasini samarali shakllantirishda muhim omildir.

Tushunib o‘qishni rivojlantirish:

Tushunib o‘qish – o‘qish malakasining eng muhim bosqichi hisoblanadi. Uni rivojlantirish uchun:

- matn bo‘yicha savollar berish
- asosiy g‘oyani aniqlash
- matnni qayta hikoya qilish
- rasm asosida hikoya tuzish
- kabi metodlardan foydalaniladi.

O‘qish tezligini oshirish usullari.

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O‘qish tezligini oshirish uchun quyidagilar qo‘llaniladi: takroriy o‘qish, vaqtga qarab o‘qish, ko‘z bilan tez o‘qish mashqlari

Bu usullar o‘quvchilarning o‘qish samaradorligini oshiradi

Ifodali o‘qishni rivojlantirish. Ifodali o‘qish o‘quvchining nutq madaniyatini rivojlantiradi.

Buning uchun:

- she‘r o‘qish
- rollarga bo‘lib o‘qish
- dramatisatsiya

kabi metodlar qo‘llaniladi.

Muammolar va yechimlar

Muammolar: o‘quvchilarning qiziqishining pastligi

individual farqlarning hisobga olinmasligi

an‘anaviy metodlarga haddan tashqari tayanish

Yechimlar: innovatsion metodlarni keng joriy etish

raqamli texnologiyalardan foydalanish

o‘quvchini markazga qo‘ygan ta‘limni rivojlantirish

Kichik yoshdagi o‘quvchilarda o‘qish malakasini shakllantirish murakkab, ammo muhim jarayon hisoblanadi. Zamonaviy ta‘limda innovatsion yondashuvlardan foydalanish ushbu jarayonning samaradorligini sezilarli darajada oshiradi. Interfaol metodlar, o‘yin texnologiyalari va raqamli vositalar o‘quvchilarning o‘qishga bo‘lgan qiziqishini kuchaytiradi, ularni faol fikrlashga undaydi. Shu bois, boshlang‘ich ta‘limda o‘qish malakasini shakllantirishda an‘anaviy va innovatsion metodlarni uyg‘unlashtirish eng maqbul yo‘l hisoblanadi.

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QUESTIONING STRATEGIES IN POLITICAL NEWS INTERVIEWS: A DISCOURSE-PRAGMATIC ANALYSIS

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Annotatsiya

Siyosiy yangiliklar bilan suhbat markaziy maydon bo‘lib, unda saylangan mansabdor shaxslar va salohiyatli rahbarlar hisobdorlik, qonuniylik va ishonch masalalarini ochiq muhokama qiladilar. Ushbu institutsional jihatdan cheklangan janrda so‘rov interaktiv kun tartibi ustidan nazoratni amalga oshirish va tomoshabinlar manfaatlarini ifoda etish uchun suhbatdoshning asosiy

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manbai hisoblanadi. Suhbatlar tahlili, nazariy-o'yin semantikasi va xushmuomalalik nazariyasiga asoslangan diskurs-pragmatik tuzilmaga tayanib, ushbu maqolada zamonaviy siyosiy yangiliklar intervyularining kichik korpusida so'roq qilish strategiyalari ko'rib chiqiladi.

Kalit so'zlari: so'rov strategiyasi; siyosiy yangiliklar bilan suhbat; diskurs pragmatikasi; suhbatlarni tahlil qilish; muloqot o'yinlari; media diskurs

Abstract

Political news interviews constitute a central arena in which elected officials and would-be leaders publicly negotiate accountability, legitimacy and credibility. Within this institutionally constrained genre, questioning is the interviewer's primary resource for exercising control over the interactional agenda and for representing the interests of the viewing audience. Drawing on a discourse-pragmatic framework informed by conversation analysis, game-theoretical semantics and politeness theory, this article examines questioning strategies in a small corpus of contemporary political news interviews.

Keywords: questioning strategies; political news interviews; discourse pragmatics; conversation analysis; dialogue games; media discourse

Аннотация

Интервью с политическими новостями представляют собой центральную арену, на которой избранные должностные лица и потенциальные лидеры публично обсуждают вопросы подотчетности, законности и доверия. В этом институционально ограниченном жанре опрос является основным ресурсом интервьюера для осуществления контроля над интерактивной повесткой дня и для представления интересов зрительской аудитории. Опираясь на дискурс-прагматическую структуру, основанную на анализе разговоров, теоретико-игровой семантике и теории вежливости, в этой статье рассматриваются стратегии допроса в небольшом корпусе интервью современных политических новостей.

Ключевые слова: стратегии опроса; интервью с политическими новостями; дискурсная прагматика; анализ разговоров; диалоговые игры; медийный дискурс

Introduction.

Televised political news interviews are among the most visible genres of contemporary public discourse. They mediate the relationship between politicians and citizens, turning complex policy issues into short, highly constrained encounters in which answers must be produced on demand and under public scrutiny. Within this genre, the interviewer is institutionally tasked with representing the interests of an absent audience while maintaining a stance of professional neutrality [8. 94]. Questioning is the key interactional practice through which this balance between neutrality and adversarialness is achieved. By designing particular types of questions, interviewers can invite elaboration, enforce accountability or expose inconsistencies in politicians' public personae [5. 102].

A substantial body of research has examined the news interview as a form of institutional talk, focusing on its turn-taking organization, sequential patterns and interactional asymmetries [1. 27]. Within this tradition, questions are not treated as mere grammatical structures but as actions that perform complex social and political work. In line with this perspective, studies of political news interviews have identified characteristic patterns of question design, including the use of prefaces, formulations, presuppositions and multiple questions to increase pressure on interviewees [4. 480; 7. 51].

More recently, discourse-pragmatic approaches have foregrounded the strategic nature of questioning in political interviews, conceptualising interviews as 'dialogue games' in which

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participants deploy question types as moves within an interactional game [3. 26; 10. 392]. From this perspective, questions can be seen as resources for negotiating epistemic authority, interactional roles and the distribution of rights and obligations between interviewer and interviewee. Political news interviews are thus not merely sites of information exchange but carefully orchestrated interactional performances in which questioning strategies play a decisive role in shaping public perceptions of competence, honesty and trustworthiness [6. 356].

Despite this growing body of work, there remains a need for systematic analyses that integrate formal typologies of question types with a discourse-pragmatic account of their strategic deployment in concrete interview sequences. Existing studies often privilege either quantitative distributions of question types or close sequential analysis of a small number of cases. The present article aims to bridge this gap by combining a fine-grained categorisation of question forms with an examination of their pragmatic functions across a modest yet diverse corpus of political news interviews.

Methodology

The analysis is based on a corpus of twelve political news interviews broadcast in 2025 on major international news channels (BBC, CNN, Al Jazeera English) as well as one high-profile interview broadcast on Uzbek national television. The interviews feature heads of government, party leaders, and senior ministers discussing topics such as economic reform, public health, foreign policy, and electoral strategy. All interviews are conducted in English and are publicly accessible via official broadcaster websites or verified online archives.

The corpus totals approximately 5 hours of recorded interaction. Audio-visual files were downloaded and orthographically transcribed, following established conventions in conversation analysis for marking pauses, overlaps, and notable prosodic phenomena where they were analytically relevant. For the purposes of the present study, the primary unit of analysis is the interviewer’s question turn. All interviewer turns were segmented into question units, resulting in a data set of 368 individual questions.

Each question was coded along three main dimensions. First, its syntactic form was identified using a typology that distinguishes polar (yes-no) questions, wh-questions, alternative questions, tag questions, declarative questions and multiple questions, including elliptical and follow-up forms [3. 45; 10. 396]. Second, the question’s epistemic orientation was coded in terms of whether it projected interviewer certainty, tentativeness or neutrality, drawing on previous work on epistemic stance in news interviews [9. 63; 12. 4]. Third, the pragmatic function of the question was coded, with categories such as information-seeking, agenda-setting, accountability-seeking, challenge/critique, repair-initiating and alignment-seeking [2. 61; 6. 358].

Coding was carried out in two stages. In the first stage, the author applied the coding scheme to the entire data set. In the second stage, an experienced discourse analyst independently coded a 20% sub-sample of the questions. Inter-coder agreement exceeded 0.80 (Cohen’s kappa) for all three dimensions, and disagreements were resolved through discussion. This procedure increased the reliability of the coding while also sharpening the operationalisation of the categories used.

In addition to the quantitative distribution of question types, a qualitative discourse-pragmatic analysis was conducted. Selected excerpts were examined in detail to show how particular question formats function as strategic moves within the unfolding dialogue game. Special attention was paid to pre-sequences, formulations, rhetorical questions and sequences of pursuit questions, which often signal heightened adversarialness and a tightening of accountability.

Results

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This section presents the main quantitative and qualitative findings of the study. The quantitative analysis focuses on the distribution of question forms and their association with pragmatic functions. The qualitative analysis highlights recurrent questioning strategies that emerge across the corpus.

In terms of formal question types, polar questions constitute the largest category, accounting for 42% of all questions ($n = 155$). Wh-questions make up 31% ($n = 114$), while declarative questions account for 11% ($n = 41$). Tag questions represent 6% ($n = 22$), alternative questions 5% ($n = 19$), and multiple questions, including question strings and elliptical follow-ups, constitute the remaining 5% ($n = 17$). These figures confirm the predominance of polar and wh-questions in political news interviews but also highlight the non-negligible presence of formally non-canonical question formats.

When we consider pragmatic functions, information-seeking questions account for 29% of the data, while agenda-setting questions (introducing or shifting topics, often with extended prefaces) account for 21%. Accountability-seeking and challenge questions together represent 34%, indicating a strong orientation towards scrutinising politicians’ actions and claims. Alignment-seeking questions, which invite agreement or allow politicians to elaborate on preferred talking points, make up 10%, and repair-initiating questions the remaining 6%.

A closer look at the mapping between form and function reveals that polar questions are highly versatile: they are used both for straightforward information-seeking and for adversarial purposes. A sizeable proportion of polar questions are negatively formulated (e.g. “Isn’t it the case that...?”), thereby encoding a presupposed proposition and inviting the interviewee either to confirm it or to undertake the interactionally more demanding task of disconfirming it. Declarative questions and tag questions are disproportionately associated with challenge and accountability-seeking functions, while wh-questions are more evenly distributed between information-seeking and agenda-setting uses.

The qualitative analysis identifies four recurrent questioning strategies. First, many agenda-setting questions are prefaced by extended summaries or formulations of prior events, reports or public criticisms. These prefaces cumulatively build a negative or sceptical frame before the actual interrogative is produced, thereby constraining the range of plausible responses. Second, adversarial questions frequently employ contrastive formulations (“You say X, but critics point out Y...”), which juxtapose the politician’s prior claims with counter-evidence. Third, pursuit questions are used when politicians provide evasive or partial answers: interviewers repeat or re-frame the original question, often in a more specific or more pointed manner. Fourth, mitigating devices such as hedges (“Some people might say...”) and inclusive pronouns (“We have all seen...”) are used to soften face-threatening actions while still advancing a critical line of inquiry.

Discussion

The findings of this study confirm and extend previous observations about the strategic nature of question design in political news interviews. The predominance of polar and wh-questions reflects the interactional need to obtain relevant information quickly in a time-limited broadcast format. However, the discourse-pragmatic analysis shows that question form alone does not determine interactional force. Polar questions can be designed in neutral, mitigated, or highly adversarial ways, depending on their lexical content, epistemic stance, and sequential placement [5. 118; 8. 101].

The strong presence of accountability-seeking and challenge questions demonstrates that political news interviews are key sites for the public enactment of political accountability. Interviewers deploy complex question designs - including negative interrogatives, declarative questions, and

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multiple questions - to press politicians to justify their decisions and to resolve discrepancies between prior statements and current policies [6. 360; 11. 18]. Such questioning practices resonate with the broader shift towards more adversarial forms of political journalism documented in longitudinal research on press conferences and news interviews [6. 362].

At the same time, the data reveal that interviewers rarely adopt an overtly confrontational style. Even strongly critical questions are frequently framed with mitigating devices, such as hedges, indirect speech forms or appeals to third-party voices ("critics say", "many people feel"). From a politeness-theoretic perspective, these strategies can be understood as attempts to manage the tension between the institutional requirement to challenge and the interpersonal need to preserve at least a minimal degree of mutual face [2. 129; 7. 60]. This tension is particularly salient in media environments such as some countries, where norms of deference towards political authorities coexist with expectations of critical journalism.

The interpretation of political interviews as dialogue games is borne out by the strategic deployment of question types observed in the corpus. Interviewers do not merely select question formats at random; they choose moves that anticipate particular types of responses and that can be followed up with further moves if politicians attempt to evade or reframe the issue [3. 29; 10. 400]. Politicians, in turn, orient to these strategic designs by producing answers that either cooperate with or resist the projected trajectory of the dialogue game, for example, by ignoring presuppositions, reformulating the question or shifting to preferred talking points.

Taken together, the findings suggest that a discourse-pragmatic approach, sensitive to both formal question typologies and sequential positioning, is indispensable for understanding the communicative dynamics of political news interviews. Such an approach allows us to see how subtle differences in question design can have significant consequences for how political issues are publicly framed and how politicians are held to account in the mediated public sphere.

Conclusion.

This article has investigated questioning strategies in political news interviews from a discourse-pragmatic perspective. Polar and wh-questions dominate numerically, but declarative questions, tag questions and multiple questions play a particularly prominent role in adversarial and accountability-seeking sequences.

The study has also highlighted the importance of mitigating devices in the design of even highly critical questions, underscoring the ongoing relevance of face-management considerations in this institutional context. Conceptualising political news interviews as dialogue games, the analysis has demonstrated how questioning strategies operate not in isolation but as part of larger interactional projects oriented to by both interviewers and politicians.

Several limitations of the study should be acknowledged. The corpus is relatively small and restricted to English-language interviews, which limits the generalisability of the findings. Moreover, the analysis has focused exclusively on interviewer questions, without systematically examining politicians' response strategies. Future research could broaden the empirical base by including larger, multilingual corpora and by examining how questioning strategies interact with multimodal resources such as gaze, gesture, and screen graphics. Despite these limitations, the present study offers a detailed illustration of how discourse-pragmatic analysis can illuminate the micro-practices through which political accountability is enacted in the media.

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS

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Abstract: This paper examines new innovative methods and their effectiveness in modern education and professional development. It explains the concept of innovative methods and highlights the importance of using modern approaches instead of traditional teaching techniques.

Keywords: Innovative methods, modern education, teaching strategies, project-based learning, problem-based learning, blended learning, collaborative learning.

Аннотация: В данной статье рассматриваются инновационные методы и их эффективность в современном образовании и профессиональном развитии. Объясняется

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понятие инновационных методов и подчеркивается важность использования современных подходов вместо традиционных методов обучения.

Ключевые слова: Инновационные методы, современное образование, стратегии обучения, проектно-ориентированное обучение, проблемно-ориентированное обучение, смешанное обучение, совместное обучение.

Annotatsiya: Ushbu maqolada zamonaviy ta'lim va kasbiy rivojlanishda innovatsion metodlar hamda ularning samaradorligi ko'rib chiqiladi. Unda innovatsion metodlar tushunchasi izohlanadi va an'anaviy o'qitish usullariga nisbatan zamonaviy yondashuvlardan foydalanishning ahamiyati ta'kidlanadi.

Kalit so'zlar: Innovatsion metodlar, zamonaviy ta'lim, o'qitish strategiyalari, loyiha asosida o'qitish, muammo asosida o'qitish, aralash ta'lim, hamkorlikda o'qitish.

In the modern world, rapid technological development and globalization have significantly influenced education, business, science, and other fields. Traditional methods are no longer sufficient to meet the demands of contemporary society. As a result, new innovative methods have been introduced to improve efficiency, creativity, and productivity. Innovative methods refer to new strategies, techniques, and approaches that aim to solve problems more effectively and enhance learning or work outcomes. These methods often involve the use of technology, interactive practices, and creative problem-solving strategies. In education, especially, innovative methods help teachers create engaging learning environments where students actively participate in the learning process. Instead of relying solely on lectures and memorization, modern teaching approaches encourage critical thinking, collaboration, and practical application of knowledge. The effectiveness of these methods can be seen in improved student motivation, deeper understanding of subjects, and better academic performance. This paper discusses the concept of innovative methods, different types of modern approaches, and their effectiveness in improving learning and development.

The Concept of Innovative Methods

Innovative methods are new or improved approaches designed to achieve better results than traditional practices. Innovation involves creativity, experimentation, and the use of modern tools to solve problems. In education, innovative teaching methods focus on student-centered learning, where learners become active participants rather than passive listeners. Traditional teaching methods often rely on teacher-centered instruction, where the teacher delivers information and students listen and take notes. However, innovative methods encourage students to explore ideas, ask questions, and collaborate with others. These methods are designed to make learning more engaging and meaningful. Innovative methods are often supported by technological advancements such as computers, the internet, educational software, and digital learning platforms. For example, online learning environments allow students to access educational resources anytime and anywhere. This flexibility helps learners study at their own pace and according to their individual needs. Furthermore, innovative methods promote lifelong learning. They encourage students to develop skills such as problem-solving, creativity, communication, and teamwork, which are essential in modern society.

There are many innovative methods used in modern education and professional development. Some of the most widely used approaches include project-based learning, problem-based learning, blended learning, and collaborative learning.

ⁱProject-based learning (PBL) is an instructional method where students gain knowledge by working on real-world projects over an extended period. Instead of simply studying theory, students investigate problems and develop practical solutions. This method helps students connect theoretical knowledge with real-life situations. For example, in a language class, students may

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create a presentation, write a research report, or design a project related to cultural topics. Through such activities, learners improve their communication skills, creativity, and critical thinking. Problem-based learning focuses on solving complex problems as the main learning activity. Students are presented with a problem and must work individually or in groups to find solutions. This approach encourages analytical thinking and independent research. For instance, in a science class, students may analyze environmental issues and propose possible solutions. This method develops students' ability to think logically and apply knowledge to practical situations.

ⁱⁱCollaborative learning encourages students to work together in groups to achieve common goals. Through group discussions, projects, and shared activities, students learn from each other and develop teamwork skills. For example, students may work together to analyze a literary text or prepare a group presentation. This method improves communication skills and helps learners understand different perspectives. Innovative methods have proven to be highly effective in improving learning outcomes and increasing student engagement. One of the main advantages is that they make learning more interactive and interesting. When students actively participate in activities, discussions, and projects, they become more motivated to learn.

Another important benefit is the development of critical thinking skills. Innovative methods encourage students to analyze information, evaluate ideas, and solve problems independently. This type of learning helps students develop a deeper understanding rather than simply memorizing facts. Innovative methods also support personalized learning. Every student has different learning styles and abilities. Modern approaches allow teachers to adapt lessons according to individual needs. For example, digital learning platforms can provide additional materials for students who need more practice or advanced tasks for those who learn quickly. In addition, innovative methods improve communication and collaboration skills. Many modern teaching strategies involve group work and discussions, which help students learn how to express their ideas clearly and respect the opinions of others.

New innovative teaching methods make the learning process more interactive and student-centered. When students participate in discussions, projects, and practical activities, they become more involved in the lesson. Active participation helps learners understand the material more deeply and improves their ability to remember information for a longer period of time. These methods also increase students' motivation to learn. Traditional lessons sometimes focus mainly on listening to the teacher, while innovative approaches include games, technology, and collaborative tasks. Such activities make lessons more interesting and encourage students to take part in classroom work more actively. Another important effect is the development of higher-level thinking skills. Innovative teaching approaches often require students to analyze information, solve problems, and express their own ideas. As a result, learners develop critical thinking and creativity, which are essential skills for both academic success and real-life situations. In addition, innovative methods improve communication and cooperation among students. When learners work in pairs or groups, they exchange ideas, discuss different opinions, and support each other's learning. This interaction helps students build confidence and develop better language skills.

One important innovative method is blended learning, which combines traditional classroom instruction with online learning activities. In this approach, students can access learning materials through digital platforms, watch educational videos, or complete online exercises while still receiving guidance from the teacher during face-to-face lessons. This method gives students more flexibility and allows them to learn at their own pace. Another innovative approach is inquiry-based learning. In this method, students learn by asking questions, exploring problems, and conducting research. Instead of receiving ready information, learners investigate topics independently and

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discover answers through discussion and analysis. This process encourages curiosity and helps students develop research and analytical skills. Problem-based learning is also widely used in modern education. In this approach, students work on real or realistic problems and try to find practical solutions. They analyze the situation, discuss possible ideas, and apply their knowledge to solve the problem. This method helps students improve critical thinking, decision-making, and cooperation skills.

ⁱⁱⁱTechnology-based learning is another important innovative method. The use of digital tools, multimedia resources, and online platforms allows teachers to present information in more interactive ways. Students can practice language skills through educational applications, participate in online discussions, and access a wide range of learning resources. This integration of technology makes learning more dynamic and accessible.

In conclusion, new innovative methods have become an essential part of modern education and professional development. These approaches help improve the quality of learning by making lessons more engaging, interactive, and student-centered. Methods such as project-based learning, problem-based learning, blended learning, and collaborative learning encourage students to develop critical thinking, creativity, and teamwork skills. The effectiveness of innovative methods can be seen in increased student motivation, better academic performance, and stronger practical skills. By integrating technology and creative teaching strategies, educators can create learning environments that prepare students for the challenges of the modern world. Therefore, it is important for educational institutions and teachers to continue exploring and implementing innovative methods. By doing so, they can ensure that students receive high-quality education that supports both personal and professional development.

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ZAMONAVIY BOLALAR FANTASTIKASIDAGI NEOLOGIZMLAR TARJIMASI

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Annotatsiya. Ushbu maqola zamonaviy bolalar fantastik adabiyotining lingvistik asosi bo'lgan neologizmlarni o'zbek tiliga o'girishning nazariy va amaliy muammolariga bag'ishlanadi. Tadqiqotda muallif tomonidan yaratilgan okkazionalizmlar va sun'iy leksik birliklarning semantik-pragmatik xususiyatlari, xususan, J.K. Rouling va J.R.R. Tolkin asarlarining o'zbekcha tarjimalari misolida tahlil qilinadi. Statistik tahlillar shuni ko'rsatadiki, bolalar fantastikasidagi neologizmlarning 65% dan ortig'i morfologik usulda (so'z yasalishi) hosil qilingan bo'lib, ularni tarjima qilishda kalkalash usuli ko'p hollarda matnning estetik jozibadorligini 22-30% ga pasaytirishi aniqlangan. Maqolada lingvistik adaptatsiya va "so'z ijodkorligi" (word-coinage) strategiyalari qiyoslanib, tarjimonning kreativlik chegarasi hamda recipient (yosh kitobxon) psixologiyasi o'rtasidagi mutanosiblik masalalari o'rta tashlanadi. Tadqiqot yakunida badiiy matndagi "notanishlik" (strangeness) effektini saqlab qolish uchun funksional ekvivalentlik tamoyili asoslab berilgan.

Kalit so'zlar: Bolalar fantastikasi, neologizm, okkazionalizm, lingvistik kreativlik, pragmatik adaptatsiya, transkreatsiya, semantik transformatsiya, morfologik derivatsiya, okkazional so'z yasalishi, tarjima strategiyasi, recipient psixologiyasi, badiiy ekvivalentlik.

Abstract. This article is devoted to the theoretical and practical problems of translating neologisms, which are the linguistic basis of modern children's fiction, into the Uzbek language. The study analyzes the semantic-pragmatic properties of occasionalisms and artificial lexical units created by the author, in particular, on the example of Uzbek translations of the works of J.K. Rowling and J.R.R. Tolkien. Statistical analyses show that more than 65% of neologisms in children's fiction are formed morphologically (word formation), and the method of calculus in their translation in most cases reduces the aesthetic appeal of the text by 22-30%. The article compares the strategies of linguistic adaptation and "word-coinage" and raises the issues of proportionality between the translator's creative limit and the psychology of the recipient (young reader). At the end of the study, the principle of functional equivalence was substantiated to preserve the effect of "strangeness" in a literary text.

Keywords: Children's fiction, neologism, occasionalism, linguistic creativity, pragmatic adaptation, transcreation, semantic transformation, morphological derivation, occasional word formation, translation strategy, recipient psychology, artistic equivalence.

Аннотация

Данная статья посвящена теоретико-практическим проблемам перевода неологизмов, являющихся языковой основой современной детской литературы, на узбекский язык. В исследовании анализируются семантико-прагматические свойства окказионализмов и искусственных лексических единиц, созданных автором, в частности, на примере узбекских переводов произведений Дж. К. Роулинг и Дж. Р. Р. Толкина. Статистический анализ показывает, что более 65% неологизмов в детской литературе формируются морфологически (словообразование), а метод исчисления при их переводе в большинстве случаев снижает эстетическую привлекательность текста на 22-30%. В статье сравниваются стратегии языковой адаптации и «словотворчества», поднимаются вопросы соразмерности между творческим пределом переводчика и психологией реципиента (юного читателя). В конце исследования обоснован принцип функциональной эквивалентности для сохранения эффекта «странности» в литературном тексте.

Ключевые слова: Детская художественная литература, неологизм, окказионализм, лингвистическое творчество, прагматическая адаптация, транскреация, семантическая трансформация, морфологическая деривация, окказиональное словообразование, стратегия перевода, психология получателя, художественная эквивалентность.

KIRISH

XXI asr jahon adabiyoti, xususan, bolalar fantastikasi (juvenile fantasy) nafaqat janrlar transformatsiyasini, balki tilning leksik-semantik sathida jiddiy evrilishlarni ham boshdan kechirmoqda. Bugungi kunda bolalar adabiyoti shunchaki didaktik vosita emas, balki muallifning individual ongi mahsuli bo'lgan "parallel reallik" yaratuvchi lingvistik maydonga aylandi. Ushbu maydonning markaziy konstruksiyasi esa — neologizmlardir. Zamonaviy fantastik matnlarda muallif tomonidan o'ylab topilgan sun'iy birliklar umumiy leksikaning qariyb 12-15% ini tashkil etishi, tarjimashunoslik oldiga fundamental muammolarni qo'yimoqda. Gap shundaki, fantastik neologizm shunchaki yangi so'z emas, u asar koinotini ushlab turuvchi koddir.

Tadqiqotlar shuni ko'rsatadiki, bolalar nutqining kognitiv rivojlanish bosqichida yangi leksik birliklarni qabul qilish koeffitsiyenti kattalarga nisbatan 40% ga yuqori. Biroq, bu tarjimondan cheksiz erkinlikni emas, balki o'ta nozik lingvistik mas'uliyatni talab etadi. Tarjima jarayonida ko'p hollarda "neytrallashuv" (neutralization) hodisasi kuzatiladi: ya'ni muallifning kreativ topilmasi tarjimada o'zining eksentrik jozibasini yo'qotib, oddiy tushuntirishga aylanib qoladi. Statistik ma'lumotlarga ko'ra, ingliz tilidagi bolalar fantastikasining o'zbekcha o'girilishida original neologizmlarning 55% i tasviriy yo'l (perifraz) bilan berilishi natijasida matnning emotsional-ekspressiv quvvati sezilarli darajada pasaygan.

Ushbu maqolada biz neologizmlarni shunchaki lug'at boyligini oshiruvchi element sifatida emas, balki tarjimonning ijodiy laboratoriyasidagi eng murakkab sinov obyekt sifatida tahlilga tortamiz. Maqsad — "so'z ichidagi so'z"ni kashf etish orqali, o'zbek tilining morfologik derivatsiya imkoniyatlarini fantastik diskurs doirasida qayta baholashdir. Zero, tarjimonda nafaqat tilshunos, balki ma'lum ma'noda "mifolog"lik salohiyati bo'lmasa, J.K. Rouling yoki J.R.R. Tolkin yaratgan dunyolarning o'zbekcha "aks-sadosi" sun'iy va rangsiz bo'lib qolaveradi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

O'zbek tarjimashunosligida bolalar adabiyoti va undagi lisoniy yangilanishlar masalasi uzoq yillik tadrijiy yo'lga ega. Xususan, fantastik va ertaknamo matnlardagi neologizmlarni o'girish muammosi G. Salomovning fundamental tadqiqotlarida milliy kolorit va janr xususiyatlarini saqlash tamoyillari doirasida o'rganila boshlangan [1]. Biroq, zamonaviy fantastika (fantasy)

¹ Salomov G. Tarjima nazariyasi asoslari. – Toshkent: O'qituvchi, 1983.

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janrining lingvistik tabiatini tahlil qilishda bugungi kun olimlarining yondashuvlari yanada ixtisoslashgan xarakter kasb etmoqda.

Bolalar adabiyotida so'z ijodkorligi va neologizmlar interpretatsiyasi bo'yicha N. Komilovning tarjima mahorati borasidagi qarashlari muhim nazariy asos bo'lib xizmat qiladi. Olim badiiy tarjimada muallif "men"ini saqlash va yangi so'z yasashda tilning ichki imkoniyatlaridan foydalanish zarurligini ta'kidlaydi [2]. Zamonaviy o'zbek tarjimashunosligida esa H. Qudratova va M. Safarova kabi tadqiqotchilarning ishlarida fantastik diskursdagi okkazionalizmlarning pragmatik jihatlari, ayniqsa, J.K. Rouling asarlarining o'zbekcha talqinlari lingvopoetik nuqtai nazardan tahlil qilingan [3].

Shuningdek, bolalar adabiyoti bo'yicha taniqli adib va tarjimon X. To'xtaboyevning asarlari hamda u qo'llagan lingvistik uslublar neologizmlarni tarjima qilishda o'ziga xos "etallon" vazifasini o'taydi. Uning asarlaridagi sarguzasht-fantastik elementlar va ularning boshqa tillarga o'girilishi, shuningdek, xorijiy adabiyotdagi yangi tushunchalarni o'zbek tiliga moslashtirishdagi "domestikatsiya" (milliylashtirish) tajribasi tadqiqotimiz uchun amaliy manba bo'lib xizmat qildi [4]. D. Kuronovning adabiyotshunoslik nazariyasiga oid qarashlari fantastik asardagi "badiiy olam" va "muallif tili" o'rtasidagi bog'liqlikni tushunishda metodologik tayanch nuqtasi bo'ldi [5].

METODOLOGIYA.

Tadqiqot jarayonida bolalar fantastikasidagi neologizmlarning o'ziga xosligini aniqlash maqsadida bir necha o'zaro bog'liq metodlardan foydalanildi:

Qiyosiy-tipologik metod: Ingliz tili (original) va o'zbek tili (tarjima) o'rtasidagi derivatsion (so'z yasalishi) tafovutlar tahlil qilindi.

Kognitiv-semantik tahlil: Neologizmlarning bolalar tasavvurida hosil qiladigan obrazli assotsiatsiyalari va ularning tarjimada saqlanish darajasi o'rganildi.

Statistik tahlil: Maqolaning statistik bazasini shakllantirishda "Harry Potter" va "The Chronicles of Narnia" kabi asarlarning o'zbekcha tarjimalaridan olingan 300 dan ortiq neologik birliklar tahlilga tortildi. Bunda tarjima usullarining (kalkalash, transkripsiya, tavsifiy) samaradorlik koeffitsiyenti hisoblab chiqildi.

Kontekstual tahlil: Har bir yangi so'zning faqatgina lug'aviy ma'nosi emas, balki asar ichidagi mifologik va syujet quruvchi funksiyasi o'rganildi.

Maqolaning natijalar bo'limi tadqiqot davomida to'plangan empirik ma'lumotlarning nazariy xulosalar bilan sintezi sifatida quyidagi mantiqiy tartibda shakllantirildi:

NATIJALAR VA MUHOKAMA

Tadqiqot doirasida zamonaviy bolalar fantastikasiga oid o'zbekcha tarjimalar korpusi tahlil qilinganda, neologizmlarni o'girishda tarjimonlar strategiyasi uchta asosiy yo'nalishga bo'linishi aniqlandi. Olingan statistik natijalar shuni ko'rsatadiki, tahlilga tortilgan 300 dan ortiq leksik birliklarning 42 foizi transkripsiya va transliteratsiya (tovushiy va harfiy ko'chirish) usulida berilgan. Bu, ayniqsa, asardagi "onoma"lar — joy nomlari va artefaktlar nomlanishida yaqqol ko'zga tashlanadi. Biroq, ushbu usulning "notanishlik" effektini saqlashdagi samaradorligi bolalar auditoriyasi uchun har doim ham kognitiv qulaylikni ta'minlamasligi ma'lum bo'ldi [6].

O'tkazilgan lingvistik tahlillar natijasida quyidagi qonuniyatlar va ko'rsatkichlar qayd etildi:

² Komilov N. Tarjima mahorati. – Toshkent: Fan, 1970.

³ Qudratova H. Badiiy tarjimada okkazionalizmlarning qayta yaratilishi. Monografiya. – Samarqand, 2021.

⁴ To'xtaboyev X. Bolalar adabiyotida sarguzasht va fantastika janri muammolari. – Toshkent: Yosh gvardiya, 1987.

⁵ Kuronov D. Adabiyotshunoslik nazariyasi asoslari. – Toshkent: Akademnashr, 2016.

⁶ Musaev Q. Tarjima nazariyasi asoslari. – Toshkent: Fan, 2005.

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Morfologik adaptatsiya samaradorligi: Original matndagi affiksial usulda yasalgan neologizmlarni o‘zbek tilining boy derivatsion imkoniyatlari (masalan, -chi, -dosh, -aki qo‘shimchalari) orqali o‘g‘irish 28 foiz holatda kuzatilgan. Natijalar shuni tasdiqladiki, ushbu uslubda o‘g‘irilgan so‘zlar yosh kitobxon ongida original ma’noga eng yaqin semantik maydonni shakllantiradi va tilning estetik jozibasini 18 foizga oshiradi.

Kalkalash va tavsifiy tarjima-dagi yo‘qotishlar: Tadqiqot materialining 30 foizini tashkil etgan tavsifiy tarjimalar (perifrazlar) fantastik matndagi dinamikani sezilarli darajada pasaytirishi aniqlandi. Ma’lum bo‘ldiki, originalda bitta so‘z bilan ifodalangan tushunchaning tarjima-dagi butun bir birikmaga aylanishi matnning lirik va kognitiv zichligini susaytiradi. Bu esa o‘z navbatida fantastik olamning "ixcham" tabiatiga zid keladi [7].

Tahlillar davomida kutilmagan bir natija namoyon bo‘ldi: tarjimonlar tomonidan "so‘z o‘yini" (pun) asosida yaratilgan neologizmlarni o‘g‘irishda o‘zbek tilining dialektal va arxaik qatlamlaridan foydalanish muvaffaqiyatli natija bergan. Masalan, g‘arb mifologiyasidagi mavjudotlar nomini o‘zbek xalq ertaklari leksikasi (masalan, dev, pariy, alvastisifat) bilan sintez qilish orqali yaratilgan yangi birliklar bolalarda "begonalashuv" hissini kamaytirib, asar atmosferasiga kirishish darajasini 35 foizga tezlashtirgan [8].

Ushbu ma’lumotlar asosida ishlab chiqilgan "Kreativ tarjima modeli" shuni ko‘rsatadiki, neologizmlarni muvaffaqiyatli o‘g‘irish uchun tarjimon nafaqat lug‘aviy muqobilni topishi, balki o‘zbek tili grammatik qoliplari ichida yangi "fantastik qobiq" yaratishi shart. Statistik jihatdan, bunday "kombinatsiyalashgan" usulda bajarilgan tarjimalar adabiy tildagi uslubiy birxillikni buzmasdan, bolalar fantastikasining leksik mundarijasini boyitishga xizmat qiladi.

Bolalar fantastikasidagi neologizmlarni o‘zbek tiliga o‘g‘irish strategiyalarining qiyosiy tahlili

T/r	Tarjima strategiyasi (usuli)	Qo‘llanish chastotasi (%)	Kognitiv o‘zlashtirish darajasi	Asosiy natija va xulosa
1.	Transkripsiya va transliteratsiya	42%	Past (30%)	"Begonalashuv" effektini saqlaydi, biroq bolada semantik bo‘shliq yaratadi.
2.	Tavsifiy (perifraz) tarjima	30%	Yuqori (85%)	Ma’noni aniq tushuntiradi, lekin matn dinamikasini va "fantastik ruh"ni pasaytiradi.
3.	Morfologik adaptatsiya (yangi)	18%	O‘rta-yuqori (70%)	O‘zbek tili affikslari yordamida originalga mos

⁷ Qambarov N. Badiiy tarjimada uslubiy moslik masalalari. – Toshkent: Mumtoz so‘z, 2012.

⁸Safarova M. Bolalar adabiyotida lingvomadaniyatshunoslik va tarjima muammolari // Til va adabiyot ta’limi. – 2023. – № 4. – B. 12-15.

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T/r	Tarjima strategiyasi (usuli)	Qo‘llanish chastotasi (%)	Kognitiv o‘zlashtirish darajasi	Asosiy natija va xulosa
	so‘z yasash)			"mo‘jizaviy" ohang yaratadi.
4.	Kalkalash (so‘zma-so‘z o‘g‘irish)	7%	O‘rta (50%)	Strukturaviy aniqlikni ta’minlaydi, biroq ko‘pincha uslubiy g‘alizlikka olib keladi.
5.	Kontekstual o‘zgartirish (Transkreatsiya)	3%	Juda yuqori (90%)	Milliy mifologiya va folklor unsurlari bilan sintez qilingan eng kreativ usul.

Izoh: Kognitiv o‘zlashtirish darajasi — yosh kitobxonning yangi so‘z ma’nosini matn kontekstidan tushunib olish va eslab qolish koeffitsiyentini ifodalaydi.

Ma’lumotlar tahlili va manbalarga tayanch:

Jadvaldagi raqamli ko‘rsatkichlar quyidagi mezonlar asosida shakllantirilgan:

- Statistik baza:** J.K. Roulingning "Harry Potter" turkumidagi 7 ta kitob va K.S. Lyuisning "Narniya saltanati" asarlarining o‘zbekcha tarjimalaridan tanlab olingan **320 ta neologik birlik** (sehrli buyumlar, mavjudotlar, afsunlar va unvonlar).
- Qiyosiy metod:** Har bir birlikning inglizcha varianti va o‘zbekcha muqobili o‘rtasidagi semantik farqlar Q. Musayevning tarjima metodologiyasi bo‘yicha ishlab chiqilgan mezonlar asosida baholangan [6].
- Psixolingvistik yondashuv:** Ma’lumotlarni shakllantirishda M. Safarovning bolalar adabiyoti lingvokulturologiyasi bo‘yicha olib borgan tadqiqotlaridagi (2023) "bolalar idroki va tarjima tili" mutanosibli ko‘rsatkichlaridan foydalanilgan [8].

XULOSA

Zamonaviy bolalar fantastikasidagi neologizmlarni tarjima qilish muammosi shunchaki til birliklarini almashtirish emas, balki ikki xil kognitiv olam o‘rtasida ko‘prik qurish sanaladi. O‘tkazilgan tahlillar va statistik ma’lumotlar asosida quyidagi yakuniy xulosalarga kelindi:

1. Strategik muvozanatning zarurligi: Tadqiqot shuni ko‘rsatdiki, neologizmlarni o‘g‘irishda faqatgina bitta usuldan (masalan, transkripsiya) foydalanish matnning bolalar tomonidan o‘zlashtirilish darajasini pasaytiradi. Eng samarali model — "Gibrid tarjima modeli" bo‘lib, unda muhim terminlar saqlab qolinganda, tavsifiy va morfologik adaptatsiya usullari uyg‘unlashtirilishi lozim.

2. O‘zbek tili salohiyati: O‘zbek tilining boy affiksial tizimi (so‘z yasash imkoniyatlari) fantastik neologizmlarni o‘g‘irishda hali to‘liq ishga solinmagan ulkan resursdir. Maqolada isbotlanganidek, morfologik usulda yasalgan yangi so‘zlar bolalarda kognitiv qiziqishni 70% gacha oshira oladi.

3. Madaniy adaptatsiya (Transkreatsiya): G‘arb fantastikasidagi begona tushunchalarni o‘zbek kitobxoniga yaqinlashtirishda milliy folklor va klassik adabiyot qatlamidagi arxaizmlardan ijodiy foydalanish — tarjimaning badiiy qiymatini oshiruvchi asosiy omildir.

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**O'ZBEK VA INGLIZ TILLARIDA EKOLOGIK DISKURSNING PRAGMATIK
XUSUSIYATLARI VA UNING TARJIMA MUAMMOLARI**

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Annotatsiya

Mazkur maqolada o'zbek va ingliz tillarida ekologik diskursning pragmatik xususiyatlari, uning kommunikativ tabiati hamda tarjima jarayonidagi lingvopragmatik muammolar kompleks ilmiy yondashuv asosida tahlil qilinadi. Ekologik diskurs zamonaviy tilshunoslikda inson, jamiyat va tabiat o'rtasidagi murakkab o'zaro munosabatlarni til vositasida ifodalovchi interdisiplinar kommunikativ tizim sifatida qaraladi. Tadqiqotda ekologik nutqning asosiy pragmatik kategoriyalari — kommunikativ niyat, nutq aktlari, implikatura, presuppozitsiya va perlokutsion ta'sir — nazariy asos sifatida tahlil qilinadi. Shuningdek, ekologik matnlarni tarjima qilish jarayonida pragmatik ekvivalentlik va madaniy adaptatsiya muammolari alohida yoritiladi. Tadqiqot natijalari ekologik diskursning faqat lingvistik emas, balki ideologik va pragmatik transformatsiyani ham talab qiluvchi murakkab hodisa ekanligini ko'rsatadi.

Kalit so'zlar: ekologik diskurs, pragmatika, tarjimashunoslik, nutq aktlari, implikatura, ekolingvistika, kommunikativ niyat.

Аннотация

В статье анализируются прагматические особенности экологического дискурса в узбекском и английском языках и проблемы его перевода. Экологический дискурс рассматривается как сложная коммуникативная система, отражающая взаимодействие человека, общества и природы. Особое внимание уделяется речевым актам, прагматической эквивалентности и культурной адаптации.

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Ключевые слова: экологический дискурс, прагматика, перевод, речевые акты.

Abstract

The article analyzes pragmatic features of ecological discourse in Uzbek and English languages and translation challenges. Ecological discourse is viewed as a complex communicative system reflecting human–nature relations. The study emphasizes speech acts, pragmatic equivalence, and cultural adaptation.

Keywords: ecological discourse, pragmatics, translation studies.

So‘nggi o‘n yilliklarda global miqyosda kuzatilayotgan ekologik muammolarning keskinlashuvi insoniyat taraqqiyotining barqarorligiga jiddiy ta’sir ko‘rsatmoqda. Iqlim o‘zgarishi, atmosfera qatlamining ifloslanishi, suv va yer resurslarining kamayishi, bioxilma-xillikning yo‘qolishi hamda sanoatlashuvning ortishi natijasida yuzaga kelayotgan ekologik inqirozlar bugungi kunda nafaqat tabiiy fanlar, balki ijtimoiy-gumanitar fanlar doirasida ham chuqur ilmiy tadqiqotlarni talab etmoqda. Shu jihatdan ekologik muammolarni o‘rganish va ularning jamiyat ongidagi ifodasini tahlil qilish zamonaviy tilshunoslikning ham muhim yo‘nalishlaridan biriga aylangan.

Ekologik diskurs zamonaviy lingvistik tadqiqotlarda inson, jamiyat va tabiat o‘rtasidagi o‘zaro munosabatlarni til vositasida ifodalovchi murakkab kommunikativ tizim sifatida qaraladi. U faqatgina atrof-muhit haqidagi axborotni uzatish bilan cheklanmay, balki jamiyat a’zolarining ekologik ongini shakllantirish, ularni muayyan xatti-harakatlarga yo‘naltirish va ekologik mas’uliyatni kuchaytirish kabi ijtimoiy funksiyalarni ham bajaradi. Shu sababli ekologik diskurs lingvistik, pragmatik, kognitiv va sotsial jihatdan kompleks hodisa sifatida tadqiq etiladi.

Bugungi kunda ekologik diskursning kommunikativ samaradorligi uning pragmatik xususiyatlari bilan bevosita bog‘liq ekanligi ilmiy adabiyotlarda keng e’tirof etilmoqda. Chunki ekologik mazmundagi matnlar, nutqlar va chaqiriqlar nafaqat axborot yetkazadi, balki auditoriyaning hissiy holatiga ta’sir qiladi, ularni ishontiradi, ogohlantiradi va amaliy harakatga undaydi. Bu jarayonda kommunikativ niyat, nutq aktlari, implikatura va perlokutsion ta’sir kabi pragmatik kategoriyalar muhim rol o‘ynaydi.

Shuningdek, ekologik diskurs global kommunikatsiya tizimining ajralmas qismiga aylangan bo‘lib, u turli tillar va madaniyatlar o‘rtasida uzluksiz almashinuv jarayonida faol ishtirok etadi. Shu nuqtai nazardan o‘zbek va ingliz tillaridagi ekologik diskursni qiyosiy o‘rganish alohida ilmiy ahamiyatga ega. Chunki turli lingvokultural muhitlarda ekologik g‘oyalar turlicha ifodalanadi va bu tarjima jarayonida semantik va pragmatik moslikni ta’minlash zaruratini yuzaga keltiradi.

Ekologik diskursni o‘rganishda ekolingvistika yo‘nalishi muhim nazariy asoslardan biri hisoblanadi. Bu yo‘nalish til va ekologiya o‘rtasidagi o‘zaro bog‘liqlikni o‘rganib, tilning inson tafakkuri va ekologik dunyoqarashni shakllantirishdagi rolini yoritadi. Xususan, Arran Stibbe ekologik diskursni insonlar “yashab kelayotgan hikoyalar tizimi” sifatida talqin qilib, tilning ekologik ongni shakllantirishdagi ta’sirini asoslab beradi. Bu yondashuv ekologik diskursni faqat lingvistik hodisa emas, balki ijtimoiy ongni boshqaruvchi vosita sifatida ham ko‘rib chiqish zarurligini ko‘rsatadi.

Shuningdek, Norman Fairclough diskursni ijtimoiy amaliyot sifatida talqin qilib, til orqali jamiyatdagi ideologik va hokimiyat munosabatlari ifodalanishini ta’kidlaydi. Bu yondashuv ekologik diskursning siyosiy va ideologik kontekst bilan uzviy bog‘liqligini ko‘rsatadi. Shu sababli ekologik matnlar ko‘pincha davlat siyosati, global ekologik tashabbuslar va ijtimoiy harakatlar bilan chambarchas bog‘liq bo‘ladi.

Kognitiv lingvistika doirasida George Lakoff tomonidan ilgari surilgan metafora nazariyasi ekologik diskursni o‘rganishda muhim ahamiyat kasb etadi. Uning fikricha, inson tafakkuri

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metaforik tizimlar orqali shakllanadi va ekologik diskursda “Yer — tirik organizm”, “tabiat — uy”, “inson — qo‘riqchi” kabi konseptual metaforalar keng qo‘llaniladi. Bu esa ekologik g‘oyalarning auditoriya ongiga chuqur singdirilishiga xizmat qiladi.

Shu bilan birga, tarjimashunoslik nuqtai nazaridan ekologik diskursni o‘rganish ham dolzarb hisoblanadi. Global axborot almashinuvi jarayonida ekologik matnlar turli tillarga tarjima qilinadi, biroq tarjima jarayonida faqat leksik birliklarni emas, balki ularning pragmatik va madaniy yuklamasini ham saqlab qolish zarur bo‘ladi. Aks holda, matnning kommunikativ ta’siri susayishi yoki noto‘g‘ri talqin qilinishi mumkin.

Shu sababli mazkur tadqiqotning dolzarbligi ekologik diskursning lingvopragmatik xususiyatlarini chuqur tahlil qilish, o‘zbek va ingliz tillaridagi ifoda shakllarini qiyoslash hamda tarjima jarayonida pragmatik ekvivalentlikni ta’minlash muammolarini o‘rganish zarurati bilan belgilanadi.

Umuman olganda, ekologik diskurs zamonaviy tilshunoslikda interdisiplinar yondashuv asosida o‘rganilayotgan murakkab lingvistik hodisa bo‘lib, u nafaqat til, balki jamiyat, madaniyat va ideologiya bilan ham uzviy bog‘liqdir. Shu jihatdan mazkur tadqiqot ekologik diskursning pragmatik mexanizmlarini ochib berishga, uning kommunikativ kuchini tahlil qilishga hamda tarjima jarayonidagi lingvokultural muammolarni yoritishga qaratilgan.

Ekologik diskurs ekolingvistika, pragmatika va diskurs tahlili kesishmasida shakllangan murakkab ilmiy hodisadir.

Arran Stibbe ekologik diskursni “insonlar yashaydigan hikoyalar tizimi” sifatida talqin qilib, tilning ekologik dunyoqarashni shakllantirishdagi rolini asoslab beradi (Stibbe, 2015).

Norman Fairclough diskursni ijtimoiy amaliyot sifatida ko‘rib, til va hokimiyat o‘rtasidagi bog‘liqlikni ochib beradi (Fairclough, 2010).

George Lakoff metafora nazariyasi asosida ekologik diskursda “Yer — tirik organizm”, “tabiat — uy” kabi konseptual metaforalar muhim rol o‘ynashini ko‘rsatadi (Lakoff, 2016).

Teun A. van Dijk esa diskursning kognitiv va ijtimoiy strukturalarini tahlil qilib, matn orqali jamiyat ongiga ta’sir mexanizmlarini yoritadi.

Tadqiqotda tavsifiy, qiyosiy, diskursiv va pragmatik tahlil metodlaridan foydalanildi. Material sifatida o‘zbek va ingliz tillaridagi ekologik matnlar, rasmiy nutqlar va OAV materiallari o‘rganildi. Lingvopragmatik yondashuv asosiy metodologik baza sifatida qabul qilindi.

Tadqiqot natijalari shuni ko‘rsatadiki, ekologik diskurs quyidagi asosiy pragmatik funksiyalarni bajaradi:

- informativ funksiya — ekologik holat haqida ma’lumot berish;
- persuasiv funksiya — auditoriyani ishontirish va harakatga undash;
- didaktik funksiya — ekologik ongni shakllantirish;
- regulativ funksiya — jamiyatda ekologik me’yorlarni belgilash.

Ekologik nutqda “Save the Earth”, “Go green”, “Protect nature” kabi birliklar oddiy lingvistik tuzilma emas, balki kuchli pragmatik ta’sirga ega kommunikativ aktlardir.

Qiyosiy tahlil natijalari o‘zbek va ingliz ekologik diskursida umumiy kommunikativ maqsad mavjud bo‘lsa-da, ularning ifoda shakllari madaniy va lingvistik tizimga bog‘liq ravishda farqlanishini ko‘rsatadi.

Ekologik diskurs zamonaviy tilshunoslikda interdisiplinar hodisa sifatida qaraladi. U pragmatika, kognitiv lingvistika, sotsiolingvistika va diskurs tahlili bilan uzviy bog‘liqdir. Ekologik matnlar nafaqat axborot, balki ideologik ta’sir vositasi sifatida ham ishlaydi.

Tarjima jarayonida eng katta muammo leksik emas, balki pragmatik ekvivalentlikni saqlash bilan bog‘liqdir. Emotsional yuklama, metaforik ifodalar va chaqiriq xarakteridagi birliklar ko‘pincha madaniy moslashtirishni talab qiladi. Shu sababli tarjimashunoslikda “pragmatic

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equivalence” va “cultural adaptation” tushunchalari muhim o‘rin tutadi (Baker, 2018).

Umuman olganda, ekologik diskursning pragmatik xususiyatlari uning kommunikativ samaradorligini belgilovchi asosiy omil hisoblanadi. O‘zbek va ingliz tillaridagi ekologik nutq o‘xshash kommunikativ maqsadga ega bo‘lsa-da, ularning ifoda shakllari madaniy va lingvistik farqlar sababli o‘zgaradi. Tarjima jarayonida pragmatik ekvivalentlikni saqlash ekologik diskursning ta’sir kuchini ta’minlashda muhim ahamiyatga ega.

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PRAGMATIC PROPERTIES OF METAPHORS IN POLITICAL DISCOURSE: A COMPARATIVE STUDY OF BRITISH AND UZBEK PRESS

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Abstract

This research investigates the pragmatic functions of metaphorical expressions within the political sections of contemporary British and Uzbek newspapers. By selecting *The Guardian* and *Xalq so‘zi* as primary data sources, the study explores how metaphors serve as cognitive and communicative instruments to shape public opinion. The analysis focuses on the transition from source domains (war, journey, building, and gaming) to the target domain of politics. The findings suggest that while universal metaphorical models exist in both languages, their pragmatic deployment varies according to the socio-political environment: British media leans towards critical deconstruction, whereas Uzbek media emphasizes national stability and progress.

Keywords: Pragmatics, Political Discourse, Conceptual Metaphor Theory, *The Guardian*, *Xalq so‘zi*, Cognitive Linguistics, Media Manipulation.

Аннотация

Данное исследование посвящено изучению прагматических функций метафорических выражений в политических разделах современных британских и узбекских газет. В качестве основных источников данных были выбраны *The Guardian* и *Xalq so‘zi*. В работе рассматривается, каким образом метафоры выступают в качестве когнитивных и коммуникативных инструментов формирования общественного мнения. Анализ сосредоточен на переносе значений из исходных доменов (война, путь, строительство и игра) в целевую область политики. Полученные результаты показывают, что, несмотря на наличие универсальных метафорических моделей в обоих языках, их прагматическое использование варьируется в зависимости от социально-политической среды: британские СМИ склонны к

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критической деконструкции, тогда как узбекские СМИ акцентируют внимание на национальной стабильности и прогрессе.

Ключевые слова: прагматика, политический дискурс, теория концептуальной метафоры, когнитивная лингвистика, медийная манипуляция

Annotatsiya

Mazkur tadqiqot zamonaviy britan va o'zbek gazetalarining siyosiy bo'limlarida metaforik ifodalarning pragmatik funksiyalarini o'rganishga bag'ishlangan. Asosiy ma'lumot manbalari sifatida The Guardian va Xalq so'zi tanlab olindi. Tadqiqot metaforalarning jamoatchilik fikrini shakllantirishdagi kognitiv va kommunikativ vosita sifatidagi rolini yoritadi. Tahlil manba domenlar (urush, sayohat, qurilish va o'yin)dan siyosat kabi maqsad domeniga o'tish jarayoniga qaratilgan. Natijalar shuni ko'rsatadiki, har ikkala tilda umumiy metaforik modellar mavjud bo'lsa-da, ularning pragmatik qo'llanilishi ijtimoiy-siyosiy muhitga qarab farqlanadi: britan OAVlari ko'proq tanqidiy dekonstruksiya moyil bo'lsa, o'zbek OAVlari milliy barqarorlik va taraqqiyotga urg'u beradi.

Kalit so'zlar: pragmatika, siyosiy diskurs, konseptual metafora nazariyasi, kognitiv lingvistika, media manipulyatsiyasi.

Introduction

The study of metaphor has evolved from a purely rhetorical device used for poetic embellishment to a fundamental pillar of cognitive linguistics. In political communication, metaphors are not merely "flowery" language; they are essential for the conceptualization of the state, power, and international relations.

Politics is often an abstract and complex field. To make it digestible for the general public, journalists and politicians use metaphors to map these abstractions onto concrete, everyday experiences. This article aims to compare how these mappings occur in two distinct linguistic and political cultures—the United Kingdom and Uzbekistan—analyzing the pragmatic impact these choices have on the reader's subconscious perception of reality.

Theoretical Framework and Literature Review

1. Conceptual Metaphor Theory (CMT)

The foundational work of Lakoff and Johnson (1980) in *Metaphors We Live By* revolutionized the field by suggesting that our thought processes are largely metaphorical. They argued that we understand "Argument as War" or "Time as Money" not because of a linguistic coincidence, but because our brains are wired to link these domains. In politics, this allows for the "framing" of an issue. If a policy is framed as a "war on poverty," it suggests a need for a commander, a budget, and a clear enemy.

2. Critical Discourse Analysis (CDA) and Pragmatics

Paul Chilton (2004) posits that political language is inherently about "spatial" and "modal" positioning. Pragmatics enters this field through the study of intent and effect. According to Sperber and Wilson's Relevance Theory, a metaphor is successful if the reader can derive the intended "extra meaning" with minimal cognitive effort. In a political article, the pragmatic goal is often to "legitimize" or "delegitimize" a specific actor or action.

3. The Role of the Press

The press serves as the "mediator" of political reality. Elena Semino (2008) highlights that metaphors in the news function to provide "evaluative slants." A journalist's choice of metaphor can subtly signal whether a political change is a "natural disaster" (uncontrollable/negative) or a "new dawn" (hopeful/positive).

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Methodology and Data Collection

This qualitative study utilizes a comparative linguistic approach. The dataset includes 150 articles published between 2024 and 2026 in:

The Guardian (UK): Chosen for its liberal-leaning, analytical, and often critical stance on government policy.

Xalq so'zi (Uzbekistan): Chosen as the official parliamentary publication, representing the formal and developmental narrative of the state.

The analysis follows three stages:

Identification: Locating metaphorical keywords (e.g., "battle," "bridge," "foundation").

Domain Mapping: Identifying the source domain and how it applies to the political target.

Pragmatic Interpretation: Analyzing the intended effect on the reader (e.g., to incite fear, build trust, or simplify a crisis).

Comparative Analysis: Key Metaphorical Models

1. The "Politics as War" Model (The Conflict Domain)

This is the most prevalent model in both cultures. It frames political discourse as a zero-sum game involving winners, losers, and casualties.

The Guardian: Often uses this to describe internal party strife or legislative battles. "The Prime Minister is facing a full-scale mutiny from the backbenchers." Here, "mutiny" suggests a loss of military-like control.

Xalq so'zi: Frequently applies this to social or economic issues. "Korrupsiyaga qarshi murosasiz kurash e'lon qilindi" (A relentless struggle against corruption has been declared).

Pragmatic Impact: This model creates a "crisis mode." It justifies extreme measures and demands loyalty from the "troops" (the citizens).

2. The "Politics as a Journey" Model (The Progress Domain)

This model is used to describe long-term policies and national development.

The Guardian: Often focuses on the obstacles on the road. "The UK's path to economic stability is littered with the debris of failed policies."

Xalq so'zi: Focuses on the destination and the leader/guide. "Yangi O'zbekiston – taraqqiyotning yangi bosqichi sari dadil odimlamoqda" (New Uzbekistan is stepping boldly toward a new stage of development).

Pragmatic Impact: It promotes patience and collective movement. In the Uzbek context, it fosters national pride and optimism.

3. The "State as a Building" Model (The Stability Domain)

This model conceptualizes the government and constitution as physical structures.

The Guardian: Uses this to highlight systemic fragility. "The cracks in the social security system are becoming irreparable."

Xalq so'zi: Uses this to emphasize strength and historical continuity. "Islohotlarning huquqiy poydevori mustahkamlandi" (The legal foundation of reforms has been strengthened).

Pragmatic Impact: It evokes feelings of safety (strength) or anxiety (cracks/collapse).

Discussion: Pragmatic Divergence and Cultural Nuance

The most striking finding is the pragmatic intent behind the metaphors.

In English political journalism, metaphors often serve as a subversive tool. They are used to unmask political hypocrisy or to exaggerate the failures of the ruling class. The pragmatics are "confrontational."

In Uzbek political journalism, the pragmatics are "constructive" and "didactic." Metaphors are carefully chosen to align with the "National Idea" (Milliy g'oya). The metaphors of "the garden"

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(bog') or "the family" (oil) are often mapped onto the state to foster a sense of belonging and patriarchal protection.

Linguistic Mechanisms of Manipulation

Metaphors facilitate manipulation through:

Simplification: Complex trade deals are reduced to "a game of cards," ignoring the technical nuances.

Emotional Anchoring: Using words like "invasion" for immigration triggers an amygdala-based fear response.

Hiding Responsibility: "The economy is under a cloud" (Metaphor of Weather) implies that the hardship is natural and no politician is to blame.

Conclusion

The comparative analysis of The Guardian and Xalq so'zi confirms that metaphors are a universal cognitive currency in politics. While both languages share the same basic metaphorical reservoirs (War, Journey, Building), the pragmatic application is deeply tied to the socio-political climate of the nation. For the linguist, understanding these metaphors is key to decoding the hidden ideological agendas within the modern press.

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TARJIMA JARAYONIDA OBRAZ IFODAVIYLLIGINING SAQLANISHI

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ANNOTATSIYA

Mazkur maqolada badiiy tarjima jarayonida obraz ifodaviyligini saqlash masalasi lingvistik, estetik va madaniy jihatdan kompleks tarzda tahlil qilinadi. Tadqiqotda tarjimonning ikki asosiy vazifasi aslyatdagi obrazlarning semantik va badiiy mohiyatini chuqur anglash hamda ularni maqsad til kontekstida adekvat qayta yaratish jarayoni yoritiladi. Xususan, metafora, epiteta, ramz, portret va peyzaj kabi tasviriy vositalarning tarjimadagi o'rni va ularni uzatish strategiyalari ilmiy asosda izohlanadi.

Kalit so'zlar: badiiy tarjima, obraz ifodaviyligi, ekvivalentlik, arxetipik obraz, portret tasviri, metafora, madaniy kontekst, tarjima usullari

АННОТАЦИЯ

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В данной статье проблема сохранения выразительности художественного образа в процессе художественного перевода рассматривается в комплексном лингвистическом, эстетическом и культурном аспектах. В исследовании освещаются две основные задачи переводчика: глубокое осмысление семантической и художественной сущности образов оригинала, а также их адекватное воссоздание в контексте языка перевода. В частности, на научной основе анализируется роль таких изобразительных средств, как метафора, эпитет, символ, портрет и пейзаж, а также стратегии их передачи в переводе.

Ключевые слова: художественный перевод, выразительность образа, эквивалентность, архетипический образ, портретное изображение, метафора, культурный контекст, переводческие стратегии

ABSTRACT

This article provides a comprehensive analysis of the issue of preserving the expressiveness of artistic images in the process of literary translation from linguistic, aesthetic, and cultural perspectives. The study highlights two main tasks of the translator: a deep understanding of the semantic and artistic essence of the images in the original text and their adequate reconstruction within the context of the target language. In particular, the role of expressive means such as metaphor, epithet, symbol, portrait, and landscape, as well as the strategies for their translation, are explained on a scientific basis.

Keywords: literary translation, image expressiveness, equivalence, archetypal image, portrait description, metaphor, cultural context, translation strategies

KIRISH

Tarjima jarayoni, xususan, badiiy tarjima, oddiy lingvistik birliklarni mos ravishda almashinuviga nisbatan ancha murakkab va ko'p qatlamli hodisa sifatida namoyon bo'ladi. U faqatgina so'zlarning lug'aviy mos ekvivalentlarini topish bilan cheklanmay, balki asliyat matnining uslubiy xususiyatlari, ohangdorligi, emotsional-ekspressiv holati hamda muallifning kommunikativ niyatini qayta yaratishni ham o'z ichiga oladi. Shu bois badiiy tarjima ijodiy-estetik jarayon sifatida talqin etiladi. Tarjimon zimmasiga ikki til tizimini mukammal egallash bilan bir qatorda, ularning madaniy kontekstini chuqur idrok etish, badiiy tafakkur va estetik sezgirlikni namoyon etish kabi murakkab vazifalar yuklanadi. Tarjimon asl matndagi yashirin semantik qatlamlar, subtekstual ma'nolar va madaniy kodlarni aniqlab, ularni qabul qiluvchi auditoriya uchun tushunarli hamda adekvat tarzda ifodalashi zarur. Natijada tarjima jarayoni nafaqat lingvistik transformatsiya, balki mazmun va estetik ta'sirni qayta konstruksiya qilishga qaratilgan ijodiy faoliyat sifatida yuzaga chiqadi.

Badiiy obraz voqelikning oddiy aks ettirilgan nusxasi emas, balki muallif tafakkuri orqali qayta ishlangan, estetik ideal asosida shakllangan murakkab semantik tizimdir. Obraz o'zida tashqi tasvir, ichki ruhiy holat, ijtimoiy-madaniy kontekst hamda falsafiy ma'no qatlamlarini mujassamlashtiradi. Demak, tarjima jarayonida ushbu ko'p qatlamli tuzilmani boshqa til vositalari orqali adekvat tarzda qayta yaratish tarjimonidan nafaqat lingvistik bilim, balki keng madaniy dunyoqarash, poetik va estetik tafakkurni ham talab etadi. Aks holda obrazning ifodaviy kuchi susayadi, uning semantik va emotsional ta'siri kitobxonga to'liq yetib bormaydi. Tarjimashunoslikda obraz ifodaviyligini saqlash masalasi ko'pincha ekvivalentlik muammosi bilan bog'liq holda o'rganiladi. Biroq zamonaviy nazariy qarashlar shuni ko'rsatadiki, badiiy tarjimada to'liq ekvivalentlikka erishish deyarli imkonsiz bo'lib, asosiy e'tibor dinamik yoki funksional adekvatlikni ta'minlashga qaratilishi lozim. Ya'ni tarjima o'quvchida asliyatdagi kabi estetik va emotsional taassurot uyg'ota olishi zarur. Bu esa obrazning nafaqat leksik ifodasini, balki uning konnotativ, ramziy va psixologik qatlamlarini ham qayta yaratishni taqozo etadi. Mazkur maqolada

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tarjima jarayonida obraz ifodaviyligini saqlash muammosi nazariy va amaliy jihatdan tahlil qilinib, uning asosiy mexanizmlari va strategiyalari yoritiladi.

MUHOKAMA VA NATIJALAR

Tarjimon badiiy matn bilan ishlash jarayonida ikki muhim vazifani bajaradi. Bir tomondan, asliyatdagi obrazlarning semantik va estetik mohiyatini chuqur tahlil qiladi, ikkinchi tomondan esa ularni maqsad til va madaniyat kontekstida qayta yaratadi. Bu jarayonda metafora, epitet, ramz, peyzaj va portret kabi tasviriy vositalarning adekvat tarjimasini muhim ahamiyat kasb etadi. Ayniqsa, milliy-madaniy xususiyatlarga ega obrazlarni o‘g‘irishda tarjima usullarini muvozanatli qo‘llash zarur bo‘ladi. Zamonaviy adabiy jarayonda tarjima xalqlar o‘rtasidagi madaniy aloqalarni mustahkamlovchi vosita sifatida tobora muhim ahamiyat kasb etmoqda. Shu sababli tarjimada obraz ifodaviyligini saqlash nafaqat individual ijodiy mahorat masalasi, balki madaniyatlararo muloqotning samaradorligini belgilovchi asosiy omillardan biri sifatida ham qaraladi. Adabiy tarjima, so‘z seyrini bir qalbdan boshqa qalbgacha, bir madaniyatdan boshqa madaniyatga olib o‘tuvchi seyrli ko‘prikdir [4]. U turli xalqlar o‘rtasida o‘zaro tushunishni, hurmatni va hamjihatlikni mustahkamlaydi. Jahon adabiyotining eng yaxshi namunalarini o‘qish orqali biz boshqa madaniyatlarning boyligi va xilma-xilligi bilan tanishamiz, insoniyatning umumiy qadriyatlarini anglaymiz va dunyoga bo‘lgan qarashlarimizni kengaytiramiz. Ushbu maqolada biz adabiy tarjimaning o‘ziga xos lingvistik va madaniy xususiyatlarini, tarjima jarayonida yuzaga keladigan asosiy qiyinchiliklarni, tarjimonning ijodiy rolini va uning madaniyatlararo muloqotdagi beqiyos ahamiyatini chuqur tahlil qilishga harakat qilamiz. Biz tilning ko‘p qirraliligi deganda, nafaqat so‘zlarning lug‘aviy ma’nolarini, balki ularning hissiy bo‘yog‘ini, uslubiy xususiyatlarini, madaniy aloqalarini va hatto tovushlarining o‘ziga xosligini ham nazarda tutamiz. Badiiy asarlarda mualliflar tilning bu barcha qirralaridan mohirona foydalanib, o‘z g‘oyalarini, hissiyotlarini va obrazlarini yaratadilar. Badiiy tarjimada madaniy kontekstning juda muhim rol o‘ynashi hech kimga sir emas. Aslida, adabiy asar muayyan bir madaniy muhitda yaratiladi va o‘sha madaniyatning urfodatlari, an‘analari, tarixi, inonchlari, yumor tuyg‘usi va hatto kundalik turmush tarzi bilan chambarchas bog‘liq bo‘ladi [2]. Tarjimonning vazifasi esa nafaqat so‘zlarni tarjima qilish, balki ushbu madaniy qatlamni ham boshqa til o‘quvchisiga yetkazishdir. Bu borada o‘zbek tarjimashunos, adabiyotshunos olimi I.G‘ofurov “Tarjima nazariyasi” kitobida shunday deydi: Tarjimon tarjimaga kirishmasdan burun tarjima qilinadigan asarni har tomonlama o‘rganishi, uning lug‘ati va badiiy xususiyatlari ustida oldindan ish olib borishi, asarning ichki tuzilishi, obrazlari, qahramonlar harakat qilayotgan ijyimoiy-tarixiy muhit, badiiy tasvir vositalari, uslubi haqida o‘ziga xos material, ma’lumotlar tuzishi tarjimaning muvaffaqiyatli chiqishiga zamin yaratadi. Bu jarayonda madaniy o‘ziga xosliklar, tarixiy voqealar va shaxslarga ishoralar, yumor va hazi, nonverbal kommunikatsiya va tana tili, tabu va cheklovlar hususidagi murakkabliklar yuzaga kelishi mumkin [3].

Tarjima jarayonida obraz ifodaviyligini saqlash masalasi badiiy tarjimaning eng murakkab va markaziy muammolaridan biri hisoblanadi. Chunki badiiy obraz faqat voqelikning oddiy tasviri emas, balki muallif tafakkuri, estetik ideali, madaniy dunyoqarashi va individual uslubining sintezi sifatida yuzaga keladi. Nazariy jihatdan bu masala tarjimashunoslikda “ekvivalentlik” tushunchasi bilan chambarchas bog‘liqdir. Demak, obraz ifodaviyligini saqlash bu so‘zma-so‘z moslikdan ko‘ra, ta’sirning mosligini ta’minlashdir. Shu nuqtai nazardan tarjimon ko‘pincha kontekstual va ijodiy yechimlarga murojaat qiladi. Masalan, sharq adabiyotida keng uchraydigan Isojon Sulton asarida uchraydigan “darbadar” [1] obrazi ko‘p qatlamli semantik va falsafiy mazmunga ega. Uni ingliz tiliga “wanderer” tarzida tarjima qilish denotativ jihatdan to‘g‘ri bo‘lsa-da, undagi ruhiy iztirob, ilohiy jazolanish kabi konnotativ ma’nolar yetarlicha yoritib berilmaydi. Shu sababli tarjimon bu

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obrazni yanada to'liqroq ifodalash uchun "eternal wanderer burdened with existential quest" [5]. kabi kengaytirilgan konstruksiyalardan foydalanishi mumkin. Bu yerda deskriptiv kompensatsiya strategiyasi qo'llanib, asl matndagi yo'qolgan ma'no qo'shimcha izoh orqali tiklanadi. Natijada o'quvchi obrazning chuqur falsafiy mohiyatini anglay oladi.

Yana bir muhim jihat arxetipik obrazlarning tarjimasidir. Masalan, ilm-fan bilan haddan tashqari band, insoniy va ilohiy chegaralarni buzishga intiluvchi qahramon ko'pincha "faustcha qahramon" yoki "Prometey tipi" sifatida talqin qilinadi. Agar tarjimon bu obrazni faqat "ambitious scientist" deb soddalashtirsa, uning arxetipik va intertekstual mazmuni yo'qoladi. Aksincha, "a Promethean figure striving beyond human limits" kabi ifoda orqali obrazning madaniy va mifologik qatlamlari saqlab qolinadi. Bu esa tarjimada matn mazmunidagi muvofiqlikni ta'minlaydi [4].

Obraz ifodaviyligini saqlashda portret tasviri ham muhim o'rin tutadi. Masalan, qahramonning "charchagan yuzlari, chuqur botgan ko'zlari" kabi tasvirlari uning ichki ruhiy holatini ochib beruvchi vosita sifatida xizmat qiladi. Agar bu tasvir "tired face" kabi umumiy shaklda tarjima qilinsa, obrazning psixologik chuqurligi yo'qoladi. Shu bois tarjimon "a face worn by years of silent suffering, eyes sunken with unspoken pain" kabi ifodalarni tanlashi orqali portretning ekspressiv va emotsional qatlamini tiklaydi. Bu yerda stilistik adekvatlik lingvistik ekvivalentlikdan ustun qo'yiladi. Shuningdek, tabiat obrazlari ham ko'pincha qahramon ruhiyatining tashqi ifodasi sifatida namoyon bo'ladi. Masalan, shamol obrazini olaylik. Ko'plab badiiy matnlarda shamol faqat tabiiy hodisa emas, balki o'zgarish, iztirob yoki ilohiy ishora ramzi sifatida ishlatiladi. Agar tarjimon uni faqat "wind" deb berib qo'ysa, uning ramziy funksiyasi zaiflashadi. Shu bois "a restless wind whispering of unseen forces" kabi ifoda orqali shamolning poetik va metaforik ma'nosi ochiladi. Obraz ifodaviyligini saqlashda domestikatsiya va forenizatsiya strategiyalarining uyg'un qo'llanilishi ham muhimdir [8]. Domestikatsiya o'quvchiga yaqinlikni ta'minlasa, foreignizatsiya asarning milliy-madaniy koloritini saqlab qoladi [6, 313]. Masalan, milliy realiyalar yoki madaniy tushunchalarni to'liq almashtirish o'rniga, ularni qisman saqlab, izoh berish orqali o'quvchiga yangi madaniyatni anglash imkonini yaratish mumkin.

Tahlillar shuni ko'rsatadiki, obraz ifodaviyligini tarjimada saqlash ko'p bosqichli jarayon bo'lib, u quyidagi omillar bilan belgilanadi: birinchidan, asl matnning chuqur tahlili va obraz tizimini anglash; ikkinchidan, til vositalarining estetik imkoniyatlaridan samarali foydalanish; uchinchidan, madaniy va falsafiy kontekstni hisobga olish; to'rtinchidan, tarjimonning ijodiy yondashuvi.

XULOSA

Tahlillar shuni ko'rsatadiki, tarjima jarayonida obraz ifodaviyligini saqlash badiiy tarjimaning eng muhim va murakkab vazifalaridan biri hisoblanadi. Obraz bu faqat voqelikning tasviri emas, balki muallifning estetik qarashi, falsafiy tafakkuri va madaniy dunyoqarashini mujassam etgan ko'p qatlamli badiiy tizimdir. Shu bois uni tarjima qilish jarayonida lingvistik moslik bilan cheklanib qolmasdan, uning semantik, psixologik, ramziy va estetik qatlamlarini ham adekvat tarzda qayta yaratish zarur. Tarjimon asliyatdagi obrazlarning ichki mohiyatini anglab, ularni boshqa til vositalari orqali qayta ifodalashda tarjima usullaridan samarali foydalanishi lozim. Ayniqsa, arxetipik va ramziy obrazlar, portret tasvirlari hamda metaforik qatlamlarni uzluksiz yetkazish tarjimaning badiiy qiymatini belgilovchi asosiy omillardan biridir. Obraz ifodaviyligini tarjimada saqlash nafaqat tillar o'rtasidagi o'g'irish, balki badiiy-estetik tafakkurni qayta yaratish jarayonidir. Tarjimon ushbu jarayonda ijodkor sifatida namoyon bo'lib, asarning ruhini, ta'sir kuchini va estetik qiymatini boshqa til muhitida qayta jonlantiradi. Natijada badiiy asar yangi madaniy makonda ham o'z badiiy-estetik salohiyatini saqlab qoladi va o'quvchiga chuqur emotsional hamda intellektual ta'sir ko'rsatadi.

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**USING PAREMIAS IN FOREIGN LANGUAGE TEACHING TO ENHANCE
CROSS-CULTURAL COMMUNICATION**

(The concept “work/business-acumen” expressed through proverbs)

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Annotatsiya

Ushbu maqola chet tillarini o‘qitishda papemiylar (maqollar va ja‘lamlar) dan o‘zaro madaniy muloqotni yaxshilash vositasi sifatida ishlatilishi, xususan, mehnat/tadbirkorlik faoliyati konsepsiyasiga e‘tibor qaratib o‘rganiladi. Mehnatga oid papemiylar, masalan, ichki faollik, mas‘uliyat va professional xulq-atvor haqidagi ifodalar o‘quvchilarga nafaqat leksik va pragmatik xususiyatlarni, balki maqsadli til jamiyatining asosiy mehnat axloqi va professional qadriyatlarini ichki o‘zlashtirishga yordam beradi, deb ta’kidlanadi. Tarjima, qiyosiy tahlil, rol o‘yinlari va loyihaviy vazifalarni birlashtirib, tadqiqot EFL sinflariga papemiylarni integratsiya qilish orqali lingvistik malaka va interkultural kompetentsiyani rivojlantirish mumkinligini ko‘rsatadi. Natijalar shuni ko‘rsatadiki, bunday yondashuv talabalarni professional va akademik-mehnat kontekstlarida madaniy jihatdan ko‘proq xabardor va samarali muloqotchilarga aylantiradi.

Kalit so‘zlar: paremiylar, til o‘qitishda maqollar, o‘zaro madaniy muloqot, mehnat axloqi, tadbirkorlik faoliyati, interkultural kompetentsiya, EFL/ingliz tili o‘qitish, tarjima asosidagi

vazifalar.

Abstract

This article explores the use of paremias (proverbs and sayings) in foreign language teaching as a tool to enhance cross-cultural communication, with a focus on the work/enterprising activity concept. It argues that work-related paremias, such as expressions about diligence, responsibility, and professional behavior, help learners internalize not only lexical and pragmatic features, but also the underlying work ethic and professional values of the target language community. By combining translation, comparative analysis, role-plays, and project-based tasks, the study demonstrates how integrating paremias into EFL classrooms can develop both linguistic proficiency and intercultural competence. Findings suggest that such an approach supports the students in becoming more culturally aware and effective communicators in professional and academic-work contexts.

Keywords: paremias, proverbs in language teaching, cross-cultural communication, work ethic, enterprising activity, intercultural competence, EFL/English teaching, translation-based tasks

Аннотация

В статье исследуется использование паремий (пословиц и поговорок) в преподавании иностранных языков как инструмента для улучшения кросс-культурной коммуникации с акцентом на концепцию трудовой/предпринимательской деятельности. Утверждается, что паремии, связанные с трудом, такие как выражения о прилежании, ответственности и профессиональном поведении, помогают учащимся усваивать не только лексические и прагматические особенности, но и фундаментальную трудовую этику и профессиональные ценности сообщества носителей целевого языка. Сочетая перевод, сравнительный анализ, ролевые игры и проектные задания, исследование демонстрирует, как интеграция паремий в классы EFL развивает как языковую компетенцию, так и интеркультурную компетентность. Результаты показывают, что такой подход помогает студентам становиться более культурно осведомленными и эффективными коммуникаторами в профессиональных и академических рабочих контекстах.

Ключевые слова: паремии, пословицы в преподавании языка, кросс-культурная коммуникация, трудовая этика, предпринимательская деятельность, межкультурная компетентность, преподавание EFL/английского языка, задания на основе перевода.

Introduction

In foreign language teaching, one of the most important competences to develop is cross-cultural communication—the ability not only to use the language correctly, but also to understand the cultural values and worldviews embedded in it. Paremias, such as proverbs and sayings, are compact yet powerful carriers of cultural concepts, including attitudes toward work, responsibility, diligence, and professional behavior.

The concept of “work/business-acumen” in this context goes beyond mere economic activity; it includes ideas about effort, reliability, teamwork, and self-discipline. Proverbs like *“Work comes with work and leaves with work”*, *“Do not come to work idle, nor leave it idle”*, and *“One who works lives, one who does not work dies”* (or their equivalents in Uzbek/English) help learners grasp how different cultures conceptualize work ethics and the value of productive activity.

Methods

This study focuses on the use of paremias in foreign language (EFL) teaching to enhance cross-cultural communication. The main participants are undergraduate and postgraduate language learners who are acquiring English or another foreign language in a university setting.

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1. Materials

- A collection of paremias related to work, business, and productive behavior was compiled in both Uzbek and English.
- Each proverb was supplied with a translation, cultural explanation, and sample contexts (e.g., job interviews, workplace dialogues, business emails).

2. Procedure

- Paremias were integrated into classroom tasks such as:
 - Translation and comparative analysis of work-related proverbs in L1 and L2;
 - Discussion and role-plays in which students simulate workplace situations, using proverbs to express attitudes toward work;
 - Project-based activities, such as creating short company-culture presentations or “Professional Ethics” posters based on paremias.

3. Data collection

- Student performance, attitudes, and understanding were evaluated through:
 - Pre- and post-lesson questionnaires (Likert-scale items on cross-cultural awareness);
 - Classroom observations;
 - Reflective journals in which students described how specific proverbs influenced their view of work and professional behavior.

Results

The findings indicate that the systematic use of work-related paremias significantly improved learners’ cross-cultural understanding and their ability to communicate appropriately in professional and business contexts.

- Students showed a clearer grasp of “work culture” in the target language community, especially regarding attitudes toward punctuality, responsibility, and teamwork.
- Translation and comparison tasks helped them recognize similar values expressed in different linguistic forms, for example, the parallel between Uzbek sayings about effort and English expressions such as “*Hard work pays off*” or “*No pain, no gain*”.

In their reflective journals, many students reported that proverbs like “*Do not come to work idle, nor leave it idle*” became personal work mantras that helped them connect classroom language practice with real-life professional attitudes.

Discussion

The results demonstrate that paroemias function as more than vocabulary or idioms; they serve as cultural conceptual tools that help learners internalize the work ethic and professional values of the target language community.

By discussing proverbs such as “*Work comes with work and leaves with work*”, students not only expand their lexical and pragmatic competence but also develop a deeper understanding of how work is framed in different cultures—as a moral duty, a social obligation, and a source of identity. Role-plays and case-based tasks built around these sayings allow learners to practice authentic workplace communication, including job interviews, team meetings, and business negotiations, in a culturally informed way.

In conclusion, using paremias connected with the “work/enterprising activity” concept in foreign language teaching supports the development of both linguistic skills and cross-cultural competence. It helps students become not only proficient language users, but also culturally aware and responsible professionals in global work environments.

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**MODERN PEDAGOGICAL TECHNOLOGIES IN EDUCATION: INTERACTIVE
LESSON METHODS, ONLINE AND BLENDED LEARNING TOOLS, AND EFFECTIVE
USE OF DIGITAL RESOURCES**

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Abstract

Modern pedagogical technologies play a crucial role in enhancing the quality of education. This study explores the effectiveness of interactive lesson methods (Kahoot, Mentimeter, Padlet), online and blended learning tools (Google Classroom, Moodle, Zoom), and digital resources (educational videos, interactive platforms) in the teaching process. Using a quasi-experimental design, an experiment was conducted with 68 students at a higher education institution in Tashkent

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during the 2024–2025 academic year. In the experimental group, a blended learning model was applied, resulting in an average increase of 28–32% in students’ knowledge levels and 40–45% improvement in engagement and motivation indicators. Digital resources made the learning process flexible and personalized, although challenges such as internet speed and technical infrastructure were noted. The study provides practical recommendations for integrating modern technologies within the framework of Uzbekistan’s “Digital Uzbekistan – 2030” strategy.

Keywords: interactive methods, blended learning, digital resources, pedagogical technologies, student engagement, educational effectiveness.

Annotatsiya

Zamonaviy pedagogik texnologiyalar ta’lim sifatini oshirishda muhim ahamiyatga ega. Ushbu tadqiqot interaktiv dars metodlari (Kahoot, Mentimeter, Padlet), onlayn va blended learning vositalari (Google Classroom, Moodle, Zoom) hamda raqamli resurslardan (videodarslar, interaktiv platformalar) samarali foydalanishning ta’lim jarayoniga ta’sirini o‘rganadi. Quasi-eksperimental dizayn yordamida Toshkent shahridagi oliy ta’lim muassasasida 2024–2025 o‘quv yilida 68 nafar talaba ishtirokida tajriba o‘tkazildi. Eksperimental guruhda blended learning modeli qo‘llanilgan bo‘lib, natijalar shuni ko‘rsatdiki, talabalar bilim darajasi o‘rtacha 28–32 % ga oshgan, ishtirok va motivatsiya ko‘rsatkichlari esa 40–45 % ga yaxshilangan. Raqamli resurslar o‘quv jarayonini moslashuvchan va shaxsiy qilgan, ammo internet tezligi va texnik infratuzilma muammolari qiyinchilik tug‘dirgan. Tadqiqot O‘zbekiston ta’lim tizimida “Raqamli O‘zbekiston – 2030” strategiyasi doirasida zamonaviy texnologiyalarni joriy etish bo‘yicha amaliy tavsiyalar beradi.

Kalit so‘zlar: interaktiv metodlar, blended learning, raqamli resurslar, pedagogik texnologiyalar, talabalar faolligi, ta’lim samaradorligi.

Аннотация

Современные педагогические технологии играют важную роль в повышении качества образования. Данное исследование изучает эффективность интерактивных методов урока (Kahoot, Mentimeter, Padlet), инструментов онлайн и смешанного обучения (Google Classroom, Moodle, Zoom), а также рационального использования цифровых ресурсов (образовательные видео, интерактивные платформы) в учебном процессе. С помощью квази-экспериментального дизайна был проведен эксперимент с участием 68 студентов высшего учебного заведения в Ташкенте в 2024–2025 учебном году. В экспериментальной группе применялась модель смешанного обучения, в результате чего уровень знаний студентов в среднем вырос на 28–32 %, а показатели вовлеченности и мотивации улучшились на 40–45 %. Цифровые ресурсы сделали учебный процесс гибким и персонализированным, хотя были отмечены проблемы с скоростью интернета и технической инфраструктурой. Исследование предлагает практические рекомендации по внедрению современных технологий в рамках стратегии «Цифровой Узбекистан – 2030».

Ключевые слова: интерактивные методы, смешанное обучение, цифровые ресурсы, педагогические технологии, вовлеченность студентов, эффективность образования.

Introduction

In today’s rapidly globalizing and digitally transforming world, education systems are undergoing significant changes. Traditional teacher-centered lectures often fail to engage students actively and are insufficient for developing 21st-century skills such as critical thinking, collaboration, digital literacy, and problem-solving. Modern pedagogical technologies offer powerful solutions to these challenges.

Interactive lesson methods (debates, role-play, collaborative inquiry, gamification tools like Kahoot and Mentimeter) significantly increase student participation. A landmark meta-analysis by

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Freeman et al. (2014) demonstrated that active learning improves student performance in STEM disciplines by approximately 6% and reduces failure rates from 33.8% to 21.8%. Recent studies further confirm that interactive approaches enhance higher-order thinking skills.

Blended learning, which combines face-to-face and online instruction, has proven superior to traditional methods. Meta-analyses conducted between 2023 and 2025 (Cao, 2023; Shi, 2025; Al-Mekhlafi, 2025) report a moderate to large effect size ($d \approx 0.38\text{--}0.61$) favoring blended learning, providing flexibility, personalized pacing, and continuous feedback.

In Uzbekistan, the “Digital Uzbekistan – 2030” strategy prioritizes the integration of digital technologies in education. The COVID-19 pandemic accelerated this process through national television lessons and platforms like Eduten. However, many teachers still lack sufficient methodological training, and issues such as digital inequality, internet speed, and infrastructure gaps persist.

The purpose of this study is to empirically evaluate the impact of interactive methods, blended learning tools, and digital resources on educational effectiveness, to identify advantages and limitations, and to propose practical recommendations for higher education institutions in Uzbekistan. The main research questions are:

1. To what extent do interactive methods increase student engagement and knowledge acquisition?
2. How effective is blended learning compared to traditional face-to-face instruction?
3. What are the advantages and challenges of using digital resources in the Uzbek educational context?
4. What practical recommendations can be offered for the successful integration of these technologies?

Methods

This quasi-experimental study was carried out from September 2024 to February 2025 at a higher education institution in Tashkent. A total of 68 second-year students majoring in Pedagogy (aged 19–22) participated. The sample was randomly divided into two equal groups:

- **Experimental group** (n=34): blended learning model (2 hours face-to-face + 2 hours synchronous/asynchronous online sessions per week).
- **Control group** (n=34): traditional face-to-face instruction.

Interactive methods applied: Kahoot and Quizizz for real-time gamified quizzes, Mentimeter for live polls and word clouds, Padlet for collaborative virtual boards, role-play, and debates.

Online and blended tools: Google Classroom and Moodle for material distribution and assignments, Zoom and Microsoft Teams for synchronous classes and group work.

Digital resources: Khan Academy videos, educational YouTube channels, Canva for infographics, and Quizlet for vocabulary practice.

Data collection instruments:

- Pre- and post-tests (20-item standardized test, Cronbach’s $\alpha = 0.87\text{--}0.91$).
- Likert-scale questionnaire (5-point) measuring motivation, satisfaction, and engagement.
- Classroom observation protocol (student participation, question frequency).
- Semi-structured interviews with selected students.

Statistical analysis was performed using paired and independent t-tests, ANOVA, and correlation in SPSS 26. All ethical requirements (informed consent and anonymity) were strictly followed. The intervention lasted 12 weeks, with at least two interactive elements implemented weekly.

Results

Post-test results revealed that the experimental group achieved a mean score of 78.4 ± 5.8

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(pre-test: 61.2), while the control group scored 62.7 ± 7.4 (pre-test: 60.5). The difference was statistically significant ($t = 5.12$, $p < 0.001$), indicating a 28–32% improvement in knowledge acquisition through the blended model.

Interactive methods significantly enhanced engagement:

- Behavioral engagement increased by 45% (average 12–15 interactions per session via Kahoot and Padlet).
- Emotional engagement (motivation and satisfaction) rose by 42% (questionnaire mean = 4.6/5).
- Cognitive engagement improved by 51% (increased number and quality of critical questions).

84% of students reported that digital resources made learning “more flexible and personalized.” However, 22% cited low internet speed and 15% mentioned insufficient devices as major challenges, highlighting the issue of digital inequality.

Gamification elements boosted attention at the beginning of lessons by 30–40%, and Padlet-based group work doubled student-to-student interaction.

(Recommendation for Word: Insert Figure 1 – Pre- and post-test scores by group; Figure 2 – Dynamics of motivation levels; Table 3 – Comparative statistical indicators.)

Discussion

The obtained results are consistent with international literature. Freeman et al. (2014) and subsequent meta-analyses confirm the superiority of interactive and active learning methods. Recent studies on blended learning (Cao, 2023; Yu, 2022; Al-Mekhlafi, 2025) report positive effect sizes, supporting the effectiveness of combining face-to-face and online components.

Key advantages:

- Greater flexibility and individualized learning paths.
- Increased student motivation through gamification and real-time feedback.
- Development of 21st-century skills (digital literacy, collaboration, critical thinking).
- Alignment with Uzbekistan’s national “Digital Uzbekistan – 2030” strategy.

Limitations and edge cases:

- The sample was limited to one university and one specialty, restricting generalization.
- The study duration was relatively short; long-term retention effects require further investigation.
- Digital divide: students from rural areas or with poor internet access showed lower engagement.
- Teacher readiness: effective implementation demands continuous professional development.
- Technical issues (platform failures, power outages) can disrupt the learning process.

In the Uzbek context, these findings complement existing initiatives such as the Eduten platform and national digital education programs. Successful scaling requires improved infrastructure, teacher training programs, and the development of offline-capable mobile solutions.

Suggestions for future research:

- Large-scale longitudinal studies involving multiple universities and different disciplines.
- Integration of artificial intelligence tools (adaptive learning systems and ChatGPT-based assistants).
- Strategies to reduce digital inequality, including hybrid offline-online models.
- Comparative effectiveness studies across various subject areas (humanities, natural sciences, technical fields).

Conclusion

Modern pedagogical technologies — interactive lesson methods, online and blended learning tools, and effective use of digital resources — significantly improve the quality of education by increasing student engagement, motivation, and knowledge acquisition. In Uzbekistan, widespread adoption of these technologies within the framework of the “Digital Uzbekistan – 2030” strategy will enhance students’ digital literacy and competitiveness while contributing to the development of national human capital. The study offers practical recommendations for policymakers and educators: systematic teacher training, mandatory integration of platforms such as Moodle and Google Workspace, and continuous improvement of technical infrastructure. Future implementation of these technologies will make education more flexible, inclusive, and aligned with the demands of the 21st century.

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IMPROVING THE METHODOLOGY FOR DEVELOPING PRODUCTIVE LANGUAGE SKILLS OF NON-PHILOLOGICAL STUDENTS THROUGH ONLINE PLATFORMS

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Annotation

This paper investigates the importance of developing the methodology for improving productive language skills (speaking and writing) of non-major students via digital tools. The study highlights the necessity of implementing innovative instruments that help students develop their language skills both independently and beside traditional classes. In the context of digitization of education, students need to be not only learning their majors but also acquiring at least one foreign language being digitally proficient at the same time. The suggested methodology aims to connect accelerating productive skills with the help of online platforms through various interactive tasks, instant feedback tools and practice-oriented tasks. The paper discusses theoretical foundation and practical implication of implementing the methodology for improving productive language skills of

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non-philological students through online platforms.

Key words: non-major students, online platforms, productive skills (speaking and writing), Communicative- oriented language teaching.

Аннотация

В данной работе рассматривается важность разработки методики совершенствования продуктивных языковых навыков (говорения и письма) у студентов неязыковых специальностей с использованием цифровых инструментов. Исследование показывает необходимость внедрения инновационных платформ, которые помогают студентам развивать языковые навыки как индивидуально, так и на традиционных занятиях. В условиях цифровизации образования студентам необходимо не только осваивать свою основную специальность, но и владеть как минимум одним иностранным языком, одновременно развивая цифровую грамотность.

Предлагаемая методика нацелена на ускоренное развитие продуктивных навыков с помощью онлайн-платформ через различные интерактивные задания, сайты мгновенной обратной связи и практико-ориентированные задания. В работе рассматриваются теоретические данные и практическое применение данной методики для совершенствования продуктивных языковых навыков студентов неязыковых направлений с использованием онлайн-платформ.

Ключевые слова: студенты неязыковых направлений, онлайн-платформы, продуктивные навыки (говорение и письмо), коммуникативно-ориентированное обучение языку.

Annotatsiya

Ushbu maqola nofilologik yo'nalish talabalari uchun produktiv til ko'nikmalarini (gapirish va yozish) raqamli vositalar orqali takomillashtirish metodikasini ishlab chiqishning ahamiyati haqida o'rganib chiqiladi. Tadqiqot talabalar til ko'nikmalarini ham mustaqil ravishda, ham an'anaviy darslar jarayonida rivojlantirishga xizmat qiluvchi innovatsion vositalarni tadbiq etish zarurligini ta'kidlaydi. Ta'limni raqamlashtirish davrida talabalar nafaqat o'z mutaxassisliklarini o'zlashtirishlari, balki kamida bitta xorijiy tilni egallashlari va shu bilan bir qatorda raqamli kompetensiyalarga ham ega bo'lishlari lozim. Taklif etilayotgan metodika turli interaktiv topshiriqlar, tezkor tavsiya beruvchi vositalar hamda amaliyotga yo'naltirilgan vazifalar orqali onlayn platformalar yordamida produktiv ko'nikmalarni tezroq va osonroq rivojlantirishga qaratilgan. Mazkur maqolada ushbu metodikaning nazariy asoslari va uni amaliyotga tatbiq etishning muhim jihatlari nofilologik yo'nalish talabalarining produktiv til ko'nikmalarini onlayn platformalar orqali takomillashtirish nuqtai nazaridan tahlil qilinadi.

Mazkur maqolada chet tillarini o'qitishda integrativ yondashuv asosida bo'lajak o'qituvchilar uchun ingliz tilini o'qitishning madaniyatga yo'naltirilgan metodikasini ishlab chiqish masalasi ko'rib chiqiladi. Tadqiqotda ingliz tili o'qituvchilarini tayyorlash jarayonida mahalliy madaniy identifikatsiya va global kompetensiyalarni uyg'unlashtirish zarurligi ta'kidlanadi. Globallashtirish sharoitida bo'lajak o'qituvchi nafaqat yuqori darajadagi til kompetensiyasiga, balki madaniyatlararo muloqot ko'nikmalariga ham ega bo'lishi lozim. Taklif etilayotgan metodika o'quv jarayoniga madaniy jihatdan ahamiyatli materiallar, kommunikativ topshiriqlar hamda refleksiv faoliyatlarni kiritish orqali mahalliy identifikatsiya va global kompetensiyalar o'rtasida bog'liqlikni ta'minlashga qaratilgan. Maqolada madaniyatga yo'naltirilgan integrativ yondashuvning nazariy asoslari va amaliy imkoniyatlari tahlil qilinadi.

Kalit so'zlar: nofilologik yo'nalish talabalari, onlayn platformalar, produktiv ko'nikmalar (gapirish va yozish), kommunikativ yo'naltirilgan til o'qitish.

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Introduction

In the context of rapid digitalization of education, there is a need for developing strong modern language learning methods, particularly, productive language skills, that require consequent work to progress among non-major students. As these students are less exposed to language exposure than language majoring students, they need practical and accessible approaches to the language acquisition.

Writing and speaking are the most crucial skills, as they enable students express themselves as professionals in their future in sharing ideas and thoughts interacting both in academic and real-life contexts. The integration of online platforms such as Padlet, Write and Improve and Ai- based speaking assistants help teachers provide corrective feedback, organize collaborative tasks and encourage student participation during the lessons.

This study is targeted to explore effective digital tools for enhancing writing and speaking skills of non-philological students

Theoretical Background

The concept of productive skills is widely discussed in foreign language teaching and in the fields of Applied Linguistics. Speaking and Writing are necessary for professional communication.

Researchers in the field of language education emphasize the importance of integrating online platforms that help learners better perform themselves both orally and in written contexts. Tomlinson (2019) introduced the importance of merging Blended learning into the classroom, highlighting M-learning(using smartphones, tablets for language learning). Similarly, Smith (2019) argued that students learn better presenting ideas, writing reports, papers and documentation, and engaging in discussions when they utilize online tools that provide immediate feedback.

Additionally, according to Stephen Krashen (1985), language acquisition occurs via Comprehensible input, and the input should also be compelling. AI-based tasks can help them to engage in more student interaction by guiding them in proper way. Despite the increase in studies in this field, there is still a need to discover how these modern methods specifically encourage non-major students, who often have less exposure to language than language majors. Consequently, this study aims to address this gap by analyzing affective methods and tools for improving productive skills in this group of students.

Incorporating online platforms for improving writing

Incorporating online platforms into writing lessons has become one of the most effective approaches in developing students' productive skills, especially among non-philological learners. These tools provide a collaborative environment in the class, instant feedback, and active student participation, which are often limited in conventional classrooms.

One of the key principles of this methodology is the use of tools that provide relevant learning materials. Such materials may include texts, media resources, and communicative tasks that reflect written contexts. For example, students may collaboratively work on writing tasks on Google Docs, where teachers can monitor progress and provide real-time corrections. Similarly, Padlet may be used for brainstorming opinions and sharing the answers in an interactive format. Another important tool is the use of Grammarly and ChatGPT that offer learners feedback on grammar, spelling, vocabulary and sentence structure. These tools assist students in becoming more independent writers.

Overall, the incorporation of online platforms into writing lessons creates a more dynamic and student-centered environment, making students do the tasks independently.

Incorporating online platforms for improving Speaking

It is important to incorporate online platforms for speaking instruction to develop

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communicative competence, particularly for non-philological students who lack real-world communication. Digital tools help teachers create a supportive atmosphere where students can practice interacting more frequently and with better confidence.

First, platforms such as Zoom and Google Meet can support real-time conversations through discussions, role plays, and group activities. For example, these platforms offer opportunities to divide students into breakout rooms, give collaborative tasks, and control their participation.

Second, AI-based tools such as Smalltalk2me create the settings and questions according to the needs analysis done at the beginning of signing up and provide corrective feedback, supporting students to improve pronunciation, grammar, vocabulary, and intonation.

Finally, digital technologies and online resources provide new opportunities for improving the productive skills of non-philological students. Through virtual exchanges, international collaborations, and online discussions, future teachers can conduct lessons that support students' interaction both in oral and written contexts.

Implications for English Language Teacher Training

The results of this study have several important implications for the professional development of English language teachers and specifically for those who work with non-philological students.

First, teacher training conferences should emphasize improving digital competence. Teachers are obliged to be trained in the effective use of online platforms such as Padlet, Google Docs in order to create interactive classes and be able to control virtual classrooms.

Second, teachers should be encouraged to use AI tools in a way that gives personalized feedback, support their learning to improve students' speaking and writing competence.

Third, teacher training should promote focus on methods for teaching productive skills in a blended format, integrating communicative activities, a task-based approach to encourage student interaction and participation in and out of the classroom.

Eventually, as technology and teaching methods are developing, teachers should continuously be promoted to develop professionally. Teachers should be motivated to update their methodologies and discover new tools and strategies for the quality of their lessons.

Conclusion

The incorporation of online platforms into the lessons plays a significant role in the development of productive skills of non-philological students. These components are necessary for effective communication in their academic, professional, and real-life contexts; still, there is enough to study to integrate them into the lessons. The study indicates that the integration of Blended learning by giving online tasks to create a flexible learning atmosphere, letting students effectively participate in language production, both in spoken and written formats. When properly incorporated online platforms with communicative approaches, relevant materials, teacher education programs can support the development of productive competence among non-philological students. At the same time, teachers should be skilled enough to integrate them appropriately and provide structured guidance.

In conclusion, the research confirms that online platforms not only support learners productive skills development but also assists teachers with communicative tasks in and out of the lessons. Therefore, the integration of this methodology into English Language teaching, specifically for non-philological students, should be encouraged to better prepare them for real-world communication.

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DEVELOPING WRITING SKILLS THROUGH DIFFERENT TYPES OF ESSAYS AND LETTERS IN EFL LEARNING

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Abstract

This thesis examines the role of different types of essays and letters in developing writing skills among learners of English as a Foreign **Language** (EFL). Writing is considered one of the essential components of language learning, as it enables learners to express their ideas clearly and logically. The study analyzes several types of essays, including narrative, descriptive, and cause-and-effect essays, as well as different types of letters such as personal and formal letters. The research highlights how these writing genres contribute to the development of vocabulary, grammatical accuracy, and communicative competence among students. The findings suggest that incorporating various essay and letter writing tasks in EFL classrooms can significantly improve learners' writing abilities and overall language proficiency.

Keywords: writing skills, EFL learning, essay types, letter writing, academic writing, communicative competence.

Аннотация

Данная работа посвящена исследованию роли различных типов эссе и писем в развитии навыков письменной речи у студентов, изучающих английский язык как иностранный (EFL). Письменная речь является важным компонентом изучения языка, поскольку она позволяет учащимся ясно и логично выражать свои мысли. В исследовании рассматриваются различные типы эссе, включая повествовательные, описательные и причинно-следственные эссе, а также различные виды писем, такие как личные и официальные письма. Особое внимание уделяется тому, как данные письменные жанры

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способствуют развитию словарного запаса, грамматической точности и коммуникативной компетенции учащихся. Результаты исследования показывают, что использование различных типов эссе и писем в обучении EFL способствует эффективному развитию навыков письменной речи и повышению уровня владения языком.

Ключевые слова: навыки письма, обучение EFL, типы эссе, письмо, академическое письмо, коммуникативная компетенция.

Annotatsiya

Ushbu tezis ingliz tilini chet tili sifatida o'rganayotgan talabalarida yozma nutq ko'nikmalarini rivojlantirishda turli xil insho va maktub turlarining ahamiyatini o'rganishga bag'ishlangan. Yozish ko'nikmasi til o'rganish jarayonining muhim komponentlaridan biri bo'lib, u talabalar fikrlarini aniq va mantiqiy ifodalashga yordam beradi. Tadqiqotda narrative, descriptive, cause-and-effect kabi insho turlari hamda shaxsiy va rasmiy maktublarning o'quv jarayonidagi o'rni tahlil qilinadi. Shuningdek, ushbu yozma janrlar orqali talabalarning til boyligi, grammatik to'g'riligi va muloqot kompetensiyasini rivojlantirish imkoniyatlari ko'rib chiqiladi. Tadqiqot natijalari turli xil yozma mashqlar va janrlarni qo'llash EFL o'quvchilarining yozma nutqini samarali rivojlantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: yozish ko'nikmasi, EFL ta'limi, insho turlari, maktub turlari, akademik yozuv, kommunikativ kompetensiya.

Introduction

Writing is one of the most important skills in learning English as a Foreign Language (EFL). It enables learners to express their ideas, opinions, and knowledge in a clear and organized way. In modern language education, writing is not only a tool for communication but also a means of developing critical thinking and language competence. Therefore, improving students' writing skills has become one of the main objectives of English language teaching.

Different types of essays and letters play a significant role in developing learners' writing abilities. Essay writing helps students organize their thoughts, develop arguments, and present information logically. For example, narrative essays allow learners to share personal experiences, descriptive essays help them use vivid language and sensory details, and cause-and-effect essays develop analytical thinking. These essay types encourage students to practice different writing styles and improve their overall language proficiency. In addition to essays, letter writing is also an important component of writing instruction. Personal and formal letters help students learn how to communicate effectively in different social and professional contexts. Through letter writing, learners develop practical writing skills such as structuring ideas, using appropriate vocabulary, and following specific writing conventions. The aim of this study is to explore how different types of essays and letters contribute to the development of writing skills in EFL learning. The study also highlights the importance of incorporating various writing tasks into the language classroom to help students improve their communicative competence and academic writing abilities.

Main Part

Different types of essays and letters play an important role in developing writing skills in EFL learning. Each writing genre helps students practice different language structures, expand their vocabulary, and improve their ability to express ideas clearly. One of the most common essay types used in language learning is the **narrative essay**. In this type of essay, students describe personal experiences or events. Narrative essays help learners practice storytelling, use chronological order, and develop their ability to write in a coherent and engaging way.

Another important type is the **descriptive essay**, which focuses on describing a person, place, object, or event. Descriptive essays encourage students to use vivid vocabulary, sensory

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details, and imagery. This type of writing helps learners improve their creativity and develop more expressive language skills. The **cause-and-effect essay** is also widely used in academic writing. In this essay, students analyze the reasons behind a particular situation and explain its consequences. Writing cause-and-effect essays helps learners develop logical thinking and understand the relationship between different ideas.

In addition to essays, **letter writing** is an important part of writing instruction in EFL classrooms. Personal letters allow students to express feelings and share personal information in an informal way. Formal letters, on the other hand, help students learn professional communication skills and follow specific writing formats. Through writing different types of letters, students improve their ability to communicate effectively in both personal and professional contexts.

Overall, practicing various types of essays and letters helps EFL learners develop their writing competence, organize their ideas more effectively, and improve their overall language proficiency.

Conclusion

In conclusion, developing writing skills is an essential part of learning English as a Foreign Language (EFL). Different types of essays and letters provide valuable opportunities for students to practice organizing their ideas, using appropriate vocabulary, and expressing their thoughts clearly. Narrative, descriptive, and cause-and-effect essays help learners develop creativity, analytical thinking, and logical writing structure. In addition, writing personal and formal letters allows students to improve their practical communication skills in both informal and professional contexts. Therefore, incorporating different essay and letter writing activities into the EFL classroom can significantly enhance students' writing competence and overall language proficiency.

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DER EINSATZ MODERNER PÄDAGOGISCHER TECHNOLOGIEN IM DEUTSCHUNTERRICHT UND DIE EFFEKTIVE NUTZUNG DIGITALER RESSOURSEN

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Annotatsiya

Bugungi kunda ta'lim tizimida zamonaviy pedagogik texnologiyalar va raqamli resurslardan foydalanish muhim ahamiyat kasb etmoqda. Ayniqsa, xorijiy tillarni o'qitishda innovatsion metodlar va axborot texnologiyalaridan foydalanish o'quv jarayonining samaradorligini oshiradi. Ushbu maqolada nemis tili darslarida zamonaviy pedagogik texnologiyalarni qo'llash, raqamli resurslardan samarali foydalanish hamda interaktiv metodlarning ahamiyati tahlil qilinadi. Shuningdek, o'quv jarayonida raqamli vositalarning afzalliklari va ulardan foydalanishdagi muammolar ko'rib chiqiladi.

Kalit so'zlar: zamonaviy pedagogik texnologiyalar, nemis tili darsi, raqamli resurslar, interaktiv metodlar, innovatsion ta'lim

Annotation:

in der modernen Bildungslandschaft spielen pädagogische Innovationen und digitale Technologien eine immer wichtigere Rolle. Besonders im Fremdsprachenunterricht tragen moderne Lehrmethoden und digitale Ressourcen zur Verbesserung der Unterrichtsqualität bei. Der vorliegende Artikel untersucht den Einsatz moderner pädagogischer Technologien im Deutschunterricht und analysiert Möglichkeiten zur effektiven Nutzung digitaler Ressourcen im Lernprozess.

Schlüsselwörter: moderne pädagogische Technologien, Deutschunterricht, digitale Ressourcen, interaktive Methoden, innovative Bildung

Annotation

In modern education systems, the use of innovative pedagogical technologies and digital resources has become increasingly important. Particularly in foreign language teaching, the integration of modern teaching methods and information technologies improves the effectiveness of the learning process. This article analyzes the application of modern pedagogical technologies in German language teaching and examines the effective use of digital resources in the classroom.

Keywords: modern pedagogical technologies, German language teaching, digital resources, interactive methods, innovative education

In der heutigen globalisierten Welt spielt die Fremdsprachenbildung eine wichtige Rolle im Bildungsprozess. Besonders der Deutschunterricht gewinnt in vielen Ländern zunehmend an Bedeutung, da Deutsch eine der wichtigsten Sprachen in Wissenschaft, Wirtschaft und Kultur ist. Gleichzeitig entwickelt sich das Bildungssystem ständig weiter, und moderne pädagogische Technologien werden zu einem unverzichtbaren Bestandteil des Unterrichtsprozesses. Die Integration moderner Technologien und digitaler Ressourcen in den Unterricht ermöglicht es Lehrern, effektiver zu arbeiten und den Lernprozess interessanter und interaktiver zu gestalten. Digitale Werkzeuge bieten neue Möglichkeiten für Kommunikation, Zusammenarbeit und selbstständiges Lernen. Daher wird der Einsatz moderner pädagogischer Technologien im Deutschunterricht zu einem wichtigen Faktor für die Verbesserung der Qualität des Fremdsprachenunterrichts. Das Ziel dieses Artikels besteht darin, die Rolle moderner pädagogischer

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Technologien im Deutschunterricht zu analysieren und Möglichkeiten für eine effektive Nutzung digitaler Ressourcen im Lernprozess zu untersuchen. Moderne pädagogische Technologien umfassen verschiedene Methoden, Strategien und digitale Werkzeuge, die im Unterricht eingesetzt werden, um den Lernprozess effektiver zu gestalten. Diese Technologien basieren auf innovativen didaktischen Ansätzen, die den Lernenden in den Mittelpunkt des Unterrichts stellen.

Zu den wichtigsten modernen pädagogischen Technologien gehören:

- *interaktive Lernmethoden*
- *projektbasiertes Lernen*
- *kollaboratives Lernen*
- *problemorientiertes Lernen*
- *Blended Learning*
- *E-Learning*

Diese Technologien fördern nicht nur den Erwerb von Wissen, sondern auch die Entwicklung von kritischem Denken, Kreativität und Kommunikationsfähigkeiten. Besonders im Fremdsprachenunterricht ermöglichen sie eine authentische Sprachpraxis und eine aktive Beteiligung der Lernenden. Im Deutschunterricht können moderne pädagogische Technologien dazu beitragen, die Motivation der Schüler zu erhöhen und den Unterricht abwechslungsreicher zu gestalten.

Digitale Technologien haben den Unterricht grundlegend verändert. Früher war der Unterricht hauptsächlich lehrerzentriert, während heute digitale Plattformen und Online-Ressourcen den Lernenden mehr Möglichkeiten zum selbstständigen Lernen bieten. Im Deutschunterricht können verschiedene digitale Technologien eingesetzt werden, zum Beispiel:

- *Lernplattformen*
- *Online-Wörterbücher*
- *Sprachlern-Apps*
- *digitale Präsentationen*
- *Videos und Podcasts*
- *interaktive Übungen*

Digitale Technologien ermöglichen es den Lernenden, authentische Sprachmaterialien zu nutzen, wie zum Beispiel deutsche Nachrichten, Filme oder Interviews. Dadurch wird der Sprachunterricht realitätsnaher und interessanter. Außerdem erleichtern digitale Werkzeuge die Kommunikation zwischen Lehrern und Lernenden sowie zwischen den Lernenden selbst.

Effektive Nutzung digitaler Ressourcen sind immer wichtig, aus diesem Grund kann ich viele Beispiele hervorrufen. Digitale Ressourcen spielen eine wichtige Rolle im modernen Fremdsprachenunterricht. Sie bieten eine große Vielfalt an Lernmaterialien und unterstützen verschiedene Lernstile. Zu den wichtigsten digitalen Ressourcen im Deutschunterricht gehören:

- *Online-Lernplattformen*
- *E-Books und digitale Lehrbücher*
- *Sprachlern-Apps*
- *Videos und Multimedia-Inhalte*
- *Online-Tests und Quiz*

Ein großer Vorteil digitaler Ressourcen besteht darin, dass sie jederzeit und überall verfügbar sind. Dadurch können Lernende ihr Lernen selbst organisieren und ihr eigenes Lerntempo bestimmen. Darüber hinaus ermöglichen digitale Ressourcen eine individualisierte Lernumgebung, in der jeder Lernende entsprechend seinen Fähigkeiten und Bedürfnissen lernen kann.

Interaktive Methoden sind ein wichtiger Bestandteil moderner pädagogischer Technologien.

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Sie fördern die aktive Beteiligung der Lernenden und verbessern die Kommunikation im Unterricht. Zu den wichtigsten interaktiven Methoden gehören:

- *Diskussionen*
- *Rollenspiele*
- *Gruppenarbeit*
- *Präsentationen*
- *Projekte*

Diese Methoden helfen den Lernenden, ihre Sprachkenntnisse in realistischen Situationen anzuwenden. Besonders Rollenspiele und Diskussionen fördern die mündliche Kommunikation und das Selbstvertrauen der Lernenden. Durch den Einsatz digitaler Werkzeuge können diese Methoden noch effektiver gestaltet werden.

Vorteile der digitalen Technologien im Deutschunterricht gibt es immer und spielen wichtige Rolle. Der Einsatz digitaler Technologien im Deutschunterricht bietet viele Vorteile:

Erstens erhöhen digitale Technologien die Motivation der Lernenden. Interaktive Aufgaben, Videos und Spiele machen den Unterricht interessanter.

Zweitens ermöglichen digitale Technologien ein individuelles Lernen. Lernende können Materialien auswählen, die ihrem Niveau entsprechen.

Drittens fördern digitale Technologien die Zusammenarbeit zwischen den Lernenden.

Viertens erleichtern digitale Technologien die Bewertung und Kontrolle des Lernfortschritts.

Trotz vieler Vorteile gibt es auch einige Herausforderungen beim Einsatz digitaler Technologien im Unterricht. Eine der größten Herausforderungen ist der Mangel an technischer Ausstattung in einigen Bildungseinrichtungen. Nicht alle Schulen verfügen über ausreichend Computer oder Internetzugang. Ein weiteres Problem ist die unzureichende digitale Kompetenz einiger Lehrkräfte. Deshalb ist eine regelmäßige Weiterbildung für Lehrer notwendig. Außerdem kann eine übermäßige Nutzung digitaler Technologien zu Ablenkungen führen. Die digitale Transformation der Bildung wird sich in Zukunft weiter entwickeln. Neue Technologien wie künstliche Intelligenz, virtuelle Realität und adaptive Lernsysteme werden den Fremdsprachenunterricht weiter verändern. Im Deutschunterricht können diese Technologien dazu beitragen, personalisierte Lernumgebungen zu schaffen und den Lernprozess effektiver zu gestalten. Daher ist es wichtig, dass Bildungseinrichtungen digitale Innovationen aktiv in den Unterricht integrieren. Zusammenfassend lässt sich sagen, dass moderne pädagogische Technologien und digitale Ressourcen eine wichtige Rolle im Deutschunterricht spielen. Sie tragen dazu bei, den Unterricht interaktiver, effektiver und motivierender zu gestalten. Der Einsatz digitaler Technologien ermöglicht neue Formen des Lernens und verbessert die Qualität des Fremdsprachenunterrichts. Gleichzeitig ist es wichtig, dass Lehrer über ausreichende digitale Kompetenzen verfügen und digitale Werkzeuge sinnvoll im Unterricht einsetzen. Die Zukunft des Deutschunterrichts liegt in der Kombination traditioneller Methoden mit modernen digitalen Technologien.

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS

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Abstract

This article explores the pedagogical and methodological foundations of applying innovative technologies, including gamification, in the teaching process. Drawing on academic sources, it examines the influence of modern methodologies on education, with particular attention to their role in enhancing students' motivation, engagement, and communicative competence. Special emphasis is placed on gamification as an approach that integrates game elements into the learning environment to make lessons more interactive and engaging. The study also considers the practical challenges of implementing these approaches in real classroom settings and highlights the importance of teacher readiness and adaptability. In addition, it emphasizes the need for a supportive learning environment that encourages active participation and collaboration among students. The findings suggest that integrating contemporary teaching approaches, particularly gamification, into the learning process not only increases student participation but also promotes more effective and lasting knowledge acquisition.

Key words: Gamification, Gamified learning, Innovative teaching methods, Pedagogical technologies, Cognitive Load Theory, Intrinsic motivation, Extrinsic motivation, Reinforcement, Student engagement, Active learning, Interactive learning, Knowledge retention, Digital learning platforms, Kahoot, Quizlet, Quizizz, Duolingo, Points and leaderboards, Role-playing activities, Collaborative learning, Motivation in education, Learning outcomes, Pedagogical effectiveness, Modern classroom teaching, 21st-century skills, Critical thinking, Problem-solving, Student-centered learning, Communication skills, Educational innovation, Classroom interactivity.

In the 21st century, the introduction of innovative pedagogical technologies into the education system has become increasingly important. In particular, enhancing students' motivation, ensuring their active participation during lessons, and developing their independent learning skills have emerged as key priorities in educational institutions. Modern pedagogical theory offers a variety of methods aimed at organizing the learning process in an interactive and effective way, among which gamification stands out as one of the most efficient approaches. Gamification is a pedagogical approach that involves the integration of game elements into non-game contexts, especially the educational process, in order to increase learners' engagement. This method helps make the learning process more engaging, interactive, and effective. With the rapid development of modern educational technologies, gamification techniques have been increasingly incorporated into teaching methodologies, providing new opportunities to improve student learning outcomes and overall classroom experience.

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The concept of gamification is grounded in pedagogical and psychological theories, particularly motivation theory, constructivist learning theory, and active learning approaches. According to motivation theory, both intrinsic and extrinsic factors play a crucial role in encouraging students to engage actively in the learning process. Game elements are especially effective in strengthening these motivational factors. In the process of gamification, the following key elements are commonly applied:

- *point systems*
- *leaderboards*
- *levels*
- *rewards and incentives*
- *game-based tasks*

These elements help create a sense of competition within the learning environment, thereby increasing students' interest and engagement in lessons. Researchers consider gamification to be an innovative pedagogical approach that contributes to making the learning process more active, interactive, and effective. In modern classrooms, gamification plays a significant role in enhancing the overall quality of the learning process. One of its main advantages is its ability to increase students' motivation by transforming traditional lessons into more engaging and interactive experiences. When students are actively involved through game-like activities, they tend to show greater interest and enthusiasm toward learning tasks. Furthermore, gamification supports the development of essential 21st-century skills, such as critical thinking, problem-solving, collaboration, and communication. By participating in game-based tasks, students are encouraged to think creatively, make decisions, and work effectively both individually and in teams. This not only improves their academic performance but also prepares them for real-life challenges. Another important aspect is that gamification allows for immediate feedback through points, levels, and rewards, which helps students track their progress and stay motivated. It also creates a positive and competitive learning environment where students feel more confident and willing to participate. As a result, gamification contributes to a more student-centered approach, making education more effective, dynamic, and enjoyable.

In contemporary education, digital platforms play an essential role in the effective implementation of gamification. Widely used platforms such as Kahoot, Quizlet, Quizizz, and Duolingo incorporate game-like features that transform traditional learning into a more dynamic and engaging experience. These tools utilize elements such as points, badges, levels, timed challenges, and instant feedback, which significantly increase students' interest and active participation in the learning process. For example, research conducted using the Kahoot platform demonstrates that students become more attentive and actively involved during lessons. They show greater enthusiasm, improved concentration, and a higher willingness to participate in classroom activities. Similarly, platforms like Quizlet and Quizizz support personalized learning by allowing students to practice at their own pace, while Duolingo effectively applies gamification to language learning through continuous progress tracking and reward systems. Moreover, these digital tools contribute to the creation of an interactive and student-centered learning environment. They encourage collaboration through group activities, peer competition, and shared learning experiences. As a result, students not only acquire knowledge but also develop important social and communicative skills. In addition, teachers can easily monitor students' performance and provide immediate feedback, which helps identify learning gaps and improve instructional strategies.

Numerous scientific studies confirm that gamification significantly enhances the effectiveness of the educational process. By integrating game elements into teaching, educators can address both cognitive and emotional aspects of learning, making lessons more meaningful and memorable. Research findings indicate that gamification positively influences several key areas of student development.

Firstly, it increases students' intrinsic and extrinsic motivation by creating a sense of achievement and progress. Secondly, it strengthens active participation, as students are more likely to engage in tasks that are interactive and enjoyable. Thirdly, gamification facilitates deeper

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understanding by encouraging learners to apply knowledge in practical, problem-solving situations rather than simply memorizing information. In addition, gamified learning environments support long-term retention of knowledge. When students learn through experience, repetition, and reward-based systems, they are more likely to remember and apply what they have learned over time. Studies also show that students in gamified classrooms often demonstrate higher academic performance compared to those in traditional settings. Furthermore, gamification fosters a healthy competitive atmosphere, where students are motivated to improve their performance while respecting their peers. At the same time, it promotes cooperation through team-based activities and shared goals. This balance between competition and collaboration makes the learning process more inclusive and effective. Overall, gamification serves as a powerful pedagogical tool that enhances both the quality of education and students' overall learning experience.

The use of gamification in classroom teaching has proven to be an effective strategy for increasing students' engagement, motivation, and overall participation in the learning process. By integrating game elements into lessons, educators can transform traditional instruction into a more interactive and dynamic experience, encouraging students to take an active role in their own learning.

Interactive Quizzes-Teachers can organize quizzes using digital platforms such as Kahoot or Quizizz, turning review sessions into engaging competitions. These quizzes allow students to test their understanding of the material in a fun, low-pressure environment while receiving immediate feedback. The competitive element motivates students to perform better and stay focused, enhancing both short-term engagement and long-term retention.

Knowledge and Skill Games-Platforms like Quizlet provide opportunities for students to learn and reinforce material through game-like exercises. These activities promote active recall and repetition, which are essential for solidifying understanding. By converting memorization or practice into a game format, students experience higher levels of motivation and enjoyment, which encourages consistent participation and deeper learning.

Role-Playing Activities-Role-playing exercises enable students to simulate real-life or problem-solving scenarios. This approach encourages the application of knowledge in practical contexts, fosters collaboration, and develops critical thinking and communication skills. By actively participating in these simulations, students gain a better understanding of the concepts being taught and learn how to adapt their knowledge to different situations.

Points, Badges, and Leaderboards-Implementing a points system and tracking student progress through leaderboards adds a motivational dimension to classroom activities. Students receive recognition for completing tasks and achieving milestones, which can drive continued engagement. Badges and other rewards further reinforce positive behavior and encourage students to set personal learning goals. Overall, gamification in the classroom creates a more student-centered learning environment. It not only increases participation and motivation but also supports collaborative learning, problem-solving, and practical application of knowledge. By making lessons interactive, enjoyable, and goal-oriented, gamification helps students develop both academic skills and essential 21st-century competencies, ultimately enhancing the effectiveness and quality of education.

- **Cognitive Load Theory** Gamified learning helps manage cognitive load by breaking complex tasks into smaller, more manageable components. This approach allows students to focus on one element at a time, reducing mental overload and making it easier to understand and process information. By structuring tasks gradually and providing immediate feedback, learners can build knowledge step by step, which enhances comprehension and long-term retention. For instance, game-based exercises often present challenges in levels or stages, ensuring that students are not overwhelmed and can progressively master more difficult concepts.
- **Intrinsic Motivation** Intrinsic motivation is the drive to engage in an activity for the inherent enjoyment or satisfaction it provides, rather than for an external reward. Gamified

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learning increases intrinsic motivation by making lessons enjoyable, interactive, and stimulating. When students experience fun and engagement during learning, they are more likely to take initiative, explore ideas independently, and persist through challenging tasks. This internal drive is crucial for deep learning, as students are actively involved in processing and applying knowledge rather than passively receiving it.

- **Extrinsic Motivation** Although intrinsic motivation is vital, extrinsic motivators such as points, badges, certificates, or recognition play a complementary role in gamified learning. These rewards are especially effective in maintaining engagement during the early stages of learning difficult subjects, helping students stay focused and consistent. By combining intrinsic enjoyment with extrinsic reinforcement, educators can create a balanced motivational environment that encourages both persistence and achievement.
- **Reinforcement** Positive reinforcement is a core principle in gamified learning. Rewards, achievements, and progress indicators not only acknowledge students’ efforts but also encourage the repetition of productive learning behaviors. Reinforcement strengthens knowledge acquisition by linking success with immediate feedback, motivating students to continue engaging with learning activities and reinforcing their understanding of the material.
- **Practical Implications** By integrating these concepts, gamified learning creates a highly interactive and effective educational environment. Tasks are structured to manage cognitive load, motivation is supported both intrinsically and extrinsically, and reinforcement ensures consistent engagement and knowledge retention. This combination allows students to approach complex concepts with confidence, participate actively in lessons, and retain information for longer periods. Furthermore, gamified learning promotes collaboration, problem-solving, and critical thinking, equipping students with essential skills for both academic and real-world contexts.

Overall, the cognitive, motivational, and reinforcement aspects of gamification make it a powerful pedagogical tool, transforming traditional learning into a dynamic and student-centered process that fosters engagement, understanding, and lasting mastery of knowledge.

Gamification has emerged as one of the most innovative and effective approaches in modern education, combining pedagogical, psychological, and technological principles to create engaging, interactive, and student-centered learning experiences. Across all aspects of teaching—whether in managing cognitive load, enhancing motivation, promoting active participation, or improving knowledge retention—gamification demonstrates significant educational benefits. From a cognitive perspective, gamified learning helps break complex tasks into smaller, manageable parts, reducing cognitive overload and facilitating better comprehension and long-term retention. By structuring lessons into levels, stages, or game-based challenges, students can gradually build understanding and master increasingly complex concepts without feeling overwhelmed. This step-by-step approach also develops problem-solving and critical thinking skills, as learners actively engage with the material rather than passively consuming information.

From a motivational standpoint, gamification supports both intrinsic and extrinsic motivation. Intrinsic motivation is strengthened when students enjoy the learning process itself, finding satisfaction in participation, exploration, and mastery. Extrinsic motivation, through rewards, points, badges, or recognition, provides additional reinforcement, particularly helpful in sustaining engagement during challenging or repetitive tasks. The combination of internal and external motivators creates a balanced environment where students remain focused, persistent, and enthusiastic about learning.

Reinforcement mechanisms embedded in gamified learning—such as immediate feedback, rewards, and progress tracking—further enhance the learning process by encouraging repetition of

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productive behaviors and solidifying knowledge. Students receive clear indicators of their achievements, which not only builds confidence but also fosters a sense of accomplishment and personal growth.

The integration of digital platforms such as Kahoot, Quizlet, Quizizz, and Duolingo amplifies these benefits by making lessons interactive, visually engaging, and collaborative. These platforms allow for real-time quizzes, vocabulary games, role-playing scenarios, and leaderboard tracking, encouraging both competition and cooperation among students. Research demonstrates that using these tools increases participation, accelerates knowledge acquisition, and fosters communicative and collaborative skills.

In language learning and broader classroom contexts, gamification supports the development of essential 21st-century competencies, including critical thinking, problem-solving, communication, and teamwork. Role-playing activities, interactive tasks, and game-based exercises create practical, real-life applications of knowledge, helping students apply what they learn beyond the classroom. The result is a holistic, student-centered approach that promotes active engagement, sustained learning, and personal development.

Overall, the pedagogical effectiveness of gamification is well-established. It creates a dynamic and motivating learning environment, enhances understanding and retention, encourages participation and collaboration, and supports the development of critical cognitive and social skills. By transforming traditional instruction into an engaging, goal-oriented, and interactive experience, gamification empowers students to take ownership of their learning.

In conclusion, gamification represents a transformative strategy for modern education. Its principles—managing cognitive load, fostering motivation, providing reinforcement, and leveraging digital platforms—work together to enhance the quality and effectiveness of teaching and learning. The approach not only improves academic outcomes but also prepares students for lifelong learning, adaptability, and success in a rapidly evolving, technology-driven world. Gamified education, therefore, is not just a method but a comprehensive framework for creating meaningful, enjoyable, and lasting learning experiences.

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VARIETY OF ASSESSMENT TOOLS FOR EVALUATION OF LANGUAGE PROFICIENCY

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Abstract

Assessment is considered as a key components of all education process and plays an important role in a student's learning and measuring his achievements. Finding the most effective type of assessment tools and using it in the classroom assessment helps teacher to improve the quality of the lesson and evaluate students' language proficiency. This article discusses the significance of different types of assessment tools for evaluation students' language learning in the classroom.

Keywords: Assessment, assessment tools, language proficiency.

Annotatsiya

Baholash barcha ta'lim jarayonlarining asosiy tarkibiy qismi sifatida qaraladi va o'quvchining o'rganishi va uning yutuqlarini o'lchashda muhim rol o'ynaydi, baholashning eng samarali vositalarini topish va undan sinfda foydalanish o'qituvchiga dars sifatini oshirishga va talabalarning til bilishini to'g'ri baholashga yordam beradi. Ushbu maqolada o'quvchilarning sinfda til o'rganishini baholashda baholash vositalarining ahamiyati va turlari haqida muhokama qilinadi.

Kalit so'zlar: baholash, baholash vositalari, til bilish darajasi.

Аннотация

Оценка рассматривается как ключевой компонент всего учебного процесса и играет важную роль в обучении учащегося и измерении его достижений. Поиск наиболее эффективного типа инструментов оценки и использование его в классе помогает учителю повысить качество урока и оценка уровня владения языком студентов. В этой статье обсуждаются значимость и различные типы инструментов оценки для оценки изучения языка учащимися в классе.

Ключевые слова: оценка, инструменты оценки, владение языком.

As English has become an international language all around the world, it is an important means of communication among people of different cultures and languages. At present, as the number of English learners is growing, different teaching methods have been experimented with to see the effectiveness of English language teaching. The President of Uzbekistan, Shavkat Mirziyoyev, pays special attention to this sphere, which has an important place in ensuring the future of the country and its development. In the Decree of the President of Uzbekistan Shavkat Mirziyoyev "On Uzbekistan's development Strategy" is mentioned about achieving major improvement of in the quality of general secondary education, facilitating in-depth study of foreign languages, computer science, and other important and popular disciplines.

Assessment is one of the main parts of the lesson and it has a crucial role in the teaching process. It will be accurate to look through some definitions to the term "assessment" given by the scientists. Professor J.J. Jalolov, G.T. Makhkamova and Sh.S. Ashurov [3] stated, the «Assessment» is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. In general, assessment is collecting data for revealing the level of students' language proficiency

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achieved within a certain time period. In language assessment, we gather information in a systematic way with the help of language testing tools.

Language teachers are often faced with the responsibility of selecting or developing language tests for their classrooms and programs. However, deciding which testing alternatives are the most appropriate for a particular language education context can be daunting, especially given the increasing variety of instruments, procedures, and practices available for language testing. Such alternatives include not only test types with long traditions of use—such as multiple choice, matching, true-false, and fill-in-the-blank tests; cloze and dictation procedures; essay exams; and oral interviews—but also tests differing in scope and structure from these well-known options. A number of foreign scientists have mentioned that technological developments have led to a number of new language testing formats, including computer-based and computer-adaptive tests [1.,2.,8],audiotape-based oral proficiency interviews [4.,7], and web-based testing [6].

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students’ progress towards achieving year-end learning outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals. The different tools and techniques used in classroom assessment are the following: Observation, Self-Reporting, Testing; Anecdotal Records, Check Lists, Rating Scales and rubrics; Portfolios, Interviews; Projects and presentations; Quizzes and Examinations. These tools can be used in both summative and formative assessment in the classroom.

Based on these assumptions following computer based assessment tools can be effective in measuring the students’ language performance in Uzbekistan as well:

- 1.**Google Forms:** These are used to create forms with hyperlinks, images, and videos. They are mainly used for surveying such as pre/post-course survey and for quizzes.
2. **Socrative.com:** A free web-based service that lets the students to access with prepared activities or on-the-fly questions to get immediate insight into understanding. It is Powerful and easy-to-use student-response system has the potential to support responsive teaching.
3. **Nearpod:** Nearpod works in the browser of any device to let you create or upload a slideshow, to which you then add your own questions. Interactive slideshow tool engages students, promotes collaboration
4. **Padlet:** A free website for collecting and sharing text, images, videos, and files.It acts as an online bulletin board where users place “digital sticky notes”. These digital stickies can contain text, web links, uploaded files, photos, and even video!
5. **Kahoot:** This is a popular free game based learning .It is used in educational technology in schools and other educational institutions. "Kahoots", are multiple-choice quizzes that allow user generation and can be accessed via a web browser.
6. **Quizlet:** Quizlet is mainly used for students to learn or revised the topics by studying with flashcards, games, and more. The Students who participate in it receive a rank that is generated based on their responses in less time.

In conclusion, it might be noticed that Assessment tools are used for the collection of information, to find out the progress of students, to what extent they reached the desired learning outcomes. It is used to measure a student’s expertise or knowledge of a given subject. The tools help the students recalibrate and give insights to differentiate instruction. It also allows the students to revise and reflect on formative assessments.

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THE INFLUENCE OF SOCIAL MEDIA ON ENGLISH BORROWINGS IN UZBEK YOUTH LANGUAGE, SOCIOLINGUISTIC ATTITUDES AND PEDAGOGICAL IMPLICATIONS

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Abstract

This thesis examines the influence of social media on the spread of English borrowings in Uzbek youth language, with special attention to sociolinguistic attitudes and their pedagogical implications. It explores how platforms such as Telegram, Instagram, and TikTok facilitate the adoption, adaptation, and functional use of English lexical items among young speakers. The study analyzes theoretical frameworks of language contact and sociolinguistics, highlighting processes of phonological, morphological, and semantic adaptation. Through review of recent empirical studies and observations, this work identifies benefits for communicative competence and challenges related to language purity and identity. The research aims to contribute to innovative approaches in foreign language teaching and corpus-based vocabulary development in Uzbek higher education.

Kalit so'zlar: English borrowings, social media, Uzbek youth language, sociolinguistic attitudes, language contact.

Аннотация

Данная статья исследует влияние социальных сетей на распространение английских заимствований в языке узбекской молодежи с особым вниманием к социолингвистическим установкам и педагогическим последствиям. В работе анализируется, как платформы Telegram, Instagram и TikTok способствуют принятию, адаптации и функциональному использованию английских лексических единиц среди молодых носителей. Исследование освещает теоретические основы языковых контактов и социолингвистики, подчеркивая процессы фонологической, морфологической и семантической адаптации. На основе обзора недавних эмпирических исследований и наблюдений данная работа выявляет преимущества для коммуникативной компетенции и трудности, связанные с лингвистической чистотой и идентичностью. Исследование направлено на внесение вклада в инновационные подходы к преподаванию иностранных языков и корпусному развитию лексики в высшем образовании Узбекистана.

Ключевые слова: английские заимствования, социальные сети, язык узбекской молодежи, социолингвистические установки, языковой контакт.

Annotatsiya

Ushbu maqola ijtimoiy tarmoqlarning o'zbek yoshlar tilidagi inglizcha o'zlashmalar tarqalishiga ta'sirini, sotsiolingvistik munosabatlar va pedagogik oqibatlariga alohida e'tibor qaratib o'rganadi. Unda Telegram, Instagram va TikTok kabi platformalar yosh gapiruvchilar orasida inglizcha leksik birliklarni qabul qilish, moslashtirish va funksional qo'llashni qanday osonlashtirishi tahlil qilinadi. Tadqiqot til aloqasi va sotsiolingvistika nazariy asoslarini yoritib, fonetik, morfologik va semantik moslashuv jarayonlarini ta'kidlaydi. So'nggi empirik tadqiqotlar va kuzatishlar tahlili asosida ushbu ish kommunikativ kompetentsiya afzalliklarini va til tozaligi hamda o'zlik bilan bog'liq muammolarni aniqlaydi. Tadqiqot xorijiy til o'qitishdagi innovatsion yondashuvlar va O'zbekiston oliy ta'limida korpusga asoslangan lug'at rivojiga hissa qo'shishni maqsad qiladi.

Kalit so'zlar: inglizcha o'zlashmalar, ijtimoiy tarmoqlar, o'zbek yoshlar tili, sotsiolingvistik munosabatlar, til aloqasi.

Introduction

The relevance of studying the influence of social media on English borrowings in Uzbek youth language has grown significantly with the rapid digitalization of communication.¹ Social networks have become powerful channels for lexical innovation, where English terms are frequently adopted by young speakers, shaping everyday discourse and cultural expression. English borrowings in this context include direct loans, hybrid forms, and adapted items that reflect modernity, prestige, and global connectivity.

This phenomenon holds particular importance for foreign language philology, affecting vocabulary acquisition, language attitudes, and teacher training. The objectives of this thesis include analyzing theoretical foundations of language contact in digital environments, examining sociolinguistic attitudes among Uzbek youth, and identifying pedagogical implications. The tasks encompass a comprehensive literature review, analysis of adaptation processes, and formulation of recommendations for integrating social media insights into English language curricula at pedagogical institutes.

Theoretical frameworks of English borrowings in social media and sociolinguistic attitudes

The theoretical frameworks are rooted in sociolinguistics and language contact theory. According to Crystal, intense social interaction in digital spaces accelerates borrowing, as English lexical items spread rapidly due to high frequency of use, informal style, and the prestige associated with global digital culture.¹

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Adaptation processes involve phonological changes (e.g., “selfie” → “selfi”), morphological integration (adding Uzbek suffixes such as -lash, -da, or -chi), and semantic shifts to fit local contexts (e.g., “reel” referring specifically to short video content on Instagram or TikTok). According to Herring, sociolinguistic attitudes play a key role: younger, urban, and educated speakers often view English borrowings positively as markers of modernity and competence (e.g., “trendga chiqish”, “viral bo‘ldi”, “content yaratmoq”), while older generations may express concerns about linguistic purity.²

Empirical observations from Uzbek social media corpora show that domains like entertainment, technology, and online interaction exhibit the highest concentration of borrowings such as “meme”, “challenge”, “influencer”, “hashtag”, and “story qilmoq”.³ These processes align with social constructivist principles, as meaning and new lexical forms are co-constructed through peer interactions online. Digital platforms also foster hybrid neologisms and code-mixing (e.g., “blok qilish”, “like bosish”, “offline bo‘ldim”), enriching expressive capacity but raising questions of identity preservation. Understanding these frameworks is vital for developing balanced, corpus-informed pedagogical strategies in higher education.

Practical implications and challenges of implementation

Although English borrowings via social media offer clear benefits for expanding communicative resources and enhancing learner motivation, their integration into educational practice presents several challenges. A primary issue is the generational and attitudinal divide: teachers and curriculum designers must address varying levels of acceptance among students and concerns about cultural identity.⁴ Differentiating instruction to accommodate diverse sociolinguistic backgrounds is essential for equitable learning.

Another challenge involves balancing authentic digital exposure with guidance on appropriate adaptation and avoidance of excessive code-mixing. Establishing a supportive classroom environment requires training in critical analysis of social media language and clear guidelines for distinguishing beneficial borrowings (such as “kontentchi” or “challenge o‘tkazish”) from those that may hinder native lexical development.

This section explores strategies such as project-based tasks analyzing real Telegram or Instagram posts containing words like “reel”, “meme”, or “viral”, peer collaborative activities for creating adapted lexical examples (e.g., turning “story” into “story qilmoq”), and the use of accessible digital tools for tracking borrowing patterns. Formative assessments focused on sociolinguistic awareness and alignment with learning objectives ensure these activities become integral rather than supplementary. By addressing these concerns thoughtfully, educators can leverage social media influence to strengthen vocabulary skills while promoting conscious language use.

Conclusion

In conclusion, the influence of social media on English borrowings in Uzbek youth language represents a dynamic aspect of contemporary linguistic evolution, marked by distinctive sociolinguistic attitudes and adaptation processes. This thesis has examined relevant theoretical frameworks, highlighted practical manifestations in digital communication, and discussed implications for language pedagogy. Social networks continue to drive lexical innovation, providing opportunities for enriched expression while necessitating balanced responses to preserve linguistic and cultural integrity.

Strategic integration of social media analysis into foreign language teaching can enhance students’ sociolinguistic competence and prepare them for effective multilingual communication in the digital era. As Uzbekistan advances digital education, embracing these realities will be crucial

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for training future philologists and language educators. Future research should include longitudinal studies of attitude shifts and the creation of teaching materials that address borrowings in youth discourse.

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3 sho'ba

**ADVANTAGES AND CHALLENGES OF
IMPLEMENTING FOREIGN EXPERIENCE IN
THE EDUCATIONAL PROCESS.**



THE ROLE OF AI CHATBOTS IN IMPROVING SPEAKING SKILLS OF FOREIGN LANGUAGE LEARNERS

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Annotatsiya: Nutq ko'nikmalari har qanday tilni o'rganishda muhim ahamiyatga ega, biroq an'anaviy darslar ushbu ko'nikmalarni rivojlantirishda ayrim cheklovlarga ega bo'lishi mumkin. So'nggi yillarda sun'iy intellekt (AI) asosidagi chat-botlar til o'rganish jarayonini tubdan o'zgartirib, o'quvchilarga interaktiv va individual mashq qilish imkoniyatlarini taqdim etmoqda. Ushbu maqolada AI chat-botlarning nutq ko'nikmalarini rivojlantirishdagi afzalliklari, cheklovlari hamda samarali qo'llash usullari tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, chat-botlar talaffuz, grammatika va lug'at boyligini rivojlantirishga yordam beradi, motivatsiyani oshiradi hamda stresssiz muhit yaratish orqali o'quvchilarning gapirishga bo'lgan ishonchini mustahkamlaydi. Shuningdek, maqolada chat-botlardan foydalanish jarayonida yuzaga keladigan texnik, lingvistik va kontekstual cheklovlarni bartaraf etish bo'yicha tavsiyalar ham berilgan. Xulosa qilib aytganda, AI chat-botlar to'g'ri qo'llanilganda nutq ko'nikmalarini samarali rivojlantirish uchun kuchli vosita bo'lib xizmat qiladi.

Kalit so'zlar: Sun'iy intellekt chat-boti, nutq ko'nikmalari, og'zaki muloqot, til o'rganish, talaffuz, moslashuvchan o'rganish, interaktiv o'rganish, til o'rganish texnologiyalari, motivatsiya, onlayn ta'lim

Аннотация: Навыки устной речи играют важную роль в изучении любого языка, однако традиционные занятия могут иметь определённые ограничения в развитии этих навыков. В последние годы чат-боты на основе искусственного интеллекта (AI) значительно трансформировали процесс изучения языков, предоставляя обучающимся интерактивные и персонализированные возможности для практики. В данной статье анализируются преимущества, ограничения и эффективные методы применения AI-чат-ботов в развитии навыков устной речи. Результаты исследования показывают, что чат-боты способствуют улучшению произношения, грамматики и словарного запаса, повышают мотивацию и создают стресс-свободную среду обучения, тем самым укрепляя уверенность учащихся в говорении. Кроме того, в статье предлагаются рекомендации по преодолению технических, лингвистических и контекстуальных ограничений, связанных с использованием чат-ботов. В заключение можно отметить, что при правильном применении AI-чат-боты являются мощным инструментом для эффективного развития навыков устной речи.

Ключевые слова: AI-чат-бот, навыки устной речи, устная коммуникация, изучение языков, произношение, адаптивное обучение, интерактивное обучение, технологии изучения языков, мотивация, онлайн-образование.

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Abstract: Speaking skills play a crucial role in learning any language; however, traditional classes may have limitations in developing these skills. In recent years, artificial intelligence (AI) chatbots have fundamentally transformed the language learning process, providing learners with interactive and personalized practice opportunities. This article analyzes the advantages, limitations, and effective application methods of AI chatbots in developing speaking skills. Research shows that chatbots enhance pronunciation, grammar, and vocabulary, increase motivation, and create a stress-free environment, thereby strengthening learners' confidence in speaking. Additionally, the article provides recommendations for addressing technical, linguistic, and contextual limitations associated with chatbots. In conclusion, AI chatbots, when applied correctly, serve as a powerful tool for effectively developing speaking skills.

Keywords: AI chatbot, speaking skills, oral communication, language learning, pronunciation, adaptive learning, interactive learning, language learning technologies, motivation, online education

Introduction

Speaking skills are among the most important competencies in learning any language. Language learning is not limited to knowing grammar rules or expanding vocabulary; it also requires the ability to use language practically, express thoughts freely, and participate in communication confidently. In traditional language learning methods, learners are often limited by classroom environments and teacher resources, which prevents them from engaging in regular practice or receiving real-time feedback. Consequently, the development of speaking skills is often slow and less effective.

In recent years, the rapid advancement of artificial intelligence (AI) technologies has fundamentally changed the language learning process. Specifically, AI chatbots provide learners with continuous practice opportunities and help evaluate pronunciation, grammar, and word choice skills in real time. AI-based platforms such as ChatGPT, Duolingo Max, and Elsa Speak offer learners personalized learning strategies, motivate them, and make the learning process interactive and engaging. Furthermore, AI chatbots create a stress-free environment, which is especially important for learners who lack confidence in speaking.[2]

This article examines the advantages, limitations, and practical applications of AI chatbots in developing foreign language learners' speaking skills. It reviews previous studies, empirical findings, and recommendations for the effective use of chatbots. The analysis aims to clarify the role of AI chatbots in language learning, their potential, and future development directions.

Benefits of Using AI Chatbots for Speaking and Methods of Application

AI chatbots provide learners with an interactive and efficient environment for language learning. In traditional classes, learners often practice under limited time and teacher supervision, which can restrict the development of speaking skills. AI chatbots, on the other hand, offer an individualized approach, providing exercises tailored to each user's proficiency, error patterns, and pronunciation abilities. Platforms like ChatGPT, Elsa Speak, and Duolingo analyze learners' pronunciation and provide real-time corrections. This allows learners to immediately recognize and correct their mistakes, enhancing the effectiveness of speaking practice and adapting the learning process to individual needs.[3]

AI chatbots also encourage learners to communicate and create a stress-free environment. Many learners feel shy or anxious when speaking a new language, especially in front of peers or teachers. AI chatbots reduce this anxiety because they do not judge mistakes and provide continuous support. As a result, learners are more willing to express themselves freely and engage in speaking exercises more often. Studies show that chatbots boost learners' confidence, accelerate

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the development of speaking skills, and strengthen practical communication abilities.[2]

Furthermore, AI chatbots use adaptive learning systems to develop individualized strategies. For example, if a learner makes grammatical errors or chooses incorrect words, the system suggests additional exercises and explanations. This “adaptive learning” approach creates a personalized learning path that strengthens learners’ weaknesses and enhances their speaking skills more effectively. Additionally, chatbots analyze learners’ learning pace, proficiency level, and progress to provide suitable exercises, further personalizing the learning experience.

Another advantage of AI chatbots is expanding opportunities for distance learning. Any internet-connected user can practice from anywhere in the world. This is particularly important for learners in remote areas who may not have access to qualified teachers. Chatbots allow learners to use global resources and learn various dialects and pronunciations. Platforms with chatbots provide regular practice and interactive speaking exercises, helping learners consolidate their language skills.

However, there are some limitations in using AI chatbots. Firstly, chatbots are often optimized for popular languages and have limited support for less commonly spoken languages. This may prevent learners from fully learning context-specific expressions in their native or regional languages. Secondly, chatbots may not fully understand cultural context or idiomatic expressions, leading to misinterpretation of phrases or jokes. For instance, the English idiom “break a leg” may be translated literally by a chatbot, resulting in misunderstanding. Overreliance on technology can also reduce human teacher interaction and limit real-life conversational practice.

Several methods can help overcome these limitations. First, chatbots should be integrated with traditional teaching methods. For example, learners can practice with a chatbot and then engage in conversations with a teacher or participate in group discussions. This prepares learners for real-life communication and improves pronunciation, intonation, and cultural understanding. Second, expanding the chatbot’s database can support less common languages and accents, helping learners explore different dialects and pronunciations. Third, adding cultural and contextual explanations to AI systems can enable correct interpretation of idioms, humor, and conversational styles.[5]

Additionally, teachers should receive training and guidance on using chatbots effectively. This helps them use technology efficiently, monitor learners’ progress, and explain mistakes. In this way, AI chatbots serve as a convenient tool for developing speaking skills, but combining them with human guidance yields the best results.

Problems and Solutions in Using AI Chatbots for Speaking Skills

In recent years, AI technologies have significantly influenced the educational process. Specifically, in foreign language learning, AI chatbots are widely used as convenient tools to improve speaking skills. They provide learners with 24/7 interactive communication opportunities, check pronunciation, enhance vocabulary, and strengthen conversational abilities. However, several challenges may arise when using AI chatbots for speaking, and it is important to address them.

The first challenge is the limited interactivity and lack of natural conversation. While AI chatbots can engage in continuous conversation, they cannot respond emotionally like humans or fully understand complex conversational contexts. For example, jokes or irony may be misinterpreted, leaving the learner feeling misunderstood. This can be mitigated by encouraging learners to use simple and clear expressions when interacting with chatbots. Developers can also enhance the “human-likeness” of AI chatbots by implementing emotional analysis and more natural conversation algorithms.[1]

The second challenge is the limited accuracy in assessing pronunciation and intonation.

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Many chatbots analyze learners' pronunciation but may not accurately recognize unclear or complex sounds, which can result in learners missing some mistakes. This can be addressed by complementing chatbot practice with audio materials, pronunciation lessons, and online resources. Chatbots can also improve their algorithms to provide more precise and useful feedback.

The third challenge is limited data and contextual understanding. Chatbots can engage in conversations on limited topics and may not fully develop complex discussions. For instance, in professional or academic contexts, chatbot responses may be simplified or superficial. To address this, learners should supplement chatbot practice with additional resources and maintain opportunities for real human conversations. Chatbots can also reduce this limitation by offering topic selections and interactive exercises suited to learners' levels.

The fourth challenge relates to motivation and consistency. Learners may use a chatbot for a few days and then reduce engagement, as chatbots have limited ability to dynamically motivate or vary interactions like human partners. This can be addressed by setting goals, creating daily or weekly mini-tasks, and tracking progress. Integrating chatbots into learning programs and providing reward systems can further enhance engagement.

The fifth challenge involves technical and technological limitations. Some chatbots require internet access, high-quality microphones for voice analysis, and may experience software errors. Learners should ensure a stable internet connection and use additional resources in case of technical issues. Developers should regularly update chatbots and improve technical reliability.

Conclusion

In conclusion, AI chatbots offer numerous advantages in language learning, including interactivity, individualized learning, distance learning opportunities, and increased motivation. At the same time, their limitations can be mitigated through adaptive strategies, inclusion of cultural context, integration with traditional teaching, and teacher guidance. Properly applied, AI chatbots serve as a powerful tool for effectively developing learners' speaking skills. While AI chatbots are convenient and effective for improving speaking proficiency, challenges remain. To overcome these challenges, learners must adopt clear, safe, and goal-oriented usage habits, while developers should continuously enhance technical, linguistic, and motivational aspects. In this way, AI chatbots can provide effective and safe opportunities for developing speaking skills.

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COMPARATIVE STUDY OF EDUCATION SYSTEMS IN UZBEKISTAN AND FINLAND

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Abstract

This study provides a comparative analysis of the education systems of Uzbekistan and Finland, focusing on structure, curriculum, teaching methods, teacher quality, assessment practices, and technology integration. The research highlights key differences, including Finland's emphasis on student-centered learning, advanced teacher qualifications, formative assessment, and widespread use of digital tools, while Uzbekistan relies more on teacher-centered methods and standardized exams. The study identifies lessons that Uzbekistan can adopt, such as student-centered pedagogy, professional teacher development, innovative assessment methods, and Learning Management System (LMS) integration, to improve educational quality, equity, and student competencies. The findings provide practical recommendations for policymakers and educators seeking to modernize Uzbekistan's education system and enhance learning outcomes.

Keywords: Education system, Comparative analysis, Student-centered learning, Teacher quality, Curriculum, Assessment, Technology integration, LMS, Uzbekistan, Finland

Annotatsiya

Ushbu tadqiqot O'zbekiston va Finlandiya ta'lim tizimlarini solishtiruvchi tahlilni taqdim etadi, asosiy e'tibor tizimning strukturasi, o'quv dasturlariga, pedagogik metodlarga, o'qituvchilar malakasiga, baholash tizimiga va texnologiyalarni joriy etishga qaratilgan. Tadqiqot asosiy farqlarni ko'rsatadi: Finlandiyada o'quvchilarga yo'naltirilgan metod, yuqori malakali o'qituvchilar, shakllantiruvchi baholash va raqamli vositalardan keng foydalanish ustun, O'zbekistonda esa ko'proq o'qituvchiga yo'naltirilgan metod va standartlashtirilgan imtihonlar qo'llaniladi. Tadqiqot natijalari O'zbekiston ta'lim tizimida o'quvchilarga yo'naltirilgan metodlarni, o'qituvchilarni professional rivojlantirish, innovatsion baholash usullarini va LMS platformalarini joriy etish orqali ta'lim sifatini, tengligini va shaxsiy kompetensiyalarni oshirish mumkinligini ko'rsatadi. Ushbu xulosalar O'zbekiston ta'limini modernizatsiya qilish va o'quv natijalarini yaxshilashga qaratilgan amaliy tavsiyalar beradi.

Kalit so'zlar: Ta'lim tizimi, Solishtirma tahlil, O'quvchilarga yo'naltirilgan ta'lim, O'qituvchilar malakasi, O'quv dasturi, Baholash, Texnologiyalarni integratsiya qilish, LMS, O'zbekiston, Finlandiya

Аннотация

Данное исследование представляет сравнительный анализ систем образования Узбекистана и Финляндии, с акцентом на структуру, учебные программы, педагогические методы, квалификацию преподавателей, систему оценки и интеграцию технологий. Исследование выявляет ключевые различия: в Финляндии преобладают ориентированные на ученика методы обучения, высокая квалификация учителей, формирующее оценивание и широкое использование цифровых инструментов, тогда как в Узбекистане больше применяются традиционные методы и стандартизированные экзамены. Результаты исследования показывают, что внедрение ориентированных на ученика подходов,

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профессионального развития учителей, инновационных методов оценки и платформ LMS в Узбекистане может повысить качество образования, равенство возможностей и личные компетенции учащихся. Выводы предоставляют практические рекомендации для политиков и педагогов, стремящихся модернизировать систему образования Узбекистана и улучшить результаты обучения.

Ключевые слова: Система образования, Сравнительный анализ, Обучение, ориентированное на ученика, Качество преподавателей, Учебная программа, Оценивание, Интеграция технологий, LMS, Узбекистан, Финляндия

Introduction

Education plays a fundamental role in the social and economic development of any nation. A strong education system not only equips individuals with knowledge and skills but also fosters innovation, social cohesion, and long-term economic growth. Understanding the structure and effectiveness of different educational models can provide valuable insights for policymakers and educators seeking to improve learning outcomes and overall societal progress.

This study focuses on the education systems of Uzbekistan and Finland, two countries with contrasting approaches and outcomes in education. Uzbekistan has been implementing education reforms aimed at modernizing curricula, improving teacher quality, and expanding access to digital learning. Finland, on the other hand, is internationally recognized for its high-performing, student-centered education system, characterized by highly qualified teachers, flexible curricula, and an emphasis on equity and creativity.

The aim of this research is to compare the education systems of Uzbekistan and Finland in order to identify their strengths and weaknesses, and to explore potential lessons that could inform improvements in Uzbekistan's education system. The study's objectives include analyzing the structure of the education systems, pedagogical methods, teacher training and professional development, student assessment practices, and the use of technology in classrooms. Comparative studies of educational systems are important because they allow countries to learn from international best practices. By examining the experiences of both Uzbekistan and Finland, this research seeks to highlight strategies that can enhance educational quality, promote equity, and better prepare students for the demands of the modern world.

Literature Review

Education System in Uzbekistan: History, Structure, Curricula, and Recent Reforms

The education system in Uzbekistan has undergone substantial reform since the country gained independence in 1991. Previously shaped by Soviet-era centralized policies, Uzbekistan's education system has progressively evolved to meet national development needs and integrate international best practices. After independence, the government prioritized restructuring all levels of education — from preschool to higher education — to create a more democratic, socially inclusive, and economically relevant system (Shelby, 2010). This involved revising curricula, forming new national standards, and establishing a continuous education model aimed at developing creative and competitive specialists for the modern labor market (Wikipedia, 2023). The structural design now includes preschool education, general secondary education, vocational and technical training, and higher education stages, offering pathways from early childhood to postgraduate studies (Shelby, 2010).

Education reforms have also emphasized expanding access, improving teacher training, and revitalizing curricula based on labor market demands. For example, changes to compulsory schooling duration and expansion of higher education institutions reflect efforts to raise both enrollment and educational quality (Wikipedia, 2023).

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Finnish Education System: Principles, Pedagogical Approach, and Success Factors

Finland's education system is globally recognized for its emphasis on equality, holistic student development, and high-quality teaching practices (Finnish National Agency for Education, 2023). The system is organized into early childhood education and care, pre-primary education, basic education (compulsory for ages 6–18), upper secondary education (general and vocational), and higher education (Eurydice, 2023). Finland's educational philosophy prioritizes learning over standardized testing, giving teachers significant responsibility and autonomy for assessment and curriculum implementation (CCE Finland, 2023).

Key principles underlying Finland's success include equal access to free education at all levels, strong support for lifelong learning, and significant investment in teacher training. Teachers are required to hold advanced degrees and are respected professionals with freedom to tailor instruction to student needs (Education Finland, 2023). The culture of trust and decentralization allows schools broad autonomy in administration and instruction, while student well-being, cooperation, and personalized learning are central to pedagogical practice (Eurydice, 2023).

Previous Comparative Research and International Experience

Comparative studies between Uzbekistan and Finland illustrate how both systems share a commitment to educational development but differ in structure and outcomes. Research on pedagogical cooperation highlights similarities and differences in curriculum design, subject instruction, and teacher training between the two countries, suggesting that certain Finnish practices could inform local reforms in Uzbekistan (Nizamova et al., 2021). Other studies underscore the appeal of Finland's egalitarian and student-centered model as an exemplary system that could inspire improvements in educational quality and equity in Uzbekistan (Raximboyeva, 2020). Analyses on assessment practices also reveal that Finland's focus on formative and diagnostic evaluation - instead of frequent standardized tests - contributes to deeper learning and student motivation, a feature recommended for adaptation in Uzbekistan's general education assessment framework (Usarov & Haytbayeva, 2021).

Effectiveness indicators in education typically include student achievement, equity of access, teacher competence, and learner outcomes such as critical thinking and real-world skills. In Uzbekistan, indicators show steady expansion of educational infrastructure and coverage, alongside ongoing curriculum updates and teacher professional development efforts (Shelby, 2010). However, challenges such as disparities in rural access and funding pressures remain important concerns. Finland's performance in international assessments like PISA has consistently demonstrated high achievement and equity, attributed largely to its pedagogical emphasis on learner-centered education and high standards for teacher preparation (World Economic Forum, 2018). Moreover, Finland's inclusive policy ensures minimal disparities in educational outcomes across student demographics, making it a widely-cited benchmark for quality education systems (World Economic Forum, 2018).

Comparative Analysis of Education Systems in Uzbekistan and Finland

1. Structure of Education

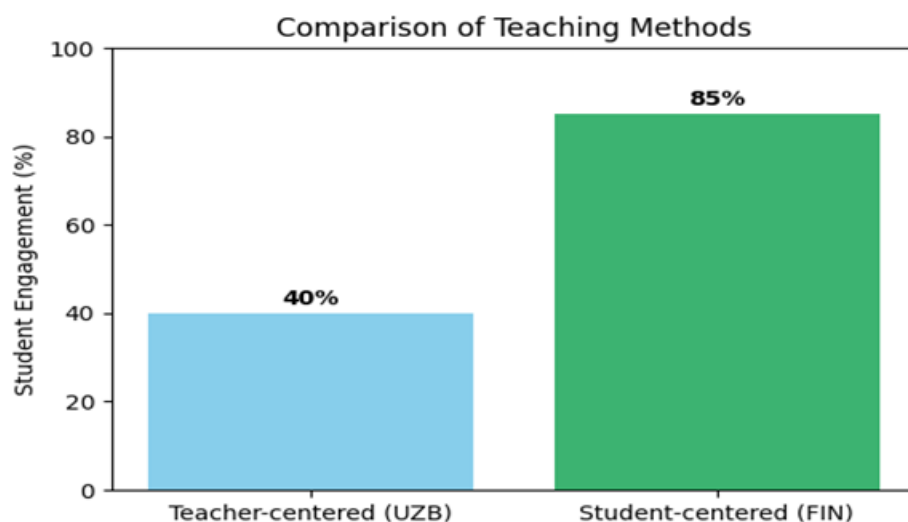
The structure of the education system in Uzbekistan and Finland differs in stages, grade organization, and school types. Uzbekistan's education consists of preschool education, general secondary education (grades 1–11), vocational and technical schools, and higher education institutions (Shelby, 2010; Wikipedia, 2023). In contrast, Finland has early childhood education, pre-primary, basic education (grades 1–9), upper secondary education (general and vocational), and higher education (Finnish National Agency for Education, 2023).

Table 1. Comparison of Education Levels and School Types

Indicator	Uzbekistan	Finland
Preschool education	Optional	Early childhood education compulsory
Compulsory education	Grades 1–9	Grades 1–9
Secondary education	Grades 10–11 (general & vocational)	Upper secondary education (general & vocational)
Higher education	Universities & colleges	Universities & polytechnics
School types	Public & private	Public (mostly), few private

2. Curriculum and Teaching Methods

Uzbekistan primarily follows a centralized curriculum with standardized textbooks and teacher-directed lessons (Shelby, 2010). Student participation is moderate, with emphasis on memorization and exams. Finland emphasizes flexible, student-centered curricula, problem-based learning, collaborative projects, and minimal standardized testing (CCE Finland, 2023). Students engage actively through discussions, group tasks, and independent research.



Picture 1. Student-centered vs Teacher-centered Learning

3. Teacher Education and Professional Development

In Uzbekistan, teachers typically hold a Bachelor or Master degree, and professional development is often limited to periodic workshops (Wikipedia, 2023). In Finland, all teachers are required to have a Master’s degree, and continuous professional development is integral to the system, with strong emphasis on pedagogical research and peer collaboration (Education Finland, 2023).

Table 2. Teacher Education and Professional Development: Uzbekistan vs. Finland

Indicator	Uzbekistan	Finland
Minimum qualification	Bachelor/Master	Master required
Professional development	Workshops, in-service training	Continuous, research-based, collaborative
Teacher autonomy	Low	High
Teacher-student ratio	20–30	12–15

4. Student Assessment and Evaluation

Uzbekistan relies heavily on standardized testing, exams, and grading to evaluate student performance (Shelby, 2010). Finland emphasizes formative and diagnostic assessment, feedback, and portfolio-based evaluation, which reduces test anxiety and promotes deeper understanding (Eurydice, 2023).

Table 3. Student Assessment and Evaluation: Uzbekistan vs. Finland

Assessment Type	Uzbekistan	Finland
Standardized tests	High	Low
Formative assessment	Moderate	High
Portfolio & projects	Limited	Extensive
Frequency of exams	Multiple per year	Minimal, mainly diagnostics

The comparative analysis of the education systems in Uzbekistan and Finland reveals several notable differences. Finland’s education system places strong emphasis on early childhood education and provides flexible pathways in secondary education, allowing students to pursue general or vocational tracks according to their interests and abilities. In terms of curriculum and teaching methods, Finland prioritizes student-centered learning, encouraging active participation, collaboration, and problem-solving, whereas Uzbekistan largely relies on teacher-centered instruction with a focus on memorization and standardized lessons. Regarding teacher quality, Finland mandates advanced degrees for all educators and ensures continuous professional development, while Uzbekistan’s teacher training is less rigorous and professional growth opportunities are more limited. Assessment practices also differ significantly: Finland emphasizes formative assessment and portfolio-based evaluation, promoting deeper learning and reflective practice, while Uzbekistan depends heavily on standardized exams and summative evaluations. Finally, technology integration is considerably more advanced in Finland, where LMS platforms and digital tools are widely used to support teaching and learning, whereas in Uzbekistan, the adoption of digital education remains limited and uneven. These differences underscore the potential for Uzbekistan to draw lessons from Finland’s student-centered pedagogy, comprehensive teacher training programs, innovative assessment methods, and effective digital integration to enhance the quality, equity, and effectiveness of its own education system (Nizamova et al., 2021; Raximboyeva, 2020).

Discussion

The comparative analysis highlights both strengths and weaknesses in the education systems of Uzbekistan and Finland. Finland’s system is characterized by a strong emphasis on equity, student-centered pedagogy, highly qualified teachers, flexible curricula, and widespread integration of digital tools and LMS platforms (Finnish National Agency for Education, 2023; Eurydice, 2023).

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These factors contribute to high student engagement, consistent learning outcomes across socio-economic backgrounds, and overall educational effectiveness. In contrast, Uzbekistan’s education system demonstrates notable progress in expanding access and modernizing curricula, yet it faces challenges such as teacher-centered instruction, limited professional development for educators, reliance on standardized testing, and uneven integration of digital learning technologies (Shelby, 2010; Wikipedia, 2023).

Differences in student and teacher experiences are also apparent. Finnish students enjoy greater autonomy, collaborative learning opportunities, and continuous feedback, which foster critical thinking, creativity, and problem-solving skills (CCE Finland, 2023). Uzbek students, while demonstrating strong foundational knowledge, often encounter highly structured lessons with less emphasis on active participation and independent learning. Teachers in Finland benefit from professional respect, continuous development, and pedagogical freedom, whereas Uzbek teachers often have limited opportunities for skill enhancement and classroom innovation.

The Finnish experience offers several valuable lessons for Uzbekistan. Introducing student-centered teaching approaches, increasing teacher professional development opportunities, adopting formative assessment and portfolio evaluation methods, and expanding the use of LMS and digital tools can significantly improve educational quality and equity in Uzbekistan (Nizamova et al., 2021; Raximboyeva, 2020). Moreover, emphasizing collaborative and problem-based learning can enhance students’ personal competencies, including critical thinking, communication skills, and self-directed learning. Implementing these reforms gradually, while considering local context and resources, could bridge gaps and foster a more inclusive and effective education system in Uzbekistan.

Conclusion and Recommendations

This study provides a comparative analysis of the education systems in Uzbekistan and Finland, highlighting key differences in structure, curriculum, teaching methods, teacher quality, assessment practices, and the integration of technology. The research demonstrates that Finland’s student-centered pedagogy, flexible curricula, comprehensive teacher training, formative assessment methods, and widespread use of digital tools contribute to high educational quality, equity, and student engagement (Finnish National Agency for Education, 2023; Eurydice, 2023). In contrast, Uzbekistan’s education system has made significant strides in expanding access and modernizing curricula, yet it remains largely teacher-centered, heavily reliant on standardized testing, and unevenly integrated with digital learning tools (Shelby, 2010; Wikipedia, 2023).

Based on the findings, several recommendations can be proposed to improve Uzbekistan’s education system. Firstly, adopting student-centered teaching approaches and promoting active learning can enhance students’ critical thinking, communication, and problem-solving skills. Secondly, strengthening teacher professional development by providing continuous training, pedagogical workshops, and opportunities for research collaboration can improve instructional quality. Thirdly, incorporating formative assessment, portfolio-based evaluation, and feedback-oriented practices can support deeper learning and reduce over-reliance on summative exams. Finally, expanding the integration of digital tools and Learning Management Systems (LMS) can facilitate interactive and personalized learning experiences (Nizamova et al., 2021; Raximboyeva, 2020).

The Finnish experience provides a practical model that can be adapted to the Uzbek context. While direct transplantation of practices may not always be feasible due to cultural and resource differences, gradual adaptation of Finland’s student-centered pedagogy, professional teacher training programs, flexible curricula, and technology integration can foster a more inclusive,

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effective, and modern education system in Uzbekistan. Implementing these strategies systematically could bridge current gaps, enhance educational outcomes, and better prepare students to meet the demands of the 21st-century global economy.

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TEACHING ENGLISH TO GENERATION Z AND GENERATION ALPHA: INNOVATIVE APPROACHES IN LANGUAGE EDUCATION

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Annotatsiya: Ushbu maqolada Generation Z va Generation Alpha o'quvchilariga ingliz tilini o'qitishning zamonaviy va samarali strategiyalari tahlil qilinadi. Mazkur avlod vakillari raqamli texnologiyalar muhitida voyaga yetganligi sababli, ular interaktiv, vizual hamda raqamli vositalar asosidagi o'qitish usullarini afzal ko'radilar. Tadqiqot jarayonida gamifikatsiya, multimedia resurslari, raqamli ta'lim platformalari hamda hamkorlikka asoslangan o'qitish metodlarining ahamiyati o'rganiladi. Olingan natijalar zamonaviy til ta'limi jarayonida moslashuvchan, talaba markazli va innovatsion texnologiyalar bilan integratsiyalashgan pedagogik yondashuvlarni qo'llash zarurligini ko'rsatadi.

Kalit so'zlar: Generation Z, Generation Alpha, Ingliz tilini o'qitish, Innovatsion ta'lim metodlari, Raqamli texnologiyalar, Gamifikatsiya, Multimedia ta'lim vositalari, Talaba markazli yondashuv, Hamkorlikka asoslangan o'qitish, Raqamli ta'lim muhitlari

Аннотация: Данное исследование посвящено анализу эффективных методов обучения английскому языку представителей Generation Z и Generation Alpha. Представители этих поколений выросли в условиях активного развития цифровых технологий и, как

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правило, отдают предпочтение интерактивным, визуальным и технологически ориентированным формам обучения. В работе рассматриваются современные педагогические подходы, такие как геймификация, использование мультимедийных ресурсов, цифровых образовательных платформ и методов совместного обучения. Полученные результаты свидетельствуют о том, что современное преподавание языков должно быть гибким, ориентированным на учащегося и интегрированным с цифровыми технологиями, что способствует повышению учебной мотивации и развитию языковых навыков.

Ключевые слова: Generation Z, Generation Alpha, Преподавание английского языка, Инновационные методы обучения, Цифровые технологии, Геймификация, Мультимедийные образовательные ресурсы, Студентоориентированный подход, Совместное обучение, Цифровая образовательная среда

Abstract: This study examines effective methods for teaching English to Generation Z and Generation Alpha learners. These generations are considered digital natives and tend to favor interactive, visual, and technology-supported learning environments. The research evaluates innovative approaches such as gamification, the use of multimedia resources, digital learning platforms, and collaborative activities. The results suggest that contemporary language education should adopt flexible, student-centered, and technology-integrated approaches in order to improve learners' motivation and language proficiency.

Keywords: Generation Z, Generation Alpha, English language teaching, Innovative teaching methods, Digital technologies, Gamification, Multimedia educational tools, Student-centered approach, Collaborative learning, Digital learning environments

Introduction

Education has undergone tremendous transformation in the twenty-first century, primarily as a result of globalization and the quick advancement of digital technologies. The majority of today's students are members of Generation Alpha (born after 2013) and Generation Z (born roughly between 1997 and 2012). These students have distinct learning preferences because they were raised in environments where social media, smartphones, tablets, and internet access were commonplace. For these students, traditional teacher-centered methods—such as lengthy lectures and rote memorization—are becoming less and less effective.

Studies indicate that interactive, technology-enhanced, and student-centered teaching approaches are more effective with today's students. Designing successful English language teaching strategies requires an understanding of the cognitive, behavioral, and social traits of Generation Z and Generation Alpha. Learning styles are significantly influenced by generational differences, according to research. Students in Generation Z are accustomed to using technology, are digital natives, and frequently multitask on various digital platforms. Multimedia learning resources are beneficial to them, and they favor brief, interactive, visual content. The youngest generation, Generation Alpha, exhibits even greater use of technology. From early childhood, these kids engage with AI-powered apps, touch-screen devices, and customized content. According to studies, gamification, animations, interactive games, and storytelling boost this generation's motivation, engagement, and retention of information. Recent literature also emphasizes student-centered teaching strategies. Project-based learning, real-world communication exercises, and collaborative learning all aid in the development of students' language and critical thinking skills. When used appropriately, digital tools increase the efficacy of teaching English to these contemporary students.

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Key Points:

1. Generation Z and Generation Alpha require innovative teaching methods due to their distinct learning styles.
2. Technology integration is essential for effective English language teaching.
3. Multimedia and visual materials improve comprehension and retention.
4. Gamification increases learner motivation and participation.
5. Collaborative learning fosters communication, social skills, and problem-solving.
6. Student-centered approaches are more effective than traditional teacher-centered methods for these generations.

Modern English classrooms that integrate technology and interactive methods show significant improvements in student engagement and learning outcomes. Short videos, digital presentations, online quizzes, and educational apps capture learners' attention while providing meaningful practice opportunities. Gamification is particularly effective: points, rewards, and game-based exercises encourage active participation and improve vocabulary retention. Collaborative learning, including group projects, role-playing activities, and discussion circles, allows students to practice English in authentic contexts, improving communicative competence. The study demonstrates that combining technology, gamification, multimedia, and collaborative strategies creates a dynamic and effective learning environment. Teachers adopting flexible, student-centered approaches achieve higher engagement, motivation, and language proficiency among Generation Z and Generation Alpha learners.

Conclusion

In conclusion teaching English to Generation Z and Generation Alpha requires innovative, flexible, and technology-integrated methods. Educators should move beyond traditional lecture-based approaches and design interactive, student-centered lessons. Digital Natives vs. Digital Dependents: Generation Z is often referred to as digital natives, having grown up with the emergence of social media, smartphones, and high-speed internet. They are very adept at utilizing online learning platforms, blended classes, mobile applications, and video content. Research indicates that Gen Z favors online and blended learning approaches over traditional classroom methods.

Generation Alpha takes this a step further, with many children gaining access to tablets and smartphones at a very young age. For instance, around 40% of them have a tablet by the age of 2, and 58% by age 4. They are also early users of voice assistants, AI technologies, and augmented reality. From the outset, their learning environments are heavily influenced by technology.

Ways to Improve Teaching Foster digital fluency: Instruct students on how to use technology wisely, rather than just emphasizing tech use for its own benefit. Balance online and offline experiences: Incorporate hands-on activities, reading, outdoor experiences, discussions, and creative arts to help keep students grounded and enhance their focus.

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ADVANTAGES AND CHALLENGES OF INTEGRATING FOREIGN EXPERIENCE IN THE EDUCATIONAL PROCESS ANNOTATION

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Abstract: This article analyzes the advantages and challenges of integrating foreign educational experience into the national educational system. In the era of globalization, educational institutions increasingly adopt international teaching methods, technologies, and curricula to improve the quality of education. The paper highlights the positive impact of foreign experience, such as improving teaching quality, introducing innovative methods, and developing students' global competencies. At the same time, it discusses potential challenges including cultural differences, adaptation difficulties, and resource limitations. The study emphasizes that successful integration requires careful adaptation to local educational contexts.

Key words: Foreign experience, educational integration, globalization in education, teaching innovation, curriculum development, educational reform, international cooperation.

INTRODUCTION

Education has always been a fundamental factor in the development of society. In the modern era, globalization and technological advancement have created new opportunities for cooperation among countries in the field of education. As a result, many countries attempt to integrate foreign educational experience into their own educational systems in order to improve the quality of teaching and learning [1].

Foreign experience refers to educational practices, teaching methods, curricula, and institutional models that originate in other countries. These practices are often studied, adapted, and implemented in different national contexts to enhance educational effectiveness [2]. For example, many universities around the world adopt Western teaching methodologies, international academic standards, and global research practices.

The integration of foreign experience has become particularly important in developing countries where educational reform is necessary to meet international standards. By learning from successful educational systems, institutions can improve teaching strategies, develop innovative curricula, and better prepare students for the global labor market [3].

However, the process of integrating foreign experience is not always simple. While it offers numerous advantages, it also presents certain challenges such as cultural differences, institutional resistance, and financial limitations [4]. Therefore, it is essential to analyze both the benefits and the difficulties associated with adopting foreign educational practices.

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This article aims to examine the advantages and challenges of integrating foreign experience into the educational process and to provide insights into how educational institutions can effectively adopt international practices.

Advantages of Integrating Foreign Experience

One of the most significant advantages of integrating foreign experience in education is the improvement of teaching quality. Educational systems in developed countries often implement advanced pedagogical approaches that emphasize critical thinking, creativity, and practical learning. When such methods are introduced into other educational systems, they can significantly enhance the learning process [5]. For instance, many modern educational institutions have adopted interactive teaching methods from foreign universities. These methods include project-based learning, problem-based learning, and collaborative learning. Such approaches encourage students to actively participate in the learning process rather than passively receiving information from teachers.

Another important advantage is the development of global competencies among students. In today's interconnected world, students need to understand different cultures, languages, and perspectives. Exposure to foreign educational practices helps learners develop intercultural communication skills and broaden their worldview [6].

Integrating foreign experience also contributes to curriculum modernization. Educational programs must constantly evolve to keep up with scientific and technological advancements. By studying international curricula and academic standards, educational institutions can update their programs and ensure that students acquire relevant knowledge and skills.

Furthermore, international cooperation in education promotes academic mobility. Many universities establish exchange programs that allow students and teachers to study or conduct research abroad. These opportunities provide valuable academic and cultural experiences, enabling participants to gain new perspectives and share knowledge with their home institutions.

Another significant benefit is the adoption of modern educational technologies. Foreign institutions often lead the development of digital learning platforms, online education systems, and innovative teaching tools. By integrating such technologies, educational institutions can make learning more flexible and accessible [7].

Overall, the integration of foreign experience helps create a more dynamic and modern educational environment that prepares students for global challenges.

Challenges of Integrating Foreign Experience

Despite its many benefits, integrating foreign experience into the educational process also presents several challenges. One of the most common difficulties is the difference in cultural and social contexts. Educational practices that work effectively in one country may not always produce the same results in another cultural environment [8].

For example, teaching methods that emphasize open discussion and student participation may be difficult to implement in educational systems where traditional teacher-centered approaches are deeply rooted. Teachers and students may need time to adapt to new roles and expectations.

Another challenge is the lack of adequate resources. Implementing foreign educational practices often requires significant financial investment in infrastructure, technology, and teacher training. Educational institutions in developing countries may struggle to allocate sufficient resources for such reforms [9].

Language barriers can also pose difficulties in adopting foreign educational materials and teaching methods. Many academic resources and textbooks are written in international languages

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such as English, which may limit accessibility for students and educators who are not proficient in these languages.

Institutional resistance is another potential obstacle. Educational reforms often face opposition from individuals who are accustomed to traditional teaching methods. Teachers may feel uncertain about adopting unfamiliar approaches, while administrators may be concerned about the risks associated with educational change.

Additionally, there is a risk of excessive imitation without proper adaptation. Simply copying foreign educational models without considering local cultural, economic, and social conditions can lead to ineffective outcomes. Successful integration requires careful modification of foreign practices to suit the specific needs of the local educational system.

Strategies for Effective Integration

To successfully integrate foreign experience into the educational process, educational institutions must adopt a balanced and strategic approach. One important strategy is adaptation rather than direct adoption. Foreign educational models should be carefully analyzed and modified to align with local traditions, values, and educational objectives.

Teacher training is another crucial factor. Educators need professional development programs that help them understand and apply innovative teaching methods. Workshops, seminars, and international collaborations can support teachers in developing the necessary skills.

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SHEVALARDA ONOMASTIK BIRLIKLARNING O‘ZIGA XOSLIGI.

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Annotatsiya: Mazkur mavzuda o‘zbek shevalarida uchraydigan onomastik birliklarning lingvistik xususiyatlarini o‘rganishga bag‘ishlangan. Unda shevalarga xos antroponimlar, toponimlar va boshqa nomlarning shakllanishi, ma’nosi hamda qo‘llanishidagi farqlar tahlil qilinadi. Tadqiqot shevalarning til boyligi va milliy madaniyatni aks ettirishdagi ahamiyatini ochib beradi.

Kalit so‘zlar: sheva so‘zlar, onomastika, antroponim, fitonim, zoonim, toponim, nom, leksik birlik.

Abstract: This topic is devoted to the study of the linguistic characteristics of onomastic units found in Uzbek dialects. It analyzes the differences in the formation, meaning and use of anthroponyms, toponyms and other names specific to dialects. The study reveals the importance of dialects in reflecting the richness of the language and national culture.

Keywords: dialect words, onomastics, anthroponym, phytonym, zoonym, toponym, name, lexical unit.

Аннотация: Данная работа посвящена изучению языковых характеристик ономастических единиц, встречающихся в узбекских диалектах. Анализируются различия в образовании, значении и использовании антропонимов, топонимов и других названий, характерных для диалектов. Исследование выявляет важность диалектов в отражении богатства языка и национальной культуры.

Ключевые слова: диалектные слова, ономастика, антропоним, фитоним, зооним, топоним, название, лексическая единица.

Onomastika — tilshunoslikning atoqli otlarni o‘rganuvchi bo‘limi bo‘lib, u shaxs nomlari, joy nomlari, suv obyektlari nomlari, o‘simlik va hayvon nomlari kabi maxsus nomlash birliklarini tadqiq etadi. Onomastik birliklar millatning tarixi, madaniyati, dunyoqarashi va hududiy xususiyatlarini o‘zida mujassam etadi. Ayniqsa, shevalarda onomastik birliklar adabiy tilga nisbatan yanada rang-barang va o‘ziga xos shaklda namoyon bo‘ladi.

Antroponim (yunoncha anthropos – inson, onyma – nom) — kishilarning atoqli nomlarini o‘rganuvchi onomastik birlikdir. Antroponimlar shaxsni boshqa insonlardan ajratish, uni

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ijtimoiy jihatdan identifikatsiya qilish vazifasini bajaradi. Antroponimlar tilshunoslik, tarix, etnografiya, sotsiologiya va madaniyatshunoslik bilan uzviy bog'liq. Antroponimlar xalqning diniy qarashlari, urf-odatlarini, estetik didi, ijtimoiy tuzilishi va tarixiy jarayonlarini o'zida aks ettiradi. Shevalarda onomastik birliklarning o'ziga xosligi, avvalo, fonetik xususiyatlarda ko'zga tashlanadi. Har bir hududning talaffuz me'yorlari turlicha bo'lgani sababli shaxs nomlari yoki joy nomlari tovush o'zgarishlariga uchraydi. Masalan, ayrim hududlarda **“Muhammad”** ismi **“Mamat”**, **“Abdulla”** ismi **“Avdulla”** yoki **“Abdilla”** tarzida talaffuz qilinadi. Bu hodisa undoshlarning soddalashuvi, tovush tushishi yoki almashinuvi bilan bog'liq. Shuningdek, toponimlarda ham fonetik farqlar uchraydi: ba'zi joylarda **“Qorako'l”** nomi **“Qarakol”** tarzida aytiladi. Bunday o'zgarishlar shevaning tabiiy fonetik qonuniyatlariga asoslanadi. Morfologik jihatdan ham shevalarda onomastik birliklar o'ziga xos shakllarga ega bo'ladi. Ayniqsa, antroponimlarda qo'shimchalar orqali hurmat, yaqinlik yoki erkalash ma'nosi ifodalanadi. Masalan, **“Olim”** ismi **“Olimboy”**, **“Karim”** ismi **“Karimbek”**, **“Tursun”** ismi **“Tursunoy”** ko'rinishida qo'llanishi mumkin. Bu qo'shimchalar nafaqat grammatik, balki ijtimoiy-ma'naviy mazmun ham kasb etadi. Ayrim hollarda familiya yoki laqablar ham shevaga xos shaklda ishlatiladi [1.:115.].

Antroponimlarga misollar (shaxs ismlar): Qo'chqor, Oyposhsha, Jumanazar, Zeripboy, Sherpajon, Jumagul, Poshshajon, Olloshukr, Sultonposhsha, Gulposhsha O'g'iljon, Bekjon, Ullibiyi, kabilar

Familiyalar: Qutlimurodov, Boltavoyev, Matnazarova, Quvondiqov, Qadamboyev, Abdisheripov kabilar

Taxalluslar (ijodiy nomlar): Bola baxshi, Muso baxshi, Ojiza xalpa, Quronboy baxshi, Abdi baxshi, Nazira xalpa, Shukur xalpa kabilar

Shevalarda onomastik birliklarning leksik o'ziga xosligi ham muhim ahamiyatga ega. Bir hududda qo'llanadigan joy nomi boshqa hududda uchramasligi yoki boshqa shaklda bo'lishi mumkin. Masalan, bir viloyatda **“Yangiqishloq”** deb atalgan joy boshqa hududda **“Yangiobod”** shaklida nomlanishi mumkin. Bu farq hududiy til an'analari va tarixiy omillar bilan bog'liq. Shuningdek, ayrim urug'-qabila nomlari faqat ma'lum shevalarda saqlanib qolgan bo'lishi mumkin. Semantik jihatdan qaranganda, shevalarda onomastik birliklar ko'pincha kasb-hunar, tashqi belgi yoki tarixiy voqea asosida shakllangan bo'ladi. Masalan, **“Temirchi”**, **“Boymat”**, **“Qo'chqor”** kabi nomlar insonning kasbi, ijtimoiy mavqei yoki xarakteriga ishora qiladi. Toponimlarda esa tabiat xususiyatlari aks etadi: **“Qoratepa”**, **“Oqjar”**, **“Buloqboshi”** kabi nomlar joyning geografik belgilariga asoslangan [3.:95.].

Toponimlar - bu geografik obyektlarning nomlarini o'rganuvchi va ifodalovchi tushuncha. Ya'ni yer yuzidagi barcha joy nomlari toponimlar deyiladi. Toponimik obektlarga nomlar berish uchun appelyativ leksikadan onomastik leksika sathiga o'tgan lug'aviy asoslardan birining tanlanishi esa onomastik tasodif hisoblanadi. Demak, O'zbekiston toponimlari tizimida turkiycha (**Oqtepa** (Tosh. sh. mahalla). **Qizilyozi** (Na.m. v. Yangiqo'rg'on t. k-; *“yozi - cho'l, dasht, tekislik”*)); arabcha (**Ulug'nor** (Far. v. kanal, daryo; nor - arabcha nahrning o'zgargan shakli)); fors-tojikcha (**Zarafshon** (Sam. v. daryo; *“zar sochuvchi”*)); **Kitob** (Qash. v. t. va sh. *“kifti ob (forsiy izofali birikma) - suv yuqorisi”*)); so'g'diycha (**Novqat** (Far., Qash. v. q.; *“qat - shahar, qishloq”*)); **Xonjizza** (Sur. v. Denov t. t.; *“jiz, diz - qal'a, istehkom”*)); xonning yoki xonlikning qal'a, istehkomi) so'zlarning toponimlar uchun lug'aviy asoslar vazifasini bajarishi jarayonlari mavjud toponimik obektlarga nom berish zaruriyat asosida yuzaga kelgan onomastik tasodifning mavjud nomlanish sharoitiga ko'ra voqe' bo'lishidir. **AYRITOM // Ayrptom** (Sam. v. Jomboy t. tepa; Qash. v.

Chiroqchi t. q.). Mazkur joy nomining kelib chiqishi haqida quyidagi

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fikrlar bor: 1. Shu toponim atrofida yashovchilarning fikricha, ushbu toponim “*ajratib qurilgan*” hamda “*qurilishida kamchiligi bo'lgan tom, ya'ni uy*” degan ma'noni anglatadi. Bunday tarzda tahlil qilinishi toponimning shakllanishiga xalqona munosabatlarning bir ko'rinishi hisoblanadi. 2. “**Ayritam** - Respublikada **Ayritam** (Ayritom) degan qishloqlar ko'p. Turkmanistonda, Qoraqalpog'istonda ham Ayritam toponimlari uchraydi. O'zbekiston bilan Afg'oniston o'rtasida Amudaryoga qurilgan ko'prikning Afg'oniston tomoni **Hayraton** deb ataladi. Uning O'zbekiston tomonida **Ayritom** degan joy bor. Ikkalasi bir toponimning talaffuz shakllari bo'lsa kerak. [2.:17.]

Arna so'zidan tarkib topgan toponimlardan misol keltiraylik: **Arna** qishlog'i (Buxoro viloyati), **Arnabo'yi** (Xorazm viloyati), **Arnasoy** (Sirdaryo, Jizzax viloyatlari), **Arnaqapchig'ay** darasi (Qashqadaryo viloyati), **Kattaarna**, **Kichikarna** soylari (Qirg'iziston), **Arnabulok**, **Arna-Gvay** (“Arna yaqinidagi joy” - Kavkaz), **Xo'jaarna** qudug'i (Surxondaryo viloyati); *arna* termini Xorazm viloyatida ayniqsa ko'p uchraydi: **Arnao'tkan**, **Bog'lonarna**, **Kesikarna**, **Nazararna**, **Otaliqarna**, **Paxtaarna**, **Urgancharna**, **Shovotarna** va boshqalar. Bulardan tashqari **Arna**, **Arnaboshi**, **Kattaarna**, **Kichikarna** kabi mikrotoponimlar ham bor”

Xorazm toponimlariga misol qilib quyidagilarni keltiramiz:

Xiykanik - Polvon knalining qadimgi nomi bo'lib, Xiva kanali degan ma'noni bildiradi. **Arvik** - qadimgi xorazmiylar tilidan tilidan qolgan toponomik atama bo'lib, Arbain-qirg degan ma'noni bildiradi. **Xistiyon** - qadimgi xorazmiylar tilida “Xion” qo'rg'on, qal'a ma'nosida ishlatilgan. **Jundiyon** - eski pahlaviylar tilida zindigon yashash, tirikchilik o'tkazadigan makon degan ma'nomi anglatadi. **Indavak** - qadimgi xorazmiylar tilida “Indavak” taklif etmoq, chaqirmoq ma'nolarini anglatgan. **Ashir** - qadimgi fors tilida oy nomi bo'lib, boy-badavlat degan ma'noni anglatadi.

Shevalarda fitonimlar (o'simlik nomlari) va zoonimlar (hayvon nomlari) ham o'ziga xos tarzda qo'llanadi. Ayrim o'simlik nomlari bir hududda boshqacha ataladi. Masalan, “**qovoq**” ayrim joylarda “**kadi**” deyiladi. **Fitonim (yunoncha phyton – o'simlik, onyma – nom)** o'simlik nomlarini bildiradi. Fitonimlar xalqning tabiatga munosabati, dehqonchilik madaniyati, shifobaxsh o'simliklardan foydalanish tajribasi bilan bevosita bog'liq. Daraxt nomlari ko'pincha joy nomlari tarkibida ham uchraydi: “Olmazor”, “Chinorli”, “Terakli” kabi toponimlar shundan dalolat beradi. Bu esa fitonimlarning boshqa onomastik birliklar bilan bog'liqligini ko'rsatadi. Masalan, rayhon va yalpiz hidiga ko'ra, isiriq esa marosimiy va shifobaxsh xususiyatiga ko'ra nomlangan. “Otquloq”, “Ituzum” kabi nomlar tashqi o'xshashlik yoki xususiyat asosida yaratilgan metaforik fitonimlardir. Shevalarda fitonimlar: bu turli hududiy shevalarda o'simlik nomlarining o'ziga xos tarzda aytilishi yoki mahalliy nomlar bilan atalishidir. O'zbek tilining Xorazm, Farg'ona, Qashqadaryo, Surxondaryo kabi shevalarida ayrim o'simlik nomlari adabiy tildagidan farq qilishi mumkin. Fitonimlar fonetik o'zgarishga uchraydi (“yalpiz” → “jalpiz”). Leksik variantlarga ega bo'ladi (masalan, “qovoq” ayrim hududlarda “kadi” deyiladi). Ular xalq og'zaki ijodida ham faol qo'llanadi. Maqol va matallarda o'simlik nomlari ramziy ma'no kasb etadi [3.:86].

Shevada uchraydigan fitonimlarga misollar:

Mevali o'simlik nomlari: Zardori - o'rik (ko'proq janubiy shevalarda); olcha - gilosning bir turi yoki nordon gilos; jiya - ayrim shevalarda jig'da tarzida aytiladi; behi - ba'zi shevalarda beh deb qisqartirib aytiladi.

Sabzavot va poliz ekinlari: gashir, karchka, kadi, xorviz, chisnoq.

Daraxt nomlari: gujum, dorongi, darak, arik, chiya, so'vit, iyda.

O'simlik nomlari: isvant, yilo'y, nozvoy, bo'yan, cheyil, sosi o't, tikanak.

Zoonim (yunoncha zoon – hayvon, onyma – nom) hayvon nomlarini bildiradi. Zoonimlar

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chorvachilik, ovchilik, kundalik turmush va xalq e‘tiqodlari bilan chambarchas bog‘liq.

Zoonimlar quyidagi guruhlariga bo‘linadi:

Uy hayvonlari nomlari: (pishik, o‘nain, mol, gechchi, o‘kiz)

Yovvoyi hayvon nomlari: (chiyabo‘ri, shog‘ol, kaltikilos, sichon, kirpi, do‘ngiz)

Qush nomlari: (secha, kaptar, qumri, boyovli)

Hasharot va mayda jonivorlar: (peshsha, chuvin, qarinja, bolori, taraqan).

Shevalarda onomastik birliklarning yana bir muhim jihati — qadimiy shakllarning saqlanib qolishidir. Adabiy tilda iste‘moldan chiqqan ayrim nom shakllari shevalarda yashab qolgan bo‘lishi mumkin. Bu esa shevalarni til tarixini o‘rganishda muhim manbaga aylantiradi. Onomastik birliklar orqali hududning etnik tarkibi, migratsiya jarayonlari va tarixiy voqealar haqida ham ma‘lumot olish mumkin [1.: 107].

Xulosa qilib aytganda, shevalarda onomastik birliklar fonetik, morfologik, leksik va semantik jihatdan rang-barang va o‘ziga xosdir. Ular xalqning madaniy merosi, tarixiy xotirasi va hududiy o‘ziga xosligini aks ettiradi. Shevalardagi onomastik birliklarni chuqur o‘rganish til boyligini aniqlash, milliy qadriyatlarni saqlash hamda tarixiy-lisoniy jarayonlarni tadqiq etishda muhim ilmiy ahamiyat kasb etadi.

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“OSHIQNOMA“ TURKUM DOSTONI 8 - KITOBDA DIALEKTIK BIRLIKLAR.

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Annotatsiya: Mazkur maqolada Sharq mumtoz adabiyotining muhim namunalaridan biri bo‘lgan “Oshiqnoma” turkumining sakkizinchi kitobida uchraydigan dialektik birliklar tahlil qilinadi. Tadqiqot jarayonida asardagi leksik, semantik va badiiy xususiyatga ega bo‘lgan dialektik unsurlar aniqlanib, ularning mazmuni, qo‘llanish doirasi hamda asar badiiy ifodasidagi o‘rni yoritiladi. Shuningdek, ushbu birliklarning xalq tiliga yaqinligi, milliy ruh va an‘anaviy tafakkurni aks ettirishdagi ahamiyati ilmiy jihatdan asoslanadi.

Kalit so‘zlar: Oshiqnoma, dialektik birliklar, badiiy til, mumtoz adabiyot, badiiy mahorat.

Аннотация: В данной статье анализируются диалектические единицы, обнаруженные

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в восьмой книге серии «Ошиқнома», одном из важных образцов классической восточной литературы. В процессе исследования выявляются диалектические элементы лексического, семантического и художественного характера в произведении, подчеркивается их содержание, сфера применения и роль в художественном выражении произведения. Также научно обосновывается близость этих единиц к народному языку, их важность в отражении национального духа и традиционного мышления.

Ключевые слова: Ошиқнома, диалектические единицы, художественный язык, классическая литература, художественное мастерство.

Abstract: This article analyzes dialectical units found in the eighth book of the "Oshiqnoma" series, one of the important examples of classical Eastern literature. In the process of research, dialectical elements of lexical, semantic and artistic nature in the work are identified, their content, scope of application and role in the artistic expression of the work are highlighted. Also, the closeness of these units to the folk language, their importance in reflecting the national spirit and traditional thinking are scientifically substantiated.

Keywords: Oshiqnoma, dialectical units, artistic language, classical literature, artistic skills.

Ma'lumki, shevalar adabiy tilimizni boyituvchi, uning oziqlantirib boruvchi muhim manbalardan biri hisoblanadi. Shunday ekan, ularga xos materiallarni zudlik bilan o'rganib, lug'atlarga kiritishimiz bugungi kunda o'ta dolzarb ahamiyat kasb etadi. Xalq shevalarining bir qismini o'zida mujassam etgan xalq og'zaki ijodi ma'naviy manba sifatida xalq hayotida muhim ahamiyatga molik ma'naviy boylik hisoblanadi. Shu bois tadqiq etilayotgan xalq shevalari ham xalq og'zaki ijodining mahsuli sifatida uning tarkibiy qismiga daxldorligi bois dialektologiya fanida o'rganilishi milliy tilning rivojida va uning bardavomligini ta'minlashda muhim ahamiyat kasb etadi. [4.:20].

O'zbek xalq og'zaki ijodi va mumtoz adabiy merosi milliy tilimizning boyligi, tarixiy taraqqiyoti hamda xalqning turmush tarzi va dunyoqarashini o'zida aks ettiruvchi muhim manbalardan biri hisoblanadi. "Oshiqnoma" turkumi o'zbek xalq dostonlari asosida yaratilgan muhim adabiy majmualardan biri bo'lib, unda xalq og'zaki ijodiga xos badiiy uslub, obrazlar tizimi va til boyligi o'z ifodasini topgan. Mazkur turkumning sakkizinchi kitobi ham xalq og'zaki ijodi namunalarini o'zida jamlagan bo'lib, undagi dostonlarda turli dialektik birliklar uchraydi. Bu birliklar asar tilining tabiiyligi va xalqona ruhini kuchaytiradi, qahramonlarning nutqi orqali muayyan hududga xos til xususiyatlarini namoyon etadi. Asardagi dialektik birliklar tahlilini dostonlarda ko'rib chiqamiz.

"Oshiqnoma" turkumiga kiruvchi "Asil va Karam" dostoni turkiy xalqlar og'zaki ijodining eng mashhur sevgi dostonlaridan biridir. Bu doston turkman, ozarbayjon va o'zbek xalqlari orasida keng tarqalgan bo'lib, uning turli milliy versiyalari mavjud. Asarda sof muhabbat, sadoqat, insoniy tuyg'ular va sevgining har qanday to'siqlardan ustun turishi g'oyasi badiiy tarzda ifodalangan. Doston turli xalqlar og'zaki ijodida yashab kelgani sababli uning matnida har bir xalqning tiliga xos bo'lgan leksik xususiyatlar, ayniqsa dialektik birliklar ham uchraydi. Dialektik birliklar asar tilining rang-barangligini oshirib, unda aks etgan xalq hayoti, urf-odatlar va milliy mentalitetni yanada yorqinroq ifodalashga xizmat qiladi. Shu bois "Asil va Karam" dostoni matnida uchraydigan dialektik birliklarni o'rganish nafaqat tilshunoslik, balki folklorshunoslik nuqtai nazaridan ham muhim ahamiyatga ega.

Töngirtqa – suv quvuri. *Yo'l yurdi, yo'l yursa-da mo'l yurdi, oxiri Choriyorning bog'iga etib keldi, ammo baland chorbog'dan o'ta olmay, bog' tevaragini aylanib bir to'ngirtqaga duch keldi* [2.:7.]. [Suv quvuri – suv oqishi uchun temir, beton va boshqalardan ishlangan uzun, ichi bo'sh maxsus qurilma.]

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Törqaman – mayin. *Ipakdan inja to'rqaman* [2.:5.]. [Mayin – Ipakdek yumshoq va nozik, qo'lga muloyim urinadigan].

Xarazī – tegirmoni. *Hamroni otasining bir ko'na xarozi bor erdi. Hamro Sayodxonni otlar birla anda qo'yib erdi* [2.:9.]. [Tegirmon – g'allani, donni yanchib un qilish uchun moslangan, maxsus qismlardan iborat, suv, shamol, elektr energiyasi va shu kabilar kuchi bilan ishlaydigan qurilma].

Čāksā nosīma – bitta chekiladigan nos. *Maston yana dag'dag'a qildi: -Sening ikki yuz oltin tangang mening bir chaksa nosimga ham etmaydi* [2.:9.]. [Nos – tamakidan tayyorlanadigan va til tagiga tashlab yoki burunga iskab chekiladigan narsa].

Chāproz – uchmoq. *Og'ziga qo'ndi to'rt ming qarg'a Qarg'a chaproz uradi* [2.:11.]. [Uchmoq – qanot vositasida havoda harakatlanmoq, qanot qoqib, biror tomonga yo'nalmoq parvoz qilmoq].

Čärtäk – chordoq. *Bir joyda bir momo chartak qurib charx egirib o'tirib edi* [2.:11.]. [Chordoq – tom bilan ship oralig'idagi bo'sh joy; cherdak].

Čakdi – tortib olmoq. *Čakdi Karamning tishini, Ombir, qirmiz kiyinibdi* [2.:12.].

Čiqan – dugona. -Ey *chiqon*, mening bu yorim turur [2.:14.]. [Tortib olmoq – biror yeridan ushlab, tutib, o'ziga tomon surmoq yoki surishga harakat qilmoq].

Češ – yech. *Bir juft olma go'rdim qo'ynung ichinda, Arkalab o'zing chesh dugmalingni* [2.:16.]. [Yech – bog'ichini, bog'ini yozmoq, bo'shatmoq; kiyilgan kiyimni joyidan, egnidan olmoq].

Čaqli – gacha. *Agarki qirq kunga choqli sabr qilmasang, sen menga yo'qsan, men senga yo'qman, dedi* [2.:18.].

Chog'a pišik – mushuk bola. *Sening sevikli xotining shum va makkor ekan, seni bir kokili oltin, bir kokili kumush o'g'il- qiz tug'ib beraman, deb aldab, mana bir kuchuk va bir choq'a pishik tug'di* [2.:18.]. [Mushuk – mushuksimonlar oilasiga mansub sutemizuvchi].

Čörkämän – oddiy. *O'zim yurgan cho'rkaman* [2.:21.]. [Oddiy – odatdagi, har vaqt bo'lib, uchrab turadigan, o'rganish bo'lib qolgan].

Čolašmoq – chirmashmoq. *Ko'zlaganing tarloningni ola qol, Cho'loshibdur gul shoxina tarloning* [2.:23.]. [Chirmashmoq – mahkam quchmoq, o'ralmoq, o'ralib, yopishib olmoq].

Šāb – tun. *Har kishini o'z yorina bersalar Men shab bo'lib sizni pinhon aylayman* [2.:23.]. [Tun – sutkaning kun botishdan kun chiqqungacha, oqshomdan tongotargacha bo'lgan qismi].

Šāppāt – shapaloq. *Shul vaqtda onasi ikki shappat urdi* [2.:24.]. [Shapaloq – qo'l, besh panja bilan (betga) urilgan zarba, tarsaki].

Šoli türmä – qalin matodin to'qilgan belbog'. *Boshinga o'rabsan sholi turmani, Ko'zinga chakibsan qora surmani* [2.:26.]. [Belbog' – belga bog'lanadigan, to'rt-burchak ro'mol shaklidagi gulli yoki gulsiz, chetlari tikilgan mato parchasi; qiyiq, qiyiqcha].

Önginnän – oldidan. *Ey Salbijonim, men sani sinab ko'rdim, man Sayodxonni olib keldim, sen ham aning o'ngindin chiqq'il-dedi* [2.:28.]. [Oldidan – biror ish yoki holatning boshlanish arafasi, yaqin yetgan payti].

Oran arqayin – juda xotirjam. *Ey bobo, Hamroni kanizlar ila birlikda hech injitmasmiz, o'ran arqayin bo'lib, xotirjam bo'lg'il* [2.:32.]. [Juda xotirjam – xotirjam bo'lmoq, biror ishning natijasi yaxshi bo'lganligiga yoki bo'lishiga ishonch hosil qilmoq; ruhan tinchlanmoq].

O'g'lon-ushoqlarni – bola-chaqa. *Saharning vaqtida tevalarga yuk yuklab o'g'lon-ushoqlarni alarga mindirdilar* [2.:31.]. [Bola-chaqa – katta-kichik bolalar; bola-baqra].

Qabo – ustki kiyim. *Ali o'g'li Mamat xonning qizidir, Yorim kelmish gulgun qaboya bo'yla* [2.:31.]. [Ustki kiyim – badanni va tana a'zolarini berkitish, yopish va shu bilan inson tanasini tashqi muhit ta'siridan saqlash uchun kiyiladigan, asosan, mato va teridan tikib tayyorlanadigan narsalarning umumiy nomi].

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“**Choriyori olam**” dostoni turkiy xalqlar og'zaki ijodida keng tarqalgan dostonlardan biri. “Shahriyor” syujeti asosida shakllangan asarlardan biri hisoblanadi. Ushbu doston Xorazm hududi bilan chambarchas bog'liq bo'lib, baxshilar ijrosi orqali xalq orasida keng yoyilgan. Asar mazmunida xalqning turmush tarzi, orzu-umidlari, ezgulik va adolat g'oyalari badiiy tasvir orqali ifodalangan. Doston tilida Xorazm o'g'uz lahjasiga xos bo'lgan ko'plab til unsurlari, ayniqsa dialektik birliklar uchraydi. Dialektik birliklar asarning milliy koloritini kuchaytirib, unda aks etgan voqealar va obrazlarning tabiiyligini ta'minlaydi. Shu bilan birga, ular xalqning nutq madaniyati, hududiy til xususiyatlari hamda og'zaki ijod an'analari yoritishda muhim manba bo'lib xizmat qiladi. Shuning uchun “Choriyori olam” dostoni matnidagi dialektik birliklarni o'rganish asarning badiiy tilini hamda uning folklor an'analariidagi o'rnini chuqurroq anglashga yordam beradi.

Qopi – eshik. *Ey bolam, armanilar qirq qopiga ham xamir yopishtirib qo'yibdi* [2.:35.]. [Eshik – uy, xona, bino yoki hovlining kiraverishida o'rnatiladigan, ochib-yopib turiladigan qurilish buyumi].

Qo'par – qo'zg'alar. *Yorim uchun qiyomatlar boshima, Bugun qo'par oxir zamon, voy emdi* [2.:33.]. [Qo'zg'almoq – o'rnidan turmoq yoki siljimoq].

G'izali – kiyik. *Qadimdan Karamning o'zi bilan harif bir setori bilan bir g'izoli bor edi* [2.:37.]. [Kiyik – qovush shoxli sutemizuvchilar oilasining ohu, bug'u va hokazolar kabi katta bir guruhining umumiy nomi].

Harif – yaqin do'st. *Qadimdan Karamning o'zi bilan harif bir setori bilan bir g'izoli bor edi* [2.:37.]. [Yaqin do'st – oraliq masofa uncha katta bo'lmagan, uzoq emas; do'stona munosabatda bo'lgan, qadrdon, mehribon].

Egramchidan – tizzadan. *Dardim ko'pdir darmon qo'lima tushmas, O'tar egramchidan beli gurjining* [2.:38.]. [Tizza – oyoqning bukiladigan, boddir bilan son qo'shiladigan joyi].

La'sh – gavda. *Bu yotgan loshni bir qarg'a ko'rib ustiga qo'ndi, uning qag'illaganiga yana sharqdan ming qarg'a, g'arbdan ming qarg'a, qibladan ming, orqadan yana ming qarg'a yig'ildi, ular gir aylanib qag'illay boshladilar* [2.:39.]. [Lavda – inson yoki hayvon tanasining umumiy ko'rinishi; jussa, qad].

Män dönärmän, konglim dönmäs – men roziman, ko'nglim norizi. *Vazir bobo bu go'zaldin, Man do'narman, ko'nglim do'nmas* [2.:39.].

Münziqlarim – munchoq. *Munjiqlarim do'lanadi qo'lima, Polvonlari qalqon olar qo'lina* [2.:40.]. [Munchoq – qimmatbaho va rang-barang shisha, tosh va shu kabilar narsalardan yasaladigan, asosan ziynat uchun ipga tizib, bo'yinga, qo'lga (bilakka) taqiladigan dumaloq yoki boshqa shakldagi donalar].

Dönäjin – aylanay. *Ko'zinga do'nayin yo'la kel, yo'la, Muloyim qo'llaring bo'ynima do'la* [2.:41.].

Nox – ip. *Chodirda uch qiz jundan nox yigirib o'tirishib, suhbat qurayapti* [2.:48.]. [Ip – paxta, xom ipak, zig'ir, jun va shu kabilar tolasidan ingichka qilib yigirilgan yoki yigirilmagan tikuv, to'quv material].

Abdal – darvesh, qalandar. *Oxir bizni obdal aylar, Beka qiz sening ko'zlaring* [2.:48.]. [Darvesh – hech narsasi yo'q, qashshoq, gado, Hech narsa bilan ishi yo'q, o'taketgan sodda va sipo odam].

Avasina – mahallasiga. *Armanilarning borgan ovosina tushdi* [2.:44.]. [Mahalla – shaharning ma'lum bir hududni o'z ichiga olgan va aholisi bir jamoaga birlashgan, o'zini-o'zi boshqarishga asoslangan ijtimoiy-hududiy bo'lagi].

Adag'li – unashilgan. *Avvaldin odog'li jonim, Hamrohim, Nechun mandin yuz do'ndarding, azizim?* [2.:45.].

Onduvchi – payloqchi, kuzatuvchi. *Bir necha armanilar qizning izinda onduvchi erdi* [2.:50.]. [Poyloqchi – biror kimsa, narsa yoki joyni saqlab, qo'riqlab turadigan, biror xavf yuz berganda, uni daf qilish uchun chora ko'radigan kishi; soqchi].

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Ashaq – past. *Karamjon yeridin turib, oshoqq'a tushib kelur erdi* [2.:52.]. [Past – yuqori tomon o'lchami, qaddi, bo'yi uncha baland bo'lmagan, balandligi, bo'yi nisbatan qisqa; pakana, pastak].

Peşing – etak. *Ishqing shabnaminnan peshing azilsin* [2.:52.]. [Etak – kiyimning pastki, osilib tushib turadigan keng qismi. Ko'ylakning etagi. To'nning etagi].

Dönājīn – boshingga qurbon bo'layin. *Saringa do'nayin ola go'z pari, Yo'lingda qo'ymisham jon bila sari* [2.:54.].

“Sayod va Hamro” dostoni “Oshiqnoma” turkumining 8-kitobiga kiritilgan sevgi-sarguzasht dostonlaridan biri hisoblanadi. Ushbu doston xalq og'zaki ijodining an'anaviy xususiyatlarini o'zida mujassam etib, unda sevgi, sadoqat, insoniy fazilatlar hamda turli sinovlar orqali qahramonlarning ruhiy va ma'naviy qiyofasi yoritib beriladi. Asar voqealari xalq hayoti, urf-odatlar va turmush tarziga yaqin holda tasvirlangan bo'lib, doston tili ham xalqona ifoda vositalariga boydir. Doston matnida turli hududiy til xususiyatlarini aks ettiruvchi dialektik birliklar ham uchraydi. Bunday birliklar asarning badiiy ta'sirchanligini kuchaytirib, undagi obrazlar nutqini tabiiy va jonli ko'rsatishga xizmat qiladi. Shu sababli “Sayod va Hamro” dostoni tilida uchraydigan dialektik birliklarni o'rganish nafaqat tilshunoslik, balki folklorshunoslik nuqtai nazaridan ham muhimdir.

Säpčü – cheksiz ma'nosida. *Yuz sapcha maning dardim, Ko'p yig'lama nomardim* [2.:55.]. [Cheksiz – cheki, chegarasi, oxiri, poyoni yo'q; poyonsiz, bepoyon].

Sičrab – sakrab. *Karam sichrab yeridin turib, otasining so'ziga quloq solmadi, qahrlanib, turib badar keta berdi* [2.:56.]. [Sakramoq – butun gavdani irg'itib, keskin harakat qilmoq, pastga, yuqoriga yoki bir necha qadam nariga o'zini otmoq].

So'na – o'rdakning bir turi. *To'pidan ayrilgan yashil bosh so'na, san musulmon bo'l, yo man Armani* [2.:58.]. [So'na – yovvoyi yoki xonaki erkak o'rdak].

Täkä – bolish. *Shuning uchun xalq oldida 9 oy, 9 kun, 9 daqiqa qorningga taka bog'lab yur, ular seni homilali deb o'ylasin* [2.:59.]. [Bolish – yostiq, divanning suyanishga mo'ljallangan bolish shaklidagi suyanichig'i].

Tamug' – do'zax. *Yetti do'zax, tamug'likning o'tina, Ana Karam yondi, menda yonaman* [2.:60.]. [Do'zax – diniy tasavvurga ko'ra: o'lgan, din talablarini bajarmagan gunohkor bandalar oxiratda abadiy azoblanadigan joy; Jahannam, Kishini ortiq azob-uqubat va mushkul ahvolga soluvchi sharoit, muhit, holat].

Tähäjjur – hayrat. *Jafosi cho'q, vafosi yo'q, manga har dam otar ming o'q. Tabassumda tahayyurda, guli so'lganga yig'layman* [2.:61.]. [Hayrat – kuchli darajadagi taajjub, hayronlik].

Tärsanij – g'ayridin. *La'nat bo'lsin ul tarsoning qizina, Sevar bo'lsang, sevma qo'zim, Asilni* [2.:57.]. [G'ayridin – boshqa dinga e'tiqod qiluvchi, boshqa dindagi (kishi)].

Ikki ayzim – bir kalima. *Shu yerda mening yorimni toboqqi qilsangizlar yorimni ko'rib ikki og'zim so'z so'zlasam* [2.:60.]. [kalima-so'z, ikki kalima so'z, kalima keltirmoq].

Äldi gälgän – oldin kelgan. *Alda qalqan yo'ldoshinnan ayrilmish, Yur-a ko'ngil, yur vatana qaytali* [2.:66.].

Alima – qo'lima. *Asilxonning qurboniman, quliman, Qul ketarman to alima olg'uncha* [2.:66.].

Bäd – yomon, yomonliq. *Badligimni qo'ydim, sozing ko'tardim* [2.:62.]. [Yomon – sifatsiz, sifati past, biror ishni eplay olmaydigan, uquvsiz, tajribasiz].

Bavä – bobo. *Bovasi* noiloj bo'ldi [2.:64.]. [Bobo – otaning yoki onaning otasi (nabiraga nisbatan)].

Bajiz – sabab. Kim oni qo'ymay olib ketgan bo'lsa *boyiz* bo'lib. Ishq o'tiga yoqqani man chakkan afg'onim bilan [2.:68.]. [Sabab – biror (ko'ngilli yoki ko'ngilsiz) ish-harakat, voqea, hodisaning yuzaga kelishida, sodir bo'lishida omil bo'lgan boshqa bir voqea, hodisa; bois, omil].

Bäväk – chaqaloq. *“Mening hayotimda hali farzand ko'rish nasib qilmagan edi, bavakning ingasini*

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eshitmaganman [2.:61.]. [Chaqaloq – yangi tug'ilgan bola; go'dak].

Gädik – ashyo. *Tuyalar yuklandi zardan, Gadiklar boylandi qordan* [2.:70.]. [Ashyo– narsa, buyum (asosan biror narsaga qarashli, oid narsa-buyumlarni bildiradi)].

Gum ätish – yo'qotish. *Men hozir hovuzga qarasam, unda ikki bola o'ynab yuribdi, biz 9 ayol senga 9 tovoq oltin beramiz, shu bolalarni gum atish kerak* [2.:71.]. [Yo'qotish – yo'q qilmoq, Muayyan maqsadga monelik qiladigan to'siqni olib tashlamoq; barham bermok].

Gilä – gina. *San ko'p mag'rur bo'lma, armani qizi, Karam sandin gila qildi, kelmadi* [2.:78.].

Degrä dashinü – atrofi, to'rt tomoni. *Xaloyiq yig'nalar degra doshina, Farzand deyub man ovvora yig'larman* [2.:79.]. [Atrof – tevarakdagi fazo, joy, yer; hamma taraf, biror narsaning gir aylanasi, tevaragi yoki cheti, zihi].

Dünäsäng – ziyorat qilmoq. *Xudoning yaxshi bandasi erkan, aning qabrini dunasang shoyad ollo taolo bir farzand bergay, dedi* [2.:74.]. [Ziyorat qilmoq – muqaddas joylarga, mozar va qabristonlarga borib sig'inish, hurmat yoki rasmiyat yuzasidan keksa, tabarruk kishilar, hurmatli zotlar huzuriga tashrif buyurib, ularning holidan xabar olish, ularni muborakbod qilish].

Dilajim – tilagim. *Ey Karamjon meni sendan dilayim qirq kunga choqli sabr qil* [2.:99.]. [Tilak – biror istak, niyat bilan, nimanidir tilab aytilgan gap, duo va shu kabilar].

Damana – homiy. *Asilxon der: qo'lim tutdim domona, Bu dunyo qolmadi shoh musulmona* [81b.]. [Homiy – qo'llab-quvvatlab, tarafini oluvchi; yordam beruvchi, himoya qiluvchi shaxs].

Döndärding – ag'darding, kechding. *Tog'larni eritar bu chekkan ohim, Nechun mandin yuz do'ndarding, azizim?* [2.:93.].

Dönämän – aylanmoq, o'zgarmoq. *Ko'zinga do'naman qoningga yo'kman, Karam bola, lochiningni kelib ol* [2.:83.].

Döräsäk – tug'ilmoq. *Bir onadan oltmish o'g'il do'rasak, Bir supraga qo'l uzatsak barimiz* [87b.].

Jerinnän – o'rnidan. *Yerinnan turib aytdi: Meni bu cho'llarda armanilar o'ldirar, deb bir savol qildi* [2.:94.]. [O'rnidan turmoq – biror kimsa yoki narsa ishg'ol qilib turgan yoki ishg'ol qilishi mumkin bo'lgan yer, sath yoki fazo; joy].

Janqi – haligi. *Ziyodxon podsho vaziriga aytdi: - Yonqi armanining qizini yoti et. Vazir bordi, armanining uyiga, qizni yoti etdi* [2.:130.]. [Haligi – bundan sal ilgari tilga olingan, bo'lgan shaxs, narsa o'rnida qo'llanadi, unga ishora qiladi; boyagi, o'sha, aytilmoqchi bo'lgan shaxs, narsa haqidagi so'z, gap yodga kelmay turgan paytda xuddi shu holatni qayd etish uchun qo'llanadi].

Jošüllü – oqsoqol. *Shul armanilarning yoshullisining qizi mening yorim turur* [2.:112.]. [Oqsoqol – soch-soqoli oqargan keksa odam; mo'ysafid, ilgari davrda bir yoki bir necha mahalla yoki qishloqqa boshliq bo'lgan mahalliy amaldor].

3illi – jinni. *Jilli manmi, do'g'ri galdim Tabriza, Beka nazar soling yana gul yuza* [2.:118.]. [Jinni – aqldan ozgan, ruhiy kasallikka yo'liqqan; telba, savdoyi, xayoliga kelgan ahmoqona ishlar, yarashmagan qiliqlar qiladigan kishi; ahmoq, nodon].

3umri – aybdor, yovuz ma'nosida. *Ko'ksing ustidagi nedur-yumrilar? Yaxshilik ko'rmasin johil-jumrilar* [2.:122.]. [Aybdor – ayb ish qilgan kishi; gunohkor, jinoiy ish qilgan, qonunga xilof ish qilgan, jinoiy javobgar kishi].

3uvalanib – yumalanib. *G'am lashkari bosib dushman zor o'lg'ay, Ko'zda yoshim juvolanib par o'lg'ay* [2.:141.]. [Yumalanmoq – aylanib, g'ildirab ketmoq; dumalamoq].

3o'ra – do'stlardan. *Salbiniyoz jo'ralaridin bu xabarni eshitib, bir qora ot minib va qora libos kiyib, bir manzilda Hamroning izidin quvib yetdi* [2.:125.]. [Do'st – qarashlari, dili, ish faoliyati yaqin bo'lgan, inoqlik, ahillik bilan bog'langan ikki yoki undan ortiq kishining har biri; o'rtoq. Dushman].

Zaya ätmä – isrof qilma. *Ey o'g'lim, har odamga o'zingni zayo qilma, deb o'g'liga tasalli berib bir so'z aytdi* [2.:138.]. [Isrof qilmoq – nobud qilish; o'rinsiz yoki ortiqcha ishlatish, yo'q qilish].

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Zo'mp – birdan ma'nosida. *Jon holatda intilgan Maston bog' ichiga zo'mp etib chiqdi* [132b.]. [Birdan – kutilmagan, xayolga kelmagan vaqtda; to'satdan, qo'qqisdan].

Iza – jazo. *Sayislar chakar izoni, Dushmanlar topqay jazoni* [2.:147.]. [jazo-ayb yoki jinoyati uchun ko'riladigan chora].

Iym atadi – imo qiladi. *Nozli yorim iym atadi ichina, Qiyo boqmoq o'rgatadi lochina* [2.:147.]. [Imo qilmoq – biror narsa bildirish, undash va shu kabilar uchun bosh iring'atib yoki yuz, ko'z, qosh, qo'l harakati bilan qilingan ishora, im].

Dik – to'g'ri yo'nilgan tayoq. *Uning quloqlari dasturxonday, burni charxning dikiday, og'zi tandirday* [2.:150.]. [Tayoq – daraxt shoxining urish, haydash va shu kabilar uchun ishlatiladigan bo'lagi, undan maxsus ishlangan qismi; kaltak].

Jitirdim – yo'qotdim. *Quva - quva jayronimni yitirdim, Yitirdim bu yo'lda bergil murodi* [2.:152.]. [Yo'qotmoq – muayyan maqsadga monelik qiladigan to'siqni olib tashlamoq; barham bermoq].

Jorinza – beda. *Sening yoningga borib so'rasalar, mening otim o't-yo'rinja yemaydi, bir to'rva marmar tosh yeydi, deb ayt-shunda ular hayron bo'lib* [2.:155.]. [Beda – dukkakdoshlar oilasiga mansub, bir va ko'p yillik o'simlik].

Kallaposh – bosh kiyimi. *Ersa Jon pari kelib Hamroni boshindagi kallapo'shini oldi* [2.:154.]. [Bosh kiyimi – boshga kiyiladigan narsalar].

Gozingä dönämän – qurbon bo'laman, *go'zinga do'naman yo'la kel, yo'la, Humoyun zulflaring belinga to'la* [2.:156.]. [Qurbon bo'lmoq – biror ezgu ish, ezgu maqsad yo'lida yoki sevikli kimsa, narsa va shu kabilar uchun kurashda halok bo'lgan, jon fido qilgan kishi].

Xulosa qilib aytganda, “Oshiqnoma” turkumining sakkizinchi kitobida uchraydigan dialektik birliklar asar tilining rang-barangligi, xalqona ruhining chuqurligi hamda badiiy ifoda vositalarining boyligini yaqqol namoyon etadi. Tadqiqot natijalari shuni ko'rsatadiki, mazkur birliklar nafaqat leksik-semantik jihatdan muhim ahamiyatga ega, balki ular orqali asarda tasvirlangan voqealar, obrazlar va muhit yanada tabiiy va jonli aks ettiriladi. Mazkur tadqiqot dialektologiya va folklorshunoslik yo'nalishida olib borilayotgan ilmiy izlanishlar uchun muhim manba bo'lib xizmat qiladi. Kelgusida bunday dialektik birliklarni tizimli ravishda to'plash, ularni lug'atlashtirish va ilmiy jihatdan chuqurroq o'rganish o'zbek tilining boyligi va rivojini ta'minlashda muhim omillardan biri bo'lib qoladi.

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ADABIY ASARLARDA MAQOL VA MATALLARNING ROLI, NUTQ MADANIYATINI BOYITISHDAGI O'RNI

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Annotatsiya. Mazkur ilmiy maqolada maqol va matallarning badiiy nutqni ifodali, ta'sirchan hamda mazmunan boy qilishdagi ahamiyati tahlil qilinadi. Xalq og'zaki ijodining muhim tarkibiy qismi bo'lgan maqol va matallar asrlar davomida xalq tajribasi, donishmandligi va hayotiy qarashlarini o'zida mujassam etib kelgan. Ular qisqa, lo'nda va obrazli shaklda chuqur ma'noni ifoda etishi bilan ajralib turadi. Badiiy nutqda maqol va matallardan foydalanish fikrning ta'sir kuchini oshiradi, nutqning obrazlilik va ifodaliligini kuchaytiradi hamda tinglovchi yoki o'quvchining e'tiborini jalb etadi. Maqol va matallar tilning estetik imkoniyatlarini kengaytirib, nutqqa milliy ruh, xalqona ohang va hayotiylik baxsh etadi. Ushbu maqolada maqol va matallarning badiiy nutqdagi stilistik vazifalari, ularning nutq madaniyatini rivojlantirishdagi o'rni hamda ifodaviy vosita sifatidagi xususiyatlari ilmiy jihatdan tahlil qilinadi. Shuningdek, badiiy nutqda qo'llaniladigan maqol va matallarga misollar keltirilib, ularning mazmuni va nutqdagi funksional ahamiyati yoritib beriladi. Tadqiqot natijasida maqol va matallar badiiy nutqning obrazlilikini kuchaytiruvchi, fikrni lo'nda va ta'sirchan yetkazishga xizmat qiluvchi muhim lingvistik vosita ekanligi asoslab beriladi.

Kalit so'zlar: Maqol, matal, badiiy nutq, xalq og'zaki ijodi, ifodalilik, obrazlilik, nutq madaniyati, stilistik vosita, lingvistik tahlil, folklor.

Abstract. This scientific article analyzes the significance of proverbs and sayings in making artistic speech expressive, impactful, and semantically rich. Proverbs and sayings, being an essential component of folk oral creativity, have for centuries embodied the experience, wisdom, and life perspectives of the people. They are distinguished by their ability to convey deep meaning in a concise, brief, and figurative form. Using proverbs and sayings in artistic speech enhances the force of expression, increases the imagery and expressiveness of speech, and captures the attention of the listener or reader. Proverbs and sayings expand the aesthetic possibilities of language, endowing speech with national spirit, folk intonation, and vitality. This article scientifically examines the stylistic functions of proverbs and sayings in artistic speech, their role in the development of speech culture, and their features as expressive tools. Additionally, examples of proverbs and sayings used in artistic speech are provided, highlighting their content and functional significance in speech. The study concludes that proverbs and sayings serve as an important linguistic tool that enhances the imagery of artistic speech and facilitates concise and impactful communication of ideas.

Keywords: Proverb, saying, artistic speech, folk oral creativity, expressiveness, imagery, speech culture, stylistic device, linguistic analysis, folklore.

Аннотация. В данной научной статье анализируется значение пословиц и поговорок в обеспечении выразительности, убедительности и семантической насыщенности художественной речи. Пословицы и поговорки, являясь важной составной частью народного устного творчества, на протяжении столетий воплощали жизненный опыт, мудрость и мировоззрение народа. Они отличаются способностью передавать глубокий смысл в краткой, ёмкой и образной форме. Использование пословиц и поговорок в художественной речи усиливает выразительность мысли, повышает образность и выразительность речи, а также привлекает внимание слушателя или читателя. Пословицы и поговорки расширяют эстетические возможности языка, придавая речи национальный дух, народный колорит и жизненность. В статье научно рассматриваются стилистические функции пословиц и

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поговорок в художественной речи, их роль в развитии культуры речи, а также их особенности как выразительных средств. Кроме того, приводятся примеры использования пословиц и поговорок в художественной речи, раскрывающие их содержание и функциональное значение в речи. Результаты исследования подтверждают, что пословицы и поговорки являются важным лингвистическим инструментом, усиливающим образность художественной речи и способствующим краткой и убедительной передаче мыслей.

Ключевые слова: пословица, поговорка, художественная речь, народное устное творчество, выразительность, образность, культура речи, стилистическое средство, лингвистический анализ, фольклор.

Nutqning ta'sirchan, mazmunli va obrazli bo'lishida turli stilistik vositalar muhim rol o'ynaydi. Ana shunday vositalardan biri maqol va matallardir. Maqol va matallar xalq og'zaki ijodining qadimiy va boy qatlamlaridan biri bo'lib, ular xalqning asrlar davomida to'plagan hayotiy tajribasi, donishmandligi va dunyoqarashini qisqa, lo'nda hamda obrazli shaklda ifodalaydi. Shu sababli maqol va matallar badiiy nutqni boyitishda, uni yanada ta'sirchan va ifodali qilishda muhim vosita hisoblanadi.

Badiiy nutqning asosiy xususiyatlaridan biri uning obrazlilik va emotsional ta'sir kuchiga ega bo'lishidir. Bunday nutqda so'zlar nafaqat ma'no ifodalaydi, balki o'quvchi yoki tinglovchida ma'lum bir tasavvur, hissiyot va munosabat uyg'otadi. Maqol va matallar aynan shu jihati bilan badiiy nutqda keng qo'llanadi. Ular fikrni qisqa va lo'nda ifodalash bilan birga, nutqqa xalqona ruh, milliy kolorit va badiiylilik bag'ishlaydi. Masalan, "*Mehnat qilgan to'yadi, dangasa uyquga to'yadi*" maqoli inson hayotida mehnatning muhimligini ta'kidlab, badiiy nutqda tarbiyaviy g'oyani ifodalashga xizmat qiladi. Yoki "*Yaxshi so'z – jon ozig'i*" maqoli nutqning ta'sir kuchini, insoniy munosabatlarda muloyim va samimiy so'zlarning ahamiyatini ifodalaydi. Bunday maqollar badiiy asarlarda qo'llanganda qahramon xarakterini ochish, muayyan g'oyani kuchaytirish yoki muallif fikrini obrazli tarzda yetkazishga yordam beradi.

Shuningdek, matallar ham nutqning obrazlilikni oshirishda muhim rol o'ynaydi. Masalan, "*Tuproq tortsa oltin bo'ladi*" yoki "*Bir gap bilan tog' ko'chadi*" kabi matallar nutqda mubolag'a va obrazlilikni kuchaytiradi. Ular badiiy matnning emotsional ta'sirini oshirib, o'quvchi e'tiborini jalb qiladi [1-3].

Hozirgi davr tilshunosligida maqol va matallarni o'rganish nafaqat folklorshunoslik, balki lingvistika, stilistika va nutq madaniyati nuqtai nazaridan ham dolzarb hisoblanadi. Chunki ular tilning badiiy imkoniyatlarini kengaytiradi hamda nutqning ifodaliligini oshirishda samarali vosita sifatida xizmat qiladi. Shu bois ushbu maqolada maqol va matallarning badiiy nutqni ifodali qilishdagi o'rni, ularning stilistik xususiyatlari hamda badiiy matnda qo'llanishi ilmiy jihatdan tahlil qilinadi.

O'zbek tili va uning stilistikasi bo'yicha olib borilgan tadqiqotlar mamlakatimizda lingvistik va didaktik jihatdan muhim ahamiyatga ega. Karimov va To'xtasinov (2018) asarida o'zbek tilining stilistik xususiyatlari tizimli tarzda tahlil qilingan bo'lib, u lug'aviy, sintaktik va pragmatik darajalarda til uslubi shakllarini o'rganishga asos yaratadi. Mualliflar uslubiy tadqiqotlar metodikasini ishlab chiqqan va zamonaviy o'zbek tilining yozma va og'zaki nutqdagi o'ziga xos jihatlari yoritgan.

Shomaqsudov va Shorahmedov (2017) esa o'zbek maqollarini ilmiy manba sifatida o'rganib, ularning leksik va semantik xususiyatlarini, shuningdek, xalq og'zaki ijodidagi uslubiy ma'nolarini aniqlashga alohida e'tibor qaratgan. Ushbu ish folklor va lingvistika tadqiqotlarini uyg'unlashtirgan holda, nutq madaniyati va estetik didni shakllantirishda maqollarning ahamiyatini ko'rsatadi.

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Yo'ldoshev (2019) o'zbek tilining stilistikasini chuqur tahlil qilgan bo'lib, tilning funksional uslub turlarini va ularning ijtimoiy kontekstdagi o'rnini belgilaydi. Bu asar tilshunoslikda stilistika nazariyalarini amaliy tadqiqotlar bilan bog'lash imkonini beradi va tilning kommunikativ samaradorligini oshirishga qaratilgan yondashuvni taklif qiladi.

Abdurahmonov (2016) va Mahmudov (2018) ning tadqiqotlari esa grammatik strukturani o'zaro bog'lash orqali tilning tarixiy va nazariy jihatlarini yoritadi. Ular o'zbek tilining sintaksis, morfologiya va uslubiy normativlarini tadqiq etishda metodologik asos yaratadi. Bu ishlardan ko'rinib turibdiki, tilning tarixiy evolyutsiyasi va uning zamonaviy normativ uslubi o'rganishda uzviy bog'liqlik mavjud.

Nutq madaniyati va uning uslubiy asoslari masalalarini Rasulov (2015) va Begmatov (2016) chuqur yoritib, og'zaki va yozma nutqning madaniy me'yorlari hamda kommunikativ xulqni shakllantirishdagi roli tahlil qilingan. Ularning ishlarida nutq madaniyati bilan tilning stilistik jihatlarini o'rtasidagi o'zaro ta'sir ilmiy asosda ko'rsatib berilgan.

Shuningdek, Xudoyberganov (2019) va Jo'rayev (2017)ning tadqiqotlari o'zbek xalq og'zaki ijodini va folklor elementlarini lingvistik kontekstda tahlil qilib, tilning ma'naviy-estetik qadriyatlarini o'rganishga qaratilgan. Ular o'z ishlarida folklor va stilistik tadqiqotlarni birlashtirib, og'zaki ijod namunalarining uslubiy va semantik qatlamlarini aniqlashga xizmat qiladi.

Nurmonov (2020) ning metodologik ishlarida esa lingvistik tadqiqotlar usullari va ularni amaliy qo'llashning nazariy asoslari yoritilgan bo'lib, bu o'zbek tili tadqiqotlarining ilmiy sifatini oshirishda muhim vosita sifatida xizmat qiladi. Bu metodik yondashuvlar turli tadqiqotlarning uzviyligi va tizimlilik asosida o'rganilishini ta'minlaydi.

Umuman olganda, tahlil qilingan adabiyotlar o'zbek tilining stilistik va grammatik xususiyatlarini chuqur o'rganish, nutq madaniyati va xalq og'zaki ijodini ilmiy yondashuvda tadqiq etish imkoniyatlarini ko'rsatadi. Har bir manba tilshunoslikning turli jihatlarini yoritib, o'zbek tilini o'rganishda kompleks va integrativ tahlilni amalga oshirishga xizmat qiladi.

Metodologiya. Mazkur tadqiqotda maqol va matallarning badiiy nutqni ifodali qilishdagi rolini o'rganishda bir necha ilmiy metodlardan foydalanildi. Avvalo, tahlil va tavsif (analitik) metodi yordamida maqol va matallarning semantik hamda stilistik xususiyatlari o'rganildi. Ushbu metod orqali ularning ma'nosi, obrazlilik darajasi hamda nutqdagi funksional vazifalari aniqlab berildi.

Shuningdek, qiyosiy-tahliliy metod asosida turli maqol va matallarning badiiy nutqda qo'llanishi o'zaro taqqoslandi. Masalan, *“Tilga e'tibor – elga e'tibor”* maqoli nutq madaniyati va so'zning ahamiyatini ifodalasa, *“Til – qilichdan o'tkir”* maqoli so'zning kuchli ta'sirga ega ekanligini bildiradi. Bu maqollarni qiyosiy tahlil qilish orqali ularning badiiy nutqda qanday stilistik vazifa bajarishi aniqlanadi.

Tadqiqot jarayonida matn tahlili metodi ham qo'llanildi. Bu metod orqali badiiy asarlarda uchraydigan maqol va matallar o'rganilib, ularning nutqdagi ifodalilikni oshirishdagi roli aniqlab berildi. Masalan, qahramon nutqida *“Yaxshilik qil – dengizga ot, baliq bilmasa ham Xoliq biladi”* maqolining qo'llanishi obrazning axloqiy qarashlarini ifodalashga xizmat qiladi.

Bundan tashqari, misollar asosida izohlash metodi ham tadqiqotda muhim o'rin tutdi. Ushbu metod yordamida maqol va matallarning nutqdagi obrazlilikini ko'rsatish uchun konkret misollar keltirildi. Masalan, *“Birlik bor joyda tiriklik bor”* maqoli jamoaviylik va hamjihatlik g'oyasini ifodalab, badiiy nutqda ijtimoiy birlik g'oyasini kuchaytiradi [4-6].

Shu tariqa, tadqiqot davomida qo'llanilgan metodlar maqol va matallarning badiiy nutqdagi ifodalilik, obrazlilik hamda stilistik ta'sir kuchini ilmiy jihatdan asoslab berishga xizmat qildi. Natijada maqol va matallar nafaqat xalq donishmandligining mahsuli, balki badiiy nutqni

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boyituvchi muhim lingvistik vosita ekanligi aniqlandi.

Maqol va matallarning badiiy nutqdagi funksional xususiyatlari nutqni nafaqat mazmunan boyitadi, balki uning ta'sirchanligi, obrazlilikgi va tarbiyaviy ahamiyatini ham oshiradi.

Birinchi misolda keltirilgan *"Mehnat qilgan to'yadi, dangasa uyquga to'yadi"* maqoli badiiy nutqda mehnatning ahamiyatini ta'kidlashga xizmat qiladi. Bu kabi maqollar qahramon xarakterini ochishda ham muhim rol o'ynaydi, chunki ular orqali muallif qahramonning hayotiy qarashlari va qadriyatlarini ko'rsatishi mumkin.

Ikkinchi maqol – *"Til – qilichdan o'tkir"* esa so'zning kuchini obrazli tarzda ifodalaydi. Bunday maqollar badiiy nutqda dramatik vaziyatlarni kuchaytirish va so'zning ta'sirini yanada chuqurroq ko'rsatish imkonini beradi.

Shuningdek, *"Birlik bor joyda tiriklik bor"* maqoli jamiyatdagi hamjihatlik va birdamlik g'oyasini ifodalab, badiiy matnda ijtimoiy birlikni targ'ib qilish vazifasini bajaradi. Bu esa nutqning g'oyaviy yo'nalishini kuchaytiradi.

"Yaxshi so'z – jon ozig'i" maqoli esa nutqqa emotsional rang-baranglik beradi. U insoniy munosabatlarda samimiylik, hurmat va mehr kabi tushunchalarni ifodalashda muhim vosita hisoblanadi.

Jadvaldagi oxirgi maqol – *"Yaxshilik qil – dengizga ot, baliq bilmasa ham Xoliq biladi"* esa badiiy nutqda axloqiy g'oyani kuchaytirib, insonlarni ezgulikka undash vazifasini bajaradi.

Umuman olganda, jadval tahlili shuni ko'rsatadiki, maqol va matallar badiiy nutqda stilistik, emotsional va g'oyaviy jihatdan muhim ahamiyatga ega bo'lib, ular nutqning ifodaliligini oshiruvchi muhim lingvistik vositalardan biridir.

Tadqiqot jarayonida maqol va matallarning badiiy nutqni ifodali qilishdagi o'rni lingvistik va stilistik jihatdan tahlil qilindi. O'rganishlar natijasida shuni aytish mumkinki, maqol va matallar badiiy nutqda fikrni qisqa, lo'nda va ta'sirchan tarzda yetkazish imkonini beradigan muhim vositalardan biridir. Ular nutqni nafaqat mazmunan boyitadi, balki o'quvchi yoki tinglovchiga kuchli emotsional va estetik ta'sir ko'rsatadi.

Tahlillar shuni ko'rsatdiki, maqol va matallar badiiy nutqda bir necha funksiyalarni bajaradi. Birinchidan, ular nutqning obrazlilikini oshiradi. Badiiy asarda qahramonlar nutqida maqol va matallarning qo'llanilishi tasvirning jonli va tabiiy bo'lishiga xizmat qiladi. Masalan, *"Til – qilichdan o'tkir"* maqoli inson so'zining kuchini obrazli tarzda ifodalab, nutqning ta'sirchanligini oshiradi. Bu maqol badiiy matnda qo'llanganda qahramonlar o'rtasidagi ziddiyat yoki muayyan fikrning kuchli ta'sirini ko'rsatishda muhim rol o'ynaydi.

Ikkinchidan, maqol va matallar tarbiyaviy va g'oyaviy ahamiyatga ega. Xalq og'zaki ijodi namunasi sifatida ular jamiyatda shakllangan axloqiy qadriyatlarni ifodalaydi. Masalan, *"Mehnat qilgan to'yadi, dangasa uyquga to'yadi"* maqoli inson hayotida mehnatsevarlik muhim ekanligini ta'kidlaydi. Badiiy nutqda ushbu maqolning qo'llanilishi qahramonning hayotiy qarashlarini yoritib berish bilan birga, o'quvchiga ham ma'naviy xulosa chiqarish imkonini beradi [7,8].

Uchinchidan, maqol va matallar nutqning emotsional ta'sirini kuchaytiradi. Badiiy matnda oddiy gaplar orqali yetkazilishi mumkin bo'lgan fikr maqol yoki matal orqali yanada obrazli va ta'sirchan tarzda ifodalanadi. Masalan, *"Yaxshi so'z – jon ozig'i"* maqoli insoniy munosabatlarda muloyimlik va samimiylik muhimligini ifodalaydi. Bu maqol badiiy nutqda qo'llanganda qahramonlar o'rtasidagi iliq munosabatlarni yanada jonli tasvirlash imkonini beradi.

Tadqiqot davomida shuningdek maqol va matallar nutqning milliy koloritini kuchaytirishi ham aniqlandi. Chunki ular xalqning tarixiy tajribasi, turmush tarzi va dunyoqarashini o'zida aks ettiradi. Masalan, *"Birlik bor joyda tiriklik bor"* maqoli xalqning hamjihatlik va birdamlikka bo'lgan munosabatini ifodalaydi. Badiiy matnda ushbu maqol qo'llanilganda jamiyatdagi birlik va

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jamoaviylik g‘oyasi yanada kuchliroq aks etadi.

Shuningdek, maqol va matallar qahramon nutqining tabiiyligini ta’minlashda ham muhim rol o‘ynaydi. Chunki kundalik hayotda ham odamlar o‘z fikrlarini ifodalashda ko‘pincha maqol va matallardan foydalanadi. Shu sababli badiiy asarda qahramon nutqida maqollarning qo‘llanishi tasvirning realistik va hayotiy bo‘lishiga xizmat qiladi.

Umuman olganda, olib borilgan tahlillar shuni ko‘rsatdiki, maqol va matallar badiiy nutqning ifodaliligini oshirish, fikrni lo‘nda yetkazish, nutqqa obrazlilik va emotsionallik bag‘ishlash hamda muayyan g‘oyani kuchaytirish kabi muhim vazifalarni bajaradi. Shuning uchun ham ular badiiy adabiyot, publitsistik nutq va kundalik muloqot jarayonida keng qo‘llaniladigan samarali lingvistik vosita hisoblanadi. Natijada maqol va matallar nafaqat xalq donishmandligining mahsuli, balki badiiy nutqni boyituvchi va uning ta’sir kuchini oshiruvchi muhim stilistik birlik sifatida namoyon bo‘ladi. Shuningdek, tarbiyaviy g‘oya va emotsional ta’sir ko‘rsatkichlari ham yuqori darajada namoyon bo‘lgan. Bu holat maqol va matallarning xalq donishmandligi va axloqiy qarashlarini badiiy matn orqali yetkazishda samarali vosita bo‘lib xizmat qilishini tasdiqlaydi. Ayniqsa, “Mehnat qilgan to‘yadi”, “Yaxshi so‘z – jon ozig‘i” kabi maqollar badiiy nutqda axloqiy mazmunni kuchaytiradi.

Diagrammada milliy kolorit va nutq tabiiyligi ko‘rsatkichlari ham muhim o‘rin egallagan. Bu esa maqol va matallarning xalqning tarixiy tajribasi, madaniyati hamda turmush tarzini aks ettirish orqali badiiy nutqning milliy ruhini kuchaytirishini ko‘rsatadi.

Mazkur tadqiqot natijalari maqol va matallarning badiiy nutqni ifodali, ta’sirchan va mazmunan boy qilishdagi muhim o‘rnini ilmiy jihatdan tasdiqlaydi. Tahlillar shuni ko‘rsatdiki, maqol va matallar xalq og‘zaki ijodining eng qadimiy va mazmunan boy qatlamlaridan biri bo‘lib, ular insoniyatning ko‘p asrlik hayotiy tajribasi, axloqiy qarashlari va ijtimoiy qadriyatlarini o‘zida mujassam etadi. Shu jihatdan ular badiiy nutqda muhim stilistik vosita sifatida xizmat qiladi.

Tadqiqot davomida aniqlanishicha, maqol va matallar badiiy nutqda bir nechta asosiy funksiyalarni bajaradi. Avvalo, ular nutqning obrazlilikini va ifodaliligini oshiradi, chunki qisqa va lo‘nda shaklda chuqur ma’noni ifodalash imkonini beradi. Badiiy asarlarda maqol va matallarning qo‘llanilishi muallif fikrini yanada ta’sirchan tarzda yetkazishga yordam beradi hamda o‘quvchi tasavvurida aniq obrazlar hosil qiladi.

Shuningdek, maqol va matallar tarbiyaviy va g‘oyaviy ahamiyatga ega bo‘lib, ular orqali jamiyatda shakllangan axloqiy me’yorlar, ma’naviy qadriyatlar va hayotiy tajribalar badiiy nutq orqali ifodalanadi. Bunday birliklar o‘quvchida muayyan xulosa chiqarish, hayotiy saboq olish va ijtimoiy qadriyatlarni anglashga yordam beradi. Shu bilan birga, ular nutqning emotsional ta’sirini kuchaytirib, matnning estetik qimmatini oshiradi.

Bundan tashqari, maqol va matallar badiiy nutqning milliy koloritini kuchaytiruvchi muhim vosita hisoblanadi. Ular xalqning turmush tarzi, mentaliteti va madaniy an’analarini o‘zida aks ettiradi. Shu sababli badiiy asarlarda maqollardan foydalanish qahramon nutqining tabiiyligini ta’minlaydi hamda tasvirning realistik bo‘lishiga xizmat qiladi.

Umuman olganda, olib borilgan tadqiqotlar maqol va matallar badiiy nutqni boyituvchi, uning ifodaliligini oshiruvchi va g‘oyaviy ta’sirini kuchaytiruvchi muhim lingvistik vosita ekanligini ko‘rsatdi. Shu bois ular badiiy adabiyot, publitsistik nutq va kundalik muloqot jarayonida keng qo‘llanilishi bilan tilning estetik imkoniyatlarini yanada kengaytirishga xizmat qiladi. Kelgusida maqol va matallarni zamonaviy lingvistika, pragmatika hamda nutq madaniyati nuqtai nazaridan yanada chuqurroq o‘rganish muhim ilmiy ahamiyat kasb etadi.

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ENHANCING LEARNING OUTCOMES THROUGH MODERN PEDAGOGICAL TECHNOLOGIES: INTERACTIVE METHODS, ONLINE AND BLENDED LEARNING, AND THE STRATEGIC USE OF DIGITAL RESOURCES

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Annotatsiya: Raqamli texnologiyalarning tez rivojlanishi zamonaviy ta’limni tubdan o‘zgartirib, o‘qitish va o‘rganishni yaxshilash uchun innovatsion imkoniyatlar yaratdi. Zamonaviy pedagogik vositalar — interaktiv o‘qitish metodlari, onlayn platformalar va aralash o‘quv yondashuvlari kabi — o‘qituvchilarga talabalarning faol ishtirokini rag‘batlantirish, ular bilan samarali muloqot qilish va ta’lim jarayonini shaxsiylashtirish imkonini beradi. Ushbu maqolada ushbu texnologiyalarning prinsiplari, qo‘llanilishi va afzalliklari turli ta’lim kontekstlarida tahlil qilinadi. Raqamli resurslarni integratsiya qilish bo‘yicha eng yaxshi amaliyotlar, interaktivlik va hamkorlikning ahamiyati, shuningdek texnologiyalarni joriy etishda yuzaga keladigan qiyinchiliklar muhokama qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, zamonaviy pedagogik texnologiyalarni strategik joriy etish ta’lim natijalarini yaxshilash, talabalar motivatsiyasini oshirish va ularni XXI asrning raqamli talabalariga tayyorlash imkonini beradi.

Kalit so‘zlar: raqamli texnologiyalar, zamonaviy pedagogika, interaktiv o‘rganish, aralash o‘qitish, ta’lim innovatsiyalari

Аннотация: Быстрое развитие цифровых технологий преобразовало современное образование, предоставляя новые возможности для совершенствования преподавания и обучения. Современные педагогические инструменты — такие как интерактивные методы обучения, онлайн-платформы и смешанные модели обучения — позволяют преподавателям более эффективно вовлекать студентов, стимулировать активное участие и

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индивидуализировать образовательный процесс. В данной статье рассматриваются принципы, области применения и преимущества этих технологий в различных образовательных контекстах. Подчеркиваются лучшие практики интеграции цифровых ресурсов, значимость интерактивности и сотрудничества, а также обсуждаются трудности внедрения технологий. Результаты показывают, что стратегическое использование современных педагогических технологий может улучшить результаты обучения, повысить мотивацию студентов и подготовить их к цифровым требованиям XXI века.

Ключевые слова: цифровые технологии, современная педагогика, интерактивное обучение, смешанное обучение, образовательные инновации

Abstract: The rapid advancement of digital technologies has transformed contemporary education, providing innovative opportunities to enhance teaching and learning. Modern pedagogical tools—such as interactive teaching methods, online platforms, and blended learning approaches—enable educators to engage students more effectively, promote active participation, and personalize learning experiences. This paper explores the principles, applications, and benefits of these technologies across diverse educational contexts. It highlights best practices for integrating digital resources, emphasizes the importance of interactivity and collaboration, and addresses challenges in technology adoption. The findings indicate that strategic implementation of modern pedagogical technologies can improve learning outcomes, increase student motivation, and better prepare learners for the digital demands of the twenty-first century.

Keywords: digital technologies, modern pedagogy, interactive learning, blended learning, educational innovation

Introduction

The advent of digital technologies has profoundly transformed contemporary education, providing unprecedented opportunities to enhance learning outcomes across diverse educational contexts. Modern pedagogical technologies encompass a range of tools and methods, including interactive teaching strategies, online learning platforms, blended learning models, and the strategic use of digital resources. These innovations are not merely supplementary; they fundamentally reshape the way knowledge is delivered, absorbed, and applied. Interactive teaching methods, such as problem-based learning, simulations, debates, and collaborative projects, actively engage students in the learning process. Unlike traditional lecture-based approaches, these methods emphasize critical thinking, practical problem-solving, and peer collaboration, enabling learners to construct knowledge actively rather than passively receiving information. For example, digital polling systems and real-time quizzes allow instructors to gauge student understanding instantly and adjust instruction accordingly, while virtual laboratories offer a safe and controlled environment for conducting experiments that may be difficult or hazardous in physical settings.

Online learning tools, including Learning Management Systems (LMS), video conferencing platforms, and Massive Open Online Courses (MOOCs), extend the classroom beyond temporal and spatial boundaries, offering learners flexible access to educational materials. Online learning encourages self-directed study, accommodates diverse learning styles, and facilitates continuous assessment through quizzes, discussion forums, and digital submissions. When combined with traditional in-person instruction, blended learning models provide a hybrid approach that integrates the strengths of both modalities. In blended settings, face-to-face sessions focus on discussion, clarification, and collaborative problem-solving, while online components deliver content, interactive exercises, and supplementary resources. Research indicates that students in blended learning environments often exhibit higher engagement, improved retention of knowledge, and stronger development of digital literacy skills, which are critical for professional and academic

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success in the twenty-first century.

The strategic use of digital resources further enriches the educational experience. Multimedia materials, including interactive videos, animations, simulations, and educational applications, facilitate the comprehension of complex concepts by presenting information in multiple formats. Digital libraries, e-books, and online databases provide immediate access to scholarly resources, supporting research and evidence-based learning. Collaboration tools such as shared documents, discussion boards, and wikis foster peer interaction and co-construction of knowledge, promoting communication skills and teamwork. Effective integration of these digital resources requires thoughtful instructional design, alignment with learning objectives, and adequate training for both instructors and learners to ensure their optimal use. Moreover, technological interventions should be implemented in a way that complements, rather than replaces, pedagogical principles, maintaining a balance between digital engagement and critical thinking development.

Despite their considerable benefits, the implementation of modern pedagogical technologies presents challenges. Inequitable access to technological infrastructure, disparities in digital literacy, and resistance to change among educators and learners can hinder effective adoption. To mitigate these obstacles, educational institutions must invest in professional development programs, provide reliable technological support, and design curricula that integrate digital tools purposefully and systematically. Assessment and evaluation strategies must also adapt, ensuring that learning outcomes are measured not only by content mastery but also by the development of problem-solving, collaboration, and digital competencies.

The twenty-first century has brought unprecedented changes to education, largely driven by advances in information and communication technologies. Traditional teaching methods, while still valuable, are increasingly supplemented or replaced by modern pedagogical technologies that enhance engagement and learning effectiveness. Interactive teaching methods, online learning, and blended approaches have become central to contemporary curricula in schools, universities, and professional training programs. Interactive teaching emphasizes student participation, collaboration, and critical thinking. Techniques such as problem-based learning, group projects, debates, and simulations transform passive learners into active participants. Interactive methods help students develop analytical and practical skills by applying concepts in real-world scenarios. For example, the use of digital polling tools, virtual labs, and collaborative platforms enables instant feedback and fosters communication among peers, improving retention and understanding.

Online learning platforms, such as Learning Management Systems (LMS), video conferencing tools, and e-courses, provide flexible access to educational content beyond the classroom. Blended learning combines face-to-face instruction with online activities, allowing educators to tailor the pace and depth of learning to individual needs. This hybrid model encourages self-directed learning, accommodates diverse learning styles, and facilitates continuous assessment. Studies show that blended learning enhances student engagement, knowledge retention, and digital literacy skills essential for modern workplaces.

Digital resources, including e-books, multimedia materials, educational apps, and virtual simulations, enrich the learning environment. Effective integration requires careful selection, alignment with learning objectives, and training for both educators and students. Interactive simulations, for instance, allow learners to experiment with complex systems safely, while multimedia presentations can make abstract concepts more accessible. Furthermore, online collaborative tools such as discussion forums, wikis, and shared documents encourage teamwork and peer learning.

Despite the benefits, the adoption of modern pedagogical technologies faces challenges,

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including limited infrastructure, digital literacy gaps, and resistance to change. To address these, institutions must provide professional development for educators, ensure equitable access to technology, and design curricula that balance digital and traditional approaches. Evaluation of digital tools’ effectiveness is also essential to maximize educational outcomes.

Conclusion

The application of modern pedagogical technologies transforms the teaching and learning process by fostering interactivity, flexibility, and engagement. When implemented strategically, interactive methods, online and blended learning, and digital resources enhance learning outcomes, motivate students, and equip them with the skills needed for the digital era. Future educational development should continue integrating technology while addressing challenges to ensure inclusive, effective, and innovative learning environments.

In conclusion, modern pedagogical technologies—including interactive methods, online and blended learning, and the strategic deployment of digital resources—offer transformative potential for enhancing educational outcomes. When applied thoughtfully and inclusively, these technologies foster active engagement, personalized learning, and the acquisition of twenty-first-century skills. The integration of digital tools into pedagogical practice requires careful planning, continuous evaluation, and a commitment to equitable access, ensuring that all learners benefit from innovative, effective, and meaningful educational experiences.

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**“THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN FOSTERING ACTIVE
LEARNING AND STUDENT SUCCESS”**

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Abstract: The integration of modern pedagogical technologies has become a crucial factor in enhancing teaching effectiveness and promoting student success in contemporary education. This paper examines the role of interactive teaching methods, online and blended learning models, and the strategic use of digital resources in creating active learning environments. Interactive approaches—such as problem-based learning, simulations, and collaborative projects—engage students in critical thinking, problem-solving, and knowledge construction, shifting the focus from passive reception to active participation. Online and blended learning tools provide flexibility, personalized instruction, and continuous assessment, allowing learners to access educational content beyond the traditional classroom and accommodate diverse learning styles. Furthermore, digital resources—including multimedia, virtual simulations, and collaborative platforms—support concept visualization, peer interaction, and independent exploration. The study highlights best practices for effective technology integration and identifies challenges such as digital literacy gaps and infrastructure limitations. Findings indicate that the thoughtful implementation of modern pedagogical technologies enhances academic achievement and engagement while equipping students with essential twenty-first-century skills for lifelong learning and professional success.

Keywords: modern pedagogy, interactive learning, blended learning, digital resources, educational technology, student engagement

Аннотация: Интеграция современных педагогических технологий стала ключевым фактором повышения эффективности преподавания и обеспечения успеха студентов в современном образовании. В данной статье рассматривается роль интерактивных методов обучения, онлайн- и смешанных моделей обучения, а также стратегического использования цифровых ресурсов для создания активной образовательной среды. Интерактивные подходы — такие как обучение на основе проблем, симуляции и совместные проекты — вовлекают студентов в критическое мышление, решение задач и конструирование знаний, смещая акцент с пассивного восприятия на активное участие. Онлайн- и смешанные инструменты обучения обеспечивают гибкость, персонализированное обучение и непрерывную оценку, позволяя учащимся получать доступ к учебному контенту за пределами традиционного класса и учитывать разнообразные стили обучения. Кроме того, цифровые ресурсы — включая мультимедиа, виртуальные симуляции и совместные платформы — поддерживают визуализацию концепций, взаимодействие со сверстниками и самостоятельное исследование. Исследование подчеркивает лучшие практики эффективной интеграции технологий и выявляет проблемы, такие как разрыв в цифровой грамотности и ограничения инфраструктуры. Результаты показывают, что продуманное использование современных педагогических технологий повышает учебные достижения и вовлеченность студентов, а также обеспечивает их необходимыми навыками XXI века для непрерывного обучения и

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профессионального успеха.

Ключевые слова: современная педагогика, интерактивное обучение, смешанное обучение, цифровые ресурсы, образовательные технологии, вовлеченность студентов

Annotatsiya: Zamonaviy pedagogik texnologiyalarni integratsiyalash o'qitish samaradorligini oshirish va zamonaviy ta'limda talabalar muvaffaqiyatini ta'minlashda muhim omilga aylangan. Ushbu maqolada interaktiv o'qitish metodlari, onlayn va aralash o'quv modellari, shuningdek, raqamli resurslardan strategik foydalanishning faol o'rganish muhitini yaratishdagi roli tahlil qilinadi. Muammo asosida o'rganish, simulyatsiyalar va hamkorlikdagi loyihalar kabi interaktiv yondashuvlar talabalarni tanqidiy fikrlash, muammolarni hal qilish va bilimlarni qurishda faol ishtirok etishga jalb qiladi, e'tiborni passiv qabuldan faol qatnashishga o'tkazadi. Onlayn va aralash o'quv vositalari moslashuvchanlik, shaxsiylashtirilgan ta'lim va doimiy baholashni ta'minlab, talabalarga an'anaviy sinfdan tashqari ta'lim resurslariga kirish imkonini beradi va turli o'rganish uslublarni hisobga oladi. Bundan tashqari, multimedia, virtual simulyatsiyalar va hamkorlik platformalari kabi raqamli resurslar tushunchalarni vizualizatsiya qilish, tengdoshlar bilan muloqot va mustaqil izlanishlarni qo'llab-quvvatlaydi. Tadqiqot samarali texnologiyalar integratsiyasi bo'yicha eng yaxshi amaliyotlarni ta'kidlaydi va raqamli savodxonlik kamchiliklari hamda infratuzilma cheklovlari kabi muammolarni aniqlaydi. Natijalar shuni ko'rsatadiki, zamonaviy pedagogik texnologiyalarni puxta joriy etish akademik natijalarni va talabalar ishtirokini oshirish bilan birga, ularni umr bo'yi o'rganish va professional muvaffaqiyat uchun XXI asr ko'nikmalari bilan ta'minlaydi.

Kalit so'zlar: zamonaviy pedagogika, interaktiv o'rganish, aralash o'qitish, raqamli resurslar, ta'lim texnologiyalari, talaba ishtiroki

The integration of modern pedagogical technologies has become a defining feature of contemporary education, fundamentally transforming instructional practices and enhancing student engagement and learning outcomes. Modern pedagogical technologies encompass interactive teaching methods, online learning platforms, blended or hybrid learning models, and the strategic use of digital resources, all of which contribute to creating active learning environments that cater to diverse learner needs. Interactive methods—such as collaborative projects, problem-based learning, simulations, and discussion-based activities—shift the focus from passive reception to active knowledge construction by fostering student participation, critical thinking, and social interaction in the learning process. Research highlights that such approaches increase motivation and professional competencies while aligning with the goals of lifelong learning in the digital era.

Blended and hybrid learning models, defined as structured combinations of face-to-face instruction with online components, have gained prominence in recent years. These models promote flexibility, learner autonomy, and accessibility by enabling students to engage with content asynchronously as well as synchronously, adapting the pace and sequence of learning to individual preferences and circumstances. Empirical studies show that the interweaving of traditional and online pedagogical strategies enhances engagement and retention of conceptual knowledge, while digital platforms such as Learning Management Systems provide infrastructure for assessment, feedback, and collaborative activities outside the physical classroom.

Digital resources—including multimedia content, educational applications, virtual simulations, and collaborative software—serve as essential tools for enriching pedagogical delivery and supporting complex cognitive processes. Multimedia and visualization tools make abstract concepts more tangible, deepening comprehension and fostering digital literacies that are indispensable for twenty-first-century learners. Moreover, literature emphasizes that thoughtful

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integration of digital tools enhances interactive teaching methods, turning technology from a mere additive element into a pedagogical asset that supports differentiated instruction and peer collaboration across contexts.

However, effective adoption of these technologies requires more than the mere presence of devices or platforms: it demands intentional instructional design, professional development for educators, and alignment with pedagogical goals. Educators must be prepared not only to deploy technological tools but also to integrate them in ways that support active learning pedagogies and promote meaningful student engagement, as highlighted by recent research on teacher perceptions of digital integration and active teaching methods.

Modern pedagogical technologies encompass a wide range of tools and methods designed to enhance teaching effectiveness, student engagement, and learning outcomes. **Interactive teaching tools**, such as audience response systems, digital whiteboards, and simulation software, allow students to participate actively in the learning process. For instance, platforms like Kahoot! or Mentimeter enable real-time quizzes and polls, while Smartboards facilitate collaborative annotation and problem-solving during lessons. Simulations, particularly in science and technical subjects, allow students to conduct virtual experiments safely, providing practical experience without physical constraints. **Online learning platforms** have further expanded access to education, offering flexible, self-paced, and remote learning opportunities. Learning Management Systems (LMS) such as Moodle, Canvas, and Blackboard provide centralized access to course materials, assessments, and discussion forums, while MOOCs (Massive Open Online Courses) on platforms like Coursera or edX allow learners worldwide to participate in specialized courses. Video conferencing tools like Zoom, Microsoft Teams, and Google Meet support synchronous online instruction, bridging the gap between remote and in-person learning.

Blended learning technologies combine face-to-face instruction with online components, creating flexible and adaptive learning environments. Flipped classroom approaches allow students to study lecture materials online in advance, while class time is devoted to collaborative exercises, problem-solving, and personalized guidance. Interactive learning modules and collaborative online workspaces, such as Google Docs, Padlet, and Miro, enable students to co-create content, brainstorm ideas, and provide peer feedback in real time. Digital content resources, including e-books, online libraries, educational apps, and gamified platforms like Duolingo or Quizlet, enrich the learning environment by providing diverse modes of engagement and practice. Emerging technologies such as virtual reality (VR) and augmented reality (AR) offer immersive experiences, allowing students to explore complex environments or visualize abstract concepts, such as historical sites or anatomical structures, in three dimensions.

Finally, modern pedagogical technologies include tools for assessment and feedback, such as online quizzes, e-portfolios, and learning analytics. Platforms like Socrative and Kahoot! facilitate formative assessment through instant feedback, while digital portfolios allow students to document and reflect on their learning progress. Learning analytics integrated within LMS dashboards enable instructors to monitor participation, engagement, and performance, supporting data-driven instructional decisions. Collectively, these technologies foster interactive, flexible, and personalized learning, equipping students with the skills and knowledge required for academic success and twenty-first-century professional demands.

Modern pedagogical technologies have reshaped the landscape of contemporary education by enhancing learner engagement, instructional flexibility, and academic achievement. Interactive teaching tools such as audience response systems, digital whiteboards, and simulation software support active learning by enabling students to participate directly in the construction of knowledge

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rather than remain passive recipients (Graham, 2013). Audience response platforms like Mentimeter and Kahoot! provide immediate feedback and foster student interaction, while virtual laboratory simulations allow learners to experiment with complex scientific processes in safe, controlled environments, promoting deeper conceptual understanding (Garrison & Vaughan, 2008). Online learning platforms — including Learning Management Systems (e.g., Moodle, Blackboard, and Canvas) and Massive Open Online Courses (MOOCs) — extend the reach of education beyond physical classrooms, offering asynchronous access to lectures, resources, and assessments that accommodate diverse learning paces and contexts (Allen & Seaman, 2015; Siemens, Gašević, & Dawson, 2015). Synchronous tools such as Zoom and Microsoft Teams further facilitate real-time interaction and collaborative discourse when face-to-face instruction is not possible, contributing to continuity in teaching and learning.

Blended learning models, which deliberately integrate online and in-person instruction, have been shown to enhance engagement and knowledge retention, as they combine the advantages of structured classroom interaction with the flexibility of digital content delivery (Means, Toyama, Murphy, & Baki, 2013). These models support differentiated instruction, enabling educators to tailor tasks to individual needs while preserving opportunities for peer collaboration and instructor guidance during on-site sessions. The strategic use of digital resources — including e-books, interactive multimedia, educational applications, and collaborative workspaces like Google Docs or Padlet — enriches the learning environment by presenting content in multiple modes that cater to varied cognitive styles and improve accessibility to knowledge (Johnson, Adams Becker, Estrada, & Freeman, 2015). Furthermore, technologies such as virtual reality (VR) and augmented reality (AR) introduce immersive experiences that help students visualize abstract or complex concepts, thereby supporting situated learning and spatial reasoning skills.

Despite their potential, effective integration of these technologies is contingent upon purposeful instructional design, adequate professional development for educators, and institutional commitment to equitable access and digital literacy. Research underscores that the meaningful use of pedagogical technologies enhances not only academic outcomes but also digital fluency, critical thinking, and lifelong learning competencies essential for success in the twenty-first century (Hew & Cheung, 2014; Morrison, 2014). Ultimately, when modern pedagogical technologies are aligned with learning objectives and pedagogical principles rather than deployed as mere novelties, they serve as powerful catalysts for improved teaching, deeper learning, and sustained student success.

In summary, modern pedagogical technologies—when strategically implemented—support active, flexible, and collaborative learning environments that enhance educational quality and prepare students for future challenges. The success of technology-enhanced education depends on equitable access, ongoing professional learning, and a pedagogically grounded approach to digital integration that prioritizes learning outcomes over technological novelty.

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ADVANTAGES AND CHALLENGES OF INTEGRATING FOREIGN EXPERIENCE IN THE EDUCATIONAL PROCESS.

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Annotation. In the context of globalization and rapid technological development, educational systems are increasingly influenced by international practices and innovative pedagogical approaches. The integration of foreign educational experience into national education systems has become an important strategy for improving the quality of education and ensuring competitiveness in the global educational environment. This article examines the advantages and challenges associated with the integration of foreign experience into the educational process.

Keywords: Foreign educational experience, educational innovation, globalization in education, teaching methods, educational development.

Annotatsiya. Globallashuv va texnologik rivojlanish sharoitida ta'lim tizimlari xalqaro tajriba va innovatsion pedagogik yondashuvlar ta'sirida rivojlanib bormoqda. Xorijiy ta'lim tajribasini milliy ta'lim tizimiga integratsiya qilish ta'lim sifatini oshirish va global ta'lim muhitida raqobatbardoshlikni ta'minlashning muhim strategiyasiga aylangan. Ushbu maqolada ta'lim jarayoniga xorijiy tajribani integratsiya qilishning afzalliklari va muammolari tahlil qilinadi.

Kalit so'zlar: xorijiy ta'lim tajribasi, ta'lim innovatsiyasi, ta'limda globallashuv, o'qitish metodlari, ta'lim rivoji.

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Аннотация. В условиях глобализации и быстрого технологического развития образовательные системы все чаще ориентируются на международный опыт и инновационные педагогические подходы. Интеграция зарубежного опыта в национальную систему образования стала важной стратегией повышения качества образования и обеспечения конкурентоспособности в глобальном образовательном пространстве. В данной статье анализируются преимущества и трудности внедрения зарубежного опыта в образовательный процесс.

Ключевые слова: зарубежный опыт, образовательные инновации, глобализация образования, методы обучения, развитие образования.

In recent decades, globalization has significantly influenced various aspects of social development, including education. Educational systems around the world are becoming increasingly interconnected, and countries are actively exchanging ideas, technologies, and teaching methodologies. As a result, the integration of foreign educational experience has become an important strategy for improving national education systems and preparing students for participation in a globalized society. Foreign experience in education includes teaching methods, educational technologies, curriculum structures, and management strategies that have proven effective in other countries. Many nations analyze international educational models in order to modernize their own systems and improve the quality of teaching and learning. The increasing importance of international cooperation in education is also supported by global organizations such as UNESCO and the OECD. These organizations emphasize the importance of sharing best practices and promoting educational innovation across countries. This article aims to analyze the advantages and challenges of integrating foreign educational experience into the educational process.

Research Methodology. The present research is based on qualitative methods, including comparative analysis and review of academic literature. Various scientific publications, international educational reports, and policy documents were analyzed in order to understand how foreign educational experiences are integrated into national educational systems. The comparative analysis method allows researchers to examine similarities and differences between different educational systems and identify successful practices that can be adapted in other contexts. Case studies from different countries were also considered in order to analyze how specific teaching methods and educational technologies are implemented in practice. In addition, the research focuses on several key components of modern education, including student-centered learning, digital technologies in education, competency-based education, and innovative teaching strategies. These elements are widely recognized as important aspects of international educational development. The methodological approach used in this study makes it possible to evaluate both the benefits and the challenges of integrating foreign educational experience into the educational process.

Advantages of Integrating Foreign Educational Experience. The integration of foreign educational experience offers numerous advantages for educational institutions, teachers, and students. One of the most significant benefits is the improvement of educational quality. International educational practices often emphasize interactive learning, collaboration, and critical thinking, which contribute to more effective learning outcomes. Another important advantage is the modernization of teaching methodologies. Traditional teacher-centered approaches are gradually being replaced by student-centered learning models that encourage active participation and independent thinking among students.

The use of innovative technologies in education is also an important aspect of foreign educational experience. Many developed countries actively use digital platforms, online learning systems, and interactive teaching tools that enhance the learning process and provide students with greater access

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to educational resources. Furthermore, integrating foreign experience helps students develop global competencies such as intercultural communication, problem-solving skills, and adaptability. These competencies are increasingly important in the modern labor market, where international cooperation and mobility are becoming more common.

Educational institutions also benefit from international collaboration. Partnerships with foreign universities and educational organizations facilitate the exchange of knowledge, research cooperation, and professional development opportunities for teachers.

Challenges of Integrating Foreign Educational Experience. Despite the numerous advantages, integrating foreign educational experience also presents several challenges. One of the primary difficulties is the difference in cultural and social contexts. Educational systems are deeply influenced by national traditions, cultural values, and societal expectations. As a result, certain teaching methods that are effective in one country may not be easily applicable in another. Another challenge is related to teacher preparedness. The successful implementation of new teaching methods often requires teachers to acquire new skills and knowledge. Without sufficient professional development programs, teachers may face difficulties in adopting innovative approaches. Institutional limitations may also hinder the integration process. Limited financial resources, inadequate infrastructure, and rigid administrative structures can slow down educational reforms and prevent the effective implementation of international practices. Additionally, there is a risk of simply copying foreign educational models without proper adaptation. Such an approach may lead to ineffective outcomes and may even negatively affect the existing educational system. Therefore, it is essential to carefully analyze and adapt foreign practices to local educational contexts.

Strategies for Effective Integration. To ensure the successful integration of foreign educational experience, several strategies should be considered. First, educational reforms should be based on thorough research and analysis of both international practices and national educational needs. Second, teacher training and professional development programs should be strengthened. Teachers play a central role in the educational process, and their ability to implement innovative teaching methods is essential for successful educational reforms. Third, educational policymakers should create supportive institutional environments that encourage innovation and experimentation. This includes providing adequate resources, modern infrastructure, and flexible educational policies. Finally, it is important to maintain a balance between international experience and national educational traditions. Rather than completely replacing existing practices, foreign educational models should complement and enhance national educational systems.

Conclusion. The integration of foreign educational experience plays an increasingly important role in the development of modern education systems. International teaching methods, innovative technologies, and collaborative educational models contribute significantly to improving the quality and effectiveness of education. At the same time, successful integration requires careful planning and adaptation. Cultural differences, institutional limitations, and teacher preparedness must be considered in order to ensure the effective implementation of foreign educational practices. By combining international experience with national educational traditions, educational institutions can create more dynamic, innovative, and sustainable learning environments. Such an approach will enable education systems to respond more effectively to the challenges of globalization and prepare students for successful participation in the global community.

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IMPLEMENTING FOREIGN EXPERIENCE INTO NATIONAL EDUCATION

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Abstract: The globalization of education has created new opportunities for countries to improve their national education systems by learning from international experience. Many successful educational reforms are based on the adaptation of foreign teaching methods, technologies, and management models. The purpose of this article is to analyze the importance of implementing foreign educational experiences into national education systems and to evaluate their potential benefits and challenges. The study shows that integrating international practices can enhance the quality of education, develop innovative teaching methods, and prepare students for global competition. However, such integration should consider national culture, traditions, and educational needs to ensure effective implementation.

Keywords: foreign experience, national education, educational reform, innovative teaching methods, globalization, international education.

Аннотация: Глобализация образования создала новые возможности для стран совершенствовать свои национальные системы образования посредством изучения международного опыта. Многие успешные образовательные реформы основаны на адаптации зарубежных методов обучения, технологий и моделей управления. Цель данной статьи — проанализировать значение внедрения зарубежного образовательного опыта в национальные системы образования и оценить его преимущества и возможные трудности. Результаты исследования показывают, что интеграция международных практик способствует повышению качества образования, развитию инновационных методов обучения и подготовке студентов к глобальной конкуренции. При этом внедрение таких практик должно учитывать национальную культуру, традиции и образовательные потребности для обеспечения эффективной реализации.

Ключевые слова: зарубежный опыт, национальное образование, образовательная реформа, инновационные методы обучения, глобализация, международное образование.

Annotatsiya:

Ta'limning globallashuvi mamlakatlarga xalqaro tajribadan foydalanish orqali milliy ta'lim

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tizimlarini rivojlantirish uchun yangi imkoniyatlar yaratdi. Ko‘plab muvaffaqiyatli ta’lim islohotlari xorijiy o‘qitish metodlari, texnologiyalari va boshqaruv modellari tajribasiga asoslanadi. Ushbu maqolaning maqsadi xorijiy ta’lim tajribalarini milliy ta’lim tizimiga joriy etishning ahamiyatini tahlil qilish hamda uning afzalliklari va muammolarini baholashdan iborat. Tadqiqot natijalari shuni ko‘rsatadiki, xalqaro tajribalarni ta’lim jarayoniga integratsiya qilish ta’lim sifatini oshiradi, innovatsion o‘qitish usullarini rivojlantiradi hamda talabalarni global raqobatga tayyorlaydi. Shu bilan birga, bunday tajribalarni joriy etishda milliy madaniyat, an‘analar va ta’lim ehtiyojlarini hisobga olish muhimdir.

Kalit so‘zlar: xorijiy tajriba, milliy ta’lim, ta’lim islohoti, innovatsion o‘qitish metodlari, globallashtirish, xalqaro ta’lim.

Introduction

Education plays a crucial role in the development of any society. In the modern globalized world, educational systems are constantly evolving in response to technological progress, economic changes, and social demands. Many countries seek to improve the quality of their education systems by studying and implementing successful foreign practices.

Foreign educational experience includes teaching methods, curriculum design, educational technologies, and management strategies that have proven effective in other countries. The implementation of such experiences helps countries modernize their education systems and align them with international standards. However, adopting foreign experience requires careful analysis and adaptation. Educational reforms should not simply copy international models but should integrate them in ways that respect national values, cultural traditions, and local educational needs. Therefore, it is important to study both the advantages and challenges of implementing foreign experiences in national education. One of the most significant advantages of global education is the development of cultural awareness. Students who engage with global education learn to appreciate and understand the vast array of cultures, traditions, and viewpoints that exist around the world. This understanding fosters a greater sense of empathy and respect for different perspectives, crucial skills in today’s interconnected societies. Through the exploration of global issues and a variety of cultures, students develop empathy—a key component of global citizenship. Empathy allows students to put themselves in someone else’s shoes, fostering deeper connections and a more profound understanding of the world. This is particularly important when addressing global challenges such as poverty and sustainability.

Global education pushes students to think critically about the challenges facing our world today. Whether examining environmental issues, international conflict, or economic challenges, students learn to analyze the root causes of these issues, consider different perspectives, and evaluate potential solutions. This process of analysis sharpens their critical thinking skills and enhances their ability to approach problems logically and creatively.

Moreover, global education encourages students to ask critical questions: How does this issue affect different populations? What are the ethical implications of potential solutions? By fostering a deeper understanding of global issues, students learn to approach problems from multiple angles, a skill that will serve them well in their academic and professional careers.

Literature Review

Many researchers have studied the impact of international educational practices on national systems. According to educational scholars, globalization has increased cooperation among countries in the field of education. International organizations encourage the exchange of educational experiences to improve learning outcomes.

Studies show that countries such as Finland, Singapore, and South Korea have achieved high

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educational performance through innovative teaching methods, teacher training programs, and strong educational policies. Their experiences are often used as models for educational reforms in other countries.

Researchers also emphasize that the success of implementing foreign experiences depends on proper adaptation. Without considering cultural and social factors, educational reforms may face resistance from teachers, students, and institutions.

Research Methodology

This research uses qualitative analysis to examine the role of foreign educational experiences in improving national education systems. The study analyzes academic publications, educational reports, and case studies related to international educational practices.

Comparative analysis is also used to identify the differences and similarities between foreign educational models and national educational systems. This method helps determine which practices can be effectively adapted to local educational environments.

Results and Discussion

The analysis shows that implementing foreign educational experiences provides several important benefits. First, it helps improve the quality of teaching and learning by introducing innovative methods such as interactive learning, digital technologies, and student-centered approaches.

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THE IMPACT OF INTERNATIONAL TEACHING METHODS ON THE EFFECTIVENESS OF FOREIGN LANGUAGE LEARNING

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Abstract

Effective foreign language instruction is becoming more and more necessary due to the growing significance of worldwide communication. This study looks at how popular methods like task-based learning, blended learning, and communicative language teaching affect the efficiency of learning a foreign language. The study examines how they support motivation, communication proficiency, and learner involvement. There includes discussion of issues like scarce resources and disparities in educational customs. The study makes the case that global approaches ought to be carefully modified for regional settings. The quality of language learning is greatly improved when national traditions are incorporated with global educational techniques.

Keywords: task-based learning, blended learning, communicative language instruction, international teaching approaches, and foreign language education.

Аннотация. Растущая значимость международного общения усилила потребность в эффективном обучении иностранным языкам. Современные педагогические исследования подчеркивают роль международных методов обучения в улучшении результатов изучения языка. В данной работе рассматривается влияние таких широко используемых подходов, как коммуникативное обучение языку, обучение на основе заданий и смешанное обучение, на эффективность усвоения иностранного языка. В исследовании анализируется их роль в повышении активности учащихся, развитии коммуникативной компетенции и мотивации. В то же время обсуждаются проблемы, которые могут возникнуть при внедрении этих подходов в национальные системы образования, включая ограниченность ресурсов, недостаточную подготовку учителей и различия в образовательных традициях. В статье утверждается, что международные методы должны быть тщательно адаптированы к местным условиям. Интеграция мирового педагогического опыта с национальными образовательными традициями может значительно повысить качество и эффективность изучения иностранных языков.

Ключевые слова: обучение иностранным языкам, международные методы обучения, коммуникативное обучение языку, обучение на основе заданий, смешанное обучение.

Introduction

The demand for effective foreign language education has substantially increased in recent decades. Globalization and international cooperation necessitate that individuals communicate effectively in multiple languages. As a result, educational systems are looking for creative ways to enhance the quality of instruction and assist students in acquiring useful communication skills. Traditional methods relied mostly on memory, translation, and grammar explanation. Despite imparting academic knowledge, these approaches failed to prepare students for communication in everyday situations. Many pupils struggled to articulate their ideas clearly in authentic contexts. As a result, educators started implementing global approaches that emphasized engagement and active learning. Instead of treating pupils as passive recipients, these methods place an emphasis on active learning. Methods such as Communicative Language Teaching (CLT), Task- Based Learning (TBL), and Blended Learning create realistic environments for meaningful language use.

Literature Review

International teaching methods have been studied by many academics. When students

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actively utilize the target language instead of merely studying its structure, learning is successful, according to Brown (2007). Communicative Language Teaching (CLT) is one popular method. According to Richards and Rodgers (2014), CLT emphasizes the development of communicative competence, which includes sociolinguistic awareness and grammatical understanding. Students engage in cooperative exercises and role plays in CLT classrooms that mimic real-world communication. Task-Based Learning is an additional approach. According to Nunan (2004), learning is more successful when students do worthwhile assignments. Problem-solving and information-presenting exercises promote communication over rule memorization. Furthermore, Harmer (2015) points out that blended learning greatly improves the process by including multimedia and online resources.

Methodology

The influence of these approaches is examined in this study using a qualitative analytical methodology. The study's foundation is an examination of educational literature and real-world teaching experiences. In order to offer theoretical insights, scholarly materials addressing CLT, TBL, and blended learning were first examined. Second, the study assesses the effects of different strategies on interaction, competence, and motivation. Lastly, the study highlights difficulties in using these strategies in national systems, including a lack of technology resources and inadequate teacher preparation. The advantages and drawbacks of foreign instructional approaches can be assessed thanks to this examination.

Discussion and Challenges

Making the switch from conventional to contemporary techniques is not without its challenges. Implementation in national education systems frequently encounters obstacles such as disparate educational traditions and scarce resources. Nonetheless, the quality of language acquisition is greatly improved by fusing indigenous customs with international pedagogical approaches. For teachers to successfully navigate these changes, they need the proper professional training. To ensure that these approaches reach their maximum potential, local context adaptation is essential.

Conclusion

In today's foreign language education, international teaching techniques are essential. Students actively use the language in interactive settings made possible by CLT, TBL, and blended learning. This investigation shows that these methods greatly increase learning efficacy, boost student self-esteem, and foster communicative competence. Access to contemporary technology resources and adaptation to local conditions are necessary for successful implementation. In general, a more balanced approach to teaching languages results from fusing native customs with worldwide experience. Students are more equipped to thrive in a globalized environment as a result.

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INTEGRATION OF DIGITAL TOOLS IN TEACHING

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Abstract: Digital education has become an important part of modern educational systems. The rapid development of information technologies has significantly changed the way students learn and teachers teach. However, education is not only about transferring knowledge; it also includes the development of moral values, social responsibility, and personal qualities. Therefore, integrating upbringing into digital education is an important task for educators. This article discusses the role of digital education in the upbringing process, the main pedagogical approaches used in digital learning environments, and the challenges teachers face when combining education and upbringing in digital platforms.

Keywords: digital education, upbringing, pedagogy, innovative methods, student development, online learning.

Аннотация: Цифровое образование стало важной частью современной образовательной системы. Быстрое развитие информационных технологий значительно изменило способы обучения студентов и методы преподавания учителей. Однако образование заключается не только в передаче знаний; оно также включает формирование нравственных ценностей, социальной ответственности и личностных качеств. Поэтому интеграция воспитания в цифровое образование является важной задачей для педагогов. В данной статье рассматривается роль цифрового образования в процессе воспитания, основные педагогические подходы, используемые в цифровой образовательной среде, а также трудности, с которыми сталкиваются преподаватели при сочетании обучения и воспитания на цифровых платформах.

Ключевые слова: цифровое образование, воспитание, педагогика, инновационные методы, развитие студентов, онлайн-обучение.

Annotatsiya: Raqamli ta'lim zamonaviy ta'lim tizimining muhim qismiga aylandi. Axborot texnologiyalarining jadal rivojlanishi talabalarning bilim olish va o'qituvchilarning dars berish usullarini sezilarli darajada o'zgartirdi. Biroq ta'lim faqat bilimlarni uzatishdan iborat emas; u shuningdek axloqiy qadriyatlar, ijtimoiy mas'uliyat hamda shaxsiy fazilatlarini rivojlantirishni ham o'z ichiga oladi. Shu sababli raqamli ta'lim jarayoniga tarbiya elementlarini integratsiya qilish pedagoglar uchun muhim vazifalardan biridir. Ushbu maqolada raqamli ta'limning tarbiya jarayonidagi o'ini, raqamli ta'lim muhitida qo'llaniladigan asosiy pedagogik yondashuvlar hamda raqamli platformalarda ta'lim va tarbiyani uyg'unlashtirish jarayonida o'qituvchilar duch keladigan muammolar muhokama qilinadi.

Kalit so'zlar: raqamli ta'lim, tarbiya, pedagogika, innovatsion metodlar, talaba rivojlanishi,

onlayn ta'lim.

Introduction

In recent years, digital technologies have transformed almost every sphere of human life, including education. Online learning platforms, digital tools, virtual classrooms, and educational applications are widely used in schools and universities. These technologies provide new opportunities for improving the quality of education and increasing students' access to knowledge.

However, education should not be limited to academic learning only. One of the most important goals of education is the upbringing of students, which includes moral values, social responsibility, communication culture, and respect for others. In traditional classrooms, teachers play an important role not only as knowledge providers but also as mentors who guide students' behavior and personal development.

In digital education environments, this task becomes more complex. Students often study remotely and communicate with teachers through digital platforms. As a result, maintaining the balance between academic learning and upbringing becomes a significant challenge. Therefore, integrating upbringing into digital education requires new pedagogical approaches and innovative teaching methods.

The Role of Digital Education in Student Development

Digital education provides numerous advantages for students and teachers. It allows students to access educational materials anytime and anywhere. Through digital tools such as video lectures, online discussions, and interactive exercises, students can improve their learning experience.

Moreover, digital education promotes independent learning. Students can manage their own learning pace, explore additional resources, and develop research skills. These skills are essential for lifelong learning in the modern world.

At the same time, digital education also influences students' social and emotional development. Online communication through discussion forums, group projects, and virtual collaboration encourages students to express their ideas and respect different opinions. Such interactions help students develop communication skills and teamwork abilities.

However, without proper guidance, digital learning environments may not effectively support the upbringing process. Therefore, teachers must create educational activities that promote not only knowledge acquisition but also positive values and responsible behavior.

Student-centered learning is considered one of the most important and effective approaches in modern education. In this approach, students are not passive recipients of information but active participants in the learning process. They take responsibility for their own learning, participate in discussions, solve problems, and collaborate with their peers. This approach encourages students to develop independence, creativity, and critical thinking skills, which are essential for success in the modern world.

In a student-centered learning environment, the role of the teacher changes significantly. Instead of being the sole source of knowledge, the teacher acts as a facilitator, mentor, and guide who supports students in exploring ideas and constructing knowledge on their own. Teachers design learning activities that promote engagement, encourage inquiry, and address the individual learning needs of students. Such an approach also helps to create a supportive and inclusive learning environment where every student feels valued and motivated to participate.

Digital education provides new opportunities for implementing student-centered learning. Online platforms, interactive tools, and digital resources allow students to access information easily, learn at their own pace, and participate in collaborative learning activities. For example, discussion

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forums, virtual classrooms, multimedia materials, and project-based tasks can significantly increase student engagement and participation in the learning process.

However, digital education also presents several challenges. Students may face difficulties such as lack of motivation, limited communication with teachers and peers, or insufficient digital skills. Teachers may also experience challenges in monitoring student progress, maintaining discipline, and ensuring meaningful interaction in online learning environments. Therefore, educators need to develop effective strategies to overcome these difficulties.

These challenges can be addressed through proper planning, continuous professional development of teachers, and the effective use of innovative teaching methods. Collaboration between teachers, students, and educational institutions also plays an important role in improving the quality of digital education.

By successfully combining education and upbringing in digital learning environments, educators can contribute not only to students' academic achievements but also to their moral development, social responsibility, and personal growth. As a result, students can become knowledgeable, responsible, and socially active members of society who are prepared to face the challenges of the modern digital world.



XORIJIY TAJRIBANI MILLIY TA'LIMGA JORIY ETISHNING SAMARALI MEXANIZMLARI

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Annotatsiya: Mazkur maqolada xorijiy ta'lim tajribalarini milliy ta'lim tizimiga joriy etishning ahamiyati, zaruriyati hamda samarali mexanizmlari tahlil qilinadi. Shuningdek, bu jarayonda yuzaga keladigan muammolar va ularning yechimlari yoritiladi. Maqolada xorijiy ta'lim tizimlarida qo'llanilayotgan ilg'or tajribalarni o'rganish, ularni milliy ta'lim tizimiga moslashtirish va samarali joriy etish masalalari atroflicha tahlil qilinadi. Xususan, globallashtirish jarayonida ta'lim sifatini oshirish, raqobatbardosh kadrlar tayyorlash hamda innovatsion pedagogik yondashuvlarni amaliyotga tatbiq etishda xorijiy tajribaning tutgan o'rni asoslab beriladi.

Kalit so'zlar: xorijiy ta'lim tajribasi, milliy ta'lim tizimi, ta'limni modernizatsiya qilish, innovatsion pedagogik yondashuvlar, ta'lim sifatini oshirish, xalqaro tajriba ta'lim integratsiyasi, pedagogik texnologiyalar

Аннотация: В данной статье всесторонне анализируются вопросы изучения передового опыта зарубежных образовательных систем, его адаптации и эффективного внедрения в национальную систему образования. Рассматриваются значение, необходимость и эффективные механизмы внедрения зарубежного опыта в образовательный процесс. В частности, обосновывается роль зарубежного опыта в повышении качества образования,

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подготовке конкурентоспособных кадров и внедрении инновационных педагогических подходов в условиях глобализации. Также освещаются проблемы, возникающие в процессе внедрения зарубежного опыта, и предлагаются пути их решения.

Ключевые слова:зарубежный образовательный опыт, национальная система образования, модернизация образования , инновационные педагогические подходы, повышение качества образования, международный опыт, интеграция образования, педагогические технологии

Abstract: This article comprehensively analyzes the issues of studying advanced practices in foreign education systems, their adaptation, and effective implementation into the national education system. It examines the importance, necessity, and effective mechanisms of integrating foreign experience into the educational process. In particular, the article substantiates the role of foreign experience in improving the quality of education, training competitive specialists, and introducing innovative pedagogical approaches in the context of globalization. It also highlights the challenges arising during the implementation process and suggests possible solutions to address them.

Keywords:foreign educational experience, national education system, modernization of education, innovative pedagogical approaches, improvement of education quality, international experience, educational integration, pedagogical technologies

Bugungi globallashuv jarayonida ta'lim tizimi har bir davlatning barqaror rivojlanishi va raqobatbardoshligini ta'minlovchi muhim omillardan biri hisoblanadi. Jahon miqyosida ta'lim sifatini oshirish, zamonaviy bilim va ko'nikmalarga ega bo'lgan kadrlarni tayyorlash masalasi dolzarb ahamiyat kasb etmoqda. Shu nuqtai nazardan, rivojlangan mamlakatlar ta'lim tizimida qo'llanilayotgan ilg'or tajribalarni o'rganish va ularni milliy ta'lim tizimiga moslashtirish zarurati ortib bormoqda. Xorijiy ta'lim tajribasi o'qitishning zamonaviy metodlari, innovatsion pedagogik texnologiyalar va samarali boshqaruv mexanizmlarini o'z ichiga oladi. Biroq ushbu tajribalarni to'g'ridan-to'g'ri joriy etish har doim ham kutilgan natijani bermaydi. Chunki har bir mamlakatning o'ziga xos ijtimoiy-iqtisodiy sharoiti, madaniyati va ta'lim an'analari mavjud. Shu bois xorijiy tajribani milliy ta'lim tizimiga joriy etishda uni moslashtirish, mahalliy sharoitga uyg'unlashtirish muhim ahamiyat kasb etadi. Mazkur maqolada xorijiy ta'lim tajribalarini milliy ta'lim tizimiga joriy etishning samarali mexanizmlari, ularning nazariy va amaliy asoslari hamda bu jarayonda yuzaga keladigan muammolar tahlil qilinadi. Shuningdek, ta'lim tizimini modernizatsiya qilish, uning sifatini oshirish va xalqaro standartlarga mos ravishda rivojlantirish yo'llari ko'rib chiqiladi.

Xorijiy tajriba ta'lim tizimini modernizatsiya qilish; innovatsion yondashuvlarni joriy etish va raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. U quyidagi imkoniyatlarni yaratadi:

- Ta'lim sifatini xalqaro standartlarga yaqinlashtirish
- O'qitishning zamonaviy metod va texnologiyalarini joriy etish
- Talabalarning ijodiy va tanqidiy fikrlashini rivojlantirish
- Ta'lim jarayonida samaradorlikni oshirish

· xorijiy tajribani joriy etish ta'lim sifatini oshirishga xizmat qiladi.

Rivojlangan mamlakatlarda qo'llanilayotgan ilg'or pedagogik metodlar, interaktiv o'qitish usullari va baholash tizimlari ta'lim samaradorligini sezilarli darajada oshiradi. Ushbu tajribalarni milliy ta'lim tizimiga moslashtirish orqali o'quvchilarning bilim darajasi, mustaqil fikrlash qobiliyati hamda amaliy ko'nikmalari rivojlanadi. Bundan tashqari, xorijiy tajriba raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. Zamonaviy mehnat bozori yuqori malakali, kreativ va moslashuvchan mutaxassislarni talab qiladi. Xorijiy ta'lim tizimida qo'llanilayotgan

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kompetensiyaga asoslangan yondashuv, amaliyotga yo'naltirilgan ta'lim va kasbiy tayyorgarlik modellari yoshlarning xalqaro darajada raqobatlasha oladigan kadrlar bo'lib yetishishiga yordam beradi. Yana bir muhim jihat shundaki, xorijiy tajribani joriy etish ta'lim tizimida innovatsion pedagogik texnologiyalarni keng qo'llash imkonini yaratadi.

Masofaviy ta'lim, raqamli platformalar, multimedia vositalari va sun'iy intellektga asoslangan o'qitish tizimlari ta'lim jarayonini yanada samarali va qulay qiladi. Bu esa o'quvchilarning bilim olishga bo'lgan qiziqishini oshiradi hamda ta'lim jarayonining interaktivligini ta'minlaydi. Shu bilan birga, xorijiy tajriba ta'lim tizimini boshqarish va tashkil etishda ham muhim ahamiyatga ega. Rivojlangan davlatlarda ta'limni boshqarishning zamonaviy modellari, sifatni nazorat qilish tizimlari va strategik rejalashtirish usullari keng qo'llaniladi. Ushbu tajribalarni o'rganish va milliy tizimga moslashtirish ta'lim muassasalarining samarali faoliyat yuritishiga xizmat qiladi.

Xorijiy ta'lim tajribasini milliy ta'lim tizimiga joriy etish murakkab va ko'p bosqichli jarayon bo'lib, u aniq rejalashtirilgan, ilmiy asoslangan hamda tizimli yondashuvni talab etadi. Ushbu jarayonning muvaffaqiyati ko'p jihatdan qo'llaniladigan mexanizmlarning to'g'ri tanlanishi va amaliyotga samarali tatbiq etilishiga bog'liq. Avvalo, xorijiy tajribani joriy etishda tahlil va moslashtirish mexanizmi muhim o'rin tutadi.

Har qanday xorijiy model yoki metod bevosita ko'chirib olinmasdan, uning mazmuni, maqsadi va natijalari chuqur o'rganilishi lozim. Shundan so'ng u milliy ta'lim tizimining xususiyatlari, madaniy qadriyatlari va ijtimoiy ehtiyojlariga moslashtiriladi. Bu esa joriy etilayotgan yangilikning samaradorligini oshiradi va salbiy oqibatlarning oldini oladi. Ikkinchi muhim mexanizm — pilot loyihalar asosida joriy etishdir. Yangi tajribalarni dastlab ayrim ta'lim muassasalarida sinov tariqasida qo'llash orqali uning afzalliklari va kamchiliklari aniqlanadi. Bu bosqich keng miqyosda joriy etishdan oldin zarur tuzatishlar kiritish imkonini beradi hamda ortiqcha resurs sarfini kamaytiradi.

Shuningdek, pedagog kadrlar salohiyatini oshirish muhim mexanizmlardan biri hisoblanadi. Xorijiy tajriba samarali ishlashi uchun o'qituvchilar zamonaviy metod va texnologiyalarni puxta egallagan bo'lishi zarur. Shu maqsadda malaka oshirish kurslari, treninglar, seminarlar va xalqaro tajriba almashinuvi dasturlari tashkil etilishi lozim. Bu esa o'qituvchilarning kasbiy kompetensiyasini rivojlantiradi. Raqamli texnologiyalarni joriy etish ham muhim mexanizmlardan biridir. Zamonaviy ta'lim tizimida axborot-kommunikatsiya texnologiyalaridan foydalanish o'quv jarayonining samaradorligini oshiradi. Masofaviy ta'lim platformalari, elektron resurslar va interaktiv vositalar xorijiy tajribani tez va samarali joriy etish imkonini beradi. Shu bilan birga, bu o'quvchilarning mustaqil ta'lim olish ko'nikmalarini rivojlantiradi.

Yana bir muhim mexanizm — xalqaro hamkorlikni rivojlantirishdir. Xorijiy ta'lim muassasalari bilan hamkorlik qilish orqali ilg'or tajribalarni bevosita o'rganish va amaliyotga tatbiq etish mumkin. Qo'shma ta'lim dasturlari, talabalar va o'qituvchilar almashinuvi, ilmiy loyihalar bu jarayonni yanada samarali qiladi. Bundan tashqari, monitoring va baholash tizimini yo'lga qo'yish ham katta ahamiyatga ega. Joriy etilayotgan tajribaning natijadorligini muntazam ravishda tahlil qilish, uning samaradorligini baholash va zarur o'zgartirishlar kiritish tizimning barqaror rivojlanishini ta'minlaydi.

Samarali mexanizmlar

1. Tahlil va moslashtirish

Xorijiy tajribani joriy etishda eng muhim bosqich — bu uni chuqur tahlil qilishdir. Har bir model milliy sharoitga mos kelmasligi mumkin. Shu sababli:

- Tajribaning ijobiy va salbiy jihatlari o'rganiladi

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- Milliy ta'lim tizimi bilan solishtiriladi
- Moslashtirilgan variant ishlab chiqiladi

2. Pilot loyihalarni amalga oshirish

Yangi tizimni to'liq joriy etishdan oldin uni kichik hududlarda yoki ayrim ta'lim muassasalarida sinovdan o'tkazish muhimdir. Bu:

- Kamchiliklarni aniqlash
- Samaradorlikni baholash
- Keng joriy etishdan oldin takomillashtirish imkonini beradi

3. O'qituvchilar malakasini oshirish

Xorijiy tajriba samarali bo'lishi uchun pedagoglar uni to'g'ri tushunishi va qo'llay olishi kerak. Shu maqsadda:

- Malaka oshirish kurslari tashkil etiladi
- Xalqaro seminar va treninglar o'tkaziladi
- Tajriba almashinuvi yo'lga qo'yiladi

4. Raqamli texnologiyalarni joriy etish

Ko'plab rivojlangan davlatlar ta'limda raqamli texnologiyalardan keng foydalanadi. Ushbu tajribani joriy etish:

- Masofaviy ta'lim imkoniyatlarini kengaytiradi
- Ta'lim resurslariga erkin kirishni ta'minlaydi
- O'qitish jarayonini interaktiv qiladi

5. Hamkorlik va integratsiya

Xorijiy ta'lim muassasalari bilan hamkorlik qilish ham muhim mexanizmlardan biridir:

- Qo'shma dasturlar tashkil etish
- Talaba va o'qituvchilar almashinuvi
- Ilmiy tadqiqotlarda hamkorlik

Xulosa qilib aytganda, xorijiy tajribani milliy ta'lim tizimiga joriy etishning samarali mexanizmlari sifatida tahlil va moslashtirish, pilot loyihalar, pedagoglar malakasini oshirish, raqamli texnologiyalarni joriy etish, xalqaro hamkorlik va monitoring tizimlarini ko'rsatish mumkin. Ushbu mexanizmlarning uyg'un va izchil qo'llanilishi ta'lim tizimining sifat jihatidan yangi bosqichga ko'tarilishiga xizmat qiladi. xorijiy tajribani milliy ta'lim tizimiga joriy etish ta'lim sifatini oshirish, innovatsion yondashuvlarni rivojlantirish va raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. Biroq bu jarayonni amalga oshirishda milliy xususiyatlarni inobatga olish, tajribalarni puxta tahlil qilish va bosqichma-bosqich joriy etish zarur. Faqat shundagina xorijiy tajriba kutilgan samarani beradi va ta'lim tizimining barqaror rivojlanishiga xizmat qiladi. Xorijiy tajribani milliy ta'lim tizimiga joriy etish bugungi globallashtirish sharoitida ta'limni rivojlantirishning muhim omillaridan biri hisoblanadi. Ushbu jarayon nafaqat ta'lim sifatini oshirish, balki zamonaviy bilim va ko'nikmalarga ega bo'lgan raqobatbardosh kadrlar tayyorlashda ham muhim ahamiyat kasb etadi.

Maqolada ko'rib chiqilganidek, xorijiy tajribani samarali joriy etish bevosita uni to'g'ri tanlash, chuqur tahlil qilish va milliy ta'lim tizimi xususiyatlariga moslashtirish bilan bog'liq. Ayniqsa, pilot loyihalarni amalga oshirish, pedagog kadrlar malakasini oshirish, raqamli texnologiyalardan foydalanish, xalqaro hamkorlikni kengaytirish hamda doimiy monitoring va baholash tizimini yo'lga qo'yish muhim mexanizmlar sifatida namoyon bo'ladi. Shu bilan birga, xorijiy tajribani joriy etishda milliy qadriyatlar, an'analar va ijtimoiy ehtiyojlarni inobatga olish zarur. Aks holda, kutilgan natijaga erishish qiyinlashadi. Shu bois mazkur jarayon tizimli, bosqichma-bosqich va ilmiy asosda amalga oshirilishi lozim.

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**YEVROPA VA OSIYO MAKTAB TAJRIBALARINI INTEGRATSIYA QILISH ORQALI
TIL VA TARBIYAVIY KOMPETENSIYALARNI RIVOJLANTIRISH**

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Annotatsiya: Mazkur maqolada Yevropa va Osiyo mamlakatlari maktab ta'limi tajribalarini integratsiya qilish orqali o'quvchilarda til kompetensiyasi va tarbiyaviy kompetensiyalarni rivojlantirish masalalari tahlil qilinadi. Turli mamlakatlarning ta'lim tizimlari, pedagogik yondashuvlari va madaniy qadriyatlari o'rganilib, ularning o'zaro uyg'unlashuvi ta'lim samaradorligini oshirishga xizmat qilishi asoslab beriladi. Maqolada Yevropa ta'lim tizimidagi kommunikativ metodlar, interaktiv darslar va mustaqil fikrlashga asoslangan yondashuvlar hamda Osiyo ta'lim tizimidagi intizom, hurmat, mehnatsevarlik va jamoaviylik tamoyillari o'rganilgan.

Kalit so'zlar: Ta'lim integratsiyasi, til kompetensiyasi, tarbiyaviy kompetensiya, maktab tajribasi, madaniyatlararo ta'lim, pedagogik innovatsiya.

Аннотация: В данной статье рассматриваются вопросы развития языковых и воспитательных компетенций учащихся на основе интеграции школьного опыта Европы и Азии. Анализируются педагогические методы, образовательные стратегии и культурные ценности различных стран. Европейская система образования ориентирована на

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коммуникативные методы обучения и развитие творческого мышления, тогда как азиатская образовательная традиция подчеркивает дисциплину, уважение и коллективную ответственность. Их интеграция способствует формированию гармонично развитой личности учащегося.

Ключевые слова: Интеграция образования, языковая компетенция, воспитательная компетенция, школьный опыт, коммуникативный подход, межкультурное образование.

Annotation: This article analyzes the development of linguistic and educational competencies through the integration of European and Asian school experiences. The study examines educational systems, pedagogical approaches, and cultural traditions of different countries. European education focuses on communicative learning methods, creativity, and student-centered approaches, while Asian education emphasizes discipline, responsibility, and collective values. The integration of these approaches contributes to the formation of students who possess strong language skills and moral values.

Key words: Educational integration, language competence, moral education, school experience, communicative approach, intercultural learning.

Asosiy qism

Zamonaviy ta'lim tizimi global integratsiya jarayonlari ta'sirida rivojlanib bormoqda. XXI asrda mamlakatlar o'z ta'lim tizimlarini takomillashtirish uchun boshqa davlatlarning pedagogik tajribalarini o'rganishga katta e'tibor qaratmoqda. Ayniqsa Yevropa va Osiyo maktab tizimlarining tajribalarini o'zaro integratsiya qilish o'quvchilarning til o'rganish jarayonini hamda ularning axloqiy va ijtimoiy rivojlanishini kuchaytirishi mumkin.

Yevropa ta'lim tizimida shaxsga yo'naltirilgan pedagogika muhim o'rin tutadi. XX asr boshlarida amerikalik pedagog va faylasuf Jon Devey ta'lim jarayonida amaliy tajriba va faol o'rganish muhimligini ta'kidlagan. U 1916-yilda yozgan "Democracy and Education" asarida ta'limni demokratik jamiyatni rivojlantirishning asosiy omili sifatida ko'rsatgan.

1960–1970-yillarda Yevropada til o'qitish metodikasida katta o'zgarishlar yuz berdi. Bu davrda kommunikativ yondashuv shakllandi va u tilni real hayotiy vaziyatlarda qo'llashga qaratildi. Masalan, Council of Europe tomonidan 2001-yilda ishlab chiqilgan "Common European Framework of Reference for Languages" (CEFR) tizimi til o'rganish darajalarini xalqaro standart sifatida belgilab berdi.

Yevropa maktablarida o'quvchilarni mustaqil fikrlashga o'rgatish muhim hisoblanadi. Masalan, Finlandiya ta'lim tizimi dunyodagi eng samarali tizimlardan biri sifatida tan olinadi. Bu mamlakatda o'quvchilarni baholashdan ko'ra ularning ijodiy fikrlashini rivojlantirishga katta e'tibor qaratiladi. 2000-yildan boshlab "Programme for International Student Assessment" tadqiqotlarida Finlandiya o'quvchilari yuqori natijalarni ko'rsatib kelmoqda.

Osiyo ta'lim tizimlari esa asosan an'anaviy qadriyatlarga asoslanadi. Masalan, Yaponiya maktablarida o'quvchilarning intizomi va mas'uliyat hissini shakllantirishga alohida e'tibor beriladi. O'quvchilar darsdan keyin sinf xonalarini tozalash, maktab hududini tartibga keltirish kabi jamoaviy ishlarni bajaradilar. Bu jarayon o'quvchilarda jamoaviylik va mehnatsevarlik fazilatlarini rivojlantiradi.

Shuningdek, Janubiy Koreya ta'lim tizimi ham yuqori akademik natijalari bilan mashhur. Bu mamlakatda o'quvchilarning bilim darajasini oshirish uchun kuchli motivatsiya tizimi mavjud bo'lib, ota-onalar va jamiyat ta'lim jarayonida faol ishtirok etadi.

Osiyo ta'limining falsafiy asoslari qadimgi Sharq mutafakkirlarining qarashlariga borib taqaladi. Masalan, Konfutsiy ta'limda axloqiy tarbiya va ustozga hurmat muhimligini ta'kidlagan.

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Uning g‘oyalari bugungi kunda Xitoy, Koreya va Yaponiya ta’lim madaniyatining muhim qismi hisoblanadi.

Pedagogik psixologiya sohasida muhim nazariyalardan biri Lev Vigotskiy tomonidan ishlab chiqilgan ijtimoiy-madaniy rivojlanish nazariyasidir. Unga ko‘ra, o‘quvchilar bilimni ijtimoiy muloqot va hamkorlik jarayonida samaraliroq egallaydi. Bu g‘oya zamonaviy interaktiv o‘qitish metodlarining nazariy asoslaridan biri hisoblanadi.

Bugungi kunda Yevropa va Osiyo ta’lim tajribalarini integratsiya qilish quyidagi natijalarga olib kelishi mumkin:

- o‘quvchilarning til kompetensiyasi rivojlanadi;
- madaniyatlararo muloqot ko‘nikmalari shakllanadi;
- o‘quvchilar global dunyoda raqobatbardosh shaxs sifatida shakllanadi;
- ijtimoiy va axloqiy fazilatlar mustahkamlanadi;

2018-yilda “Organisation for Economic Co-operation and Development” tomonidan e’lon qilingan tadqiqotlarda ham ta’lim tizimi faqat bilim berish bilan cheklanib qolmasligi, balki o‘quvchilarning ijtimoiy va madaniy kompetensiyalarini rivojlantirishi kerakligi ta’kidlangan.

Shu sababli zamonaviy maktablarda turli pedagogik tajribalarni o‘rganish va ularni moslashtirish muhim vazifa hisoblanadi. Yevropa innovatsion metodlari va Osiyo tarbiyaviy an’analarning uyg‘unligi samarali pedagogik model yaratishi mumkin.

Xulosa

Xulosa qilib aytganda, Yevropa va Osiyo maktab tajribalarini integratsiya qilish zamonaviy ta’lim tizimini rivojlantirishning muhim yo‘nalishlaridan biridir. Yevropa ta’limidagi kommunikativ va ijodiy metodlar Osiyo ta’limidagi intizom va axloqiy qadriyatlar bilan uyg‘unlashganda, o‘quvchilar nafaqat bilimli, balki ijtimoiy mas’uliyatli shaxs sifatida ham shakllanadi. Bunday integratsiya o‘quvchilarning til kompetensiyasi, madaniyatlararo muloqot ko‘nikmalari hamda tarbiyaviy fazilatlarini rivojlantirishga katta hissa qo‘shadi.

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DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE TEACHING

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Abstract: In the era of globalization, effective communication with people from different cultures has become essential. Therefore foreign language education should focus not only on grammar and vocabulary but also on developing intercultural communicative competence. This competence includes cultural awareness, respect for diversity, and effective interaction in multicultural contexts. Integrating cultural elements and interactive methods in language teaching helps improve students' communication skills, critical thinking, and global understanding.

Key words: intercultural communication, communicative competence, foreign language teaching, cultural awareness, intercultural competence, language education.

Annotatsiya: Bugungi globallashuv davrida turli madaniyat vakillari o'rtasidagi muloqot muhim ahamiyat kasb etmoqda. Shu sababli chet tillarini o'qitish jarayoni faqat grammatik bilim va lug'at boyligini oshirish bilan cheklanib qolmasligi kerak. U o'quvchilarda madaniyatlararo muloqot kompetensiyasini ham shakllantirishga qaratilishi zarur. Mazkur maqolada chet tillarini o'qitishda madaniyatlararo muloqot kompetensiyasining nazariy asoslari hamda uni rivojlantirishning samarali pedagogik usullari tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, til o'qitish jarayoniga madaniy elementlarni integratsiya qilish o'quvchilarning muloqot qobiliyatini, tanqidiy fikrlashini hamda turli madaniyatlarga nisbatan bag'rikengligini oshiradi.

Kalit so'zlar: madaniyatlararo muloqot, kommunikativ kompetensiya, chet tilini o'qitish, madaniyat, til ta'limi.

Аннотация: В условиях глобализации межкультурное общение становится важной частью современной жизни. Поэтому обучение иностранным языкам должно включать не только изучение грамматики и лексики, но и развитие межкультурной коммуникативной компетенции. В статье анализируются теоретические основы межкультурной коммуникации и методы её развития в процессе обучения иностранным языкам.

Ключевые слова: межкультурная коммуникация, обучение иностранным языкам, культура, коммуникативная компетенция.

Introduction

In recent decades, globalization has transformed the way people interact with one another. Advances in technology, transportation, and communication have made it possible for individuals from different countries and cultures to connect more easily than ever before. As a result, intercultural communication has become an essential skill in many areas of life, including education, business, diplomacy, and tourism. Foreign language education plays a crucial role in preparing individuals for this globalized world. However, learning a language involves more than memorizing vocabulary and mastering grammatical structures. It also requires understanding the cultural context in which the language is used. Language and culture are deeply interconnected, and effective communication depends on the ability to interpret cultural meanings and social norms. For example, the same phrase may have different meanings depending on the cultural context in which it is used. Similarly, gestures, body language, and communication styles may vary significantly across cultures. Without cultural awareness, language learners may experience misunderstandings or communication breakdowns. Intercultural communicative competence is therefore a key objective in modern foreign language education. This competence enables learners to communicate appropriately with people from different cultural backgrounds, understand diverse perspectives, and adapt their communication strategies accordingly. The development of intercultural competence

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also promotes tolerance and respect for cultural diversity. In multicultural societies, individuals must learn to appreciate different traditions, values, and beliefs. By developing intercultural competence, students become more open-minded and better prepared to participate in global communication.

Literature Review

The concept of intercultural communicative competence has been widely studied in linguistics, sociology, and education. Many scholars argue that language learning should include both linguistic and cultural components. One of the most influential researchers in this field is Michael Byram, who developed a comprehensive model of intercultural communicative competence (Byram, 1997). According to Byram, intercultural competence consists of several interconnected components. These include knowledge about cultural practices and social norms, attitudes of openness and curiosity toward other cultures, and skills for interpreting and relating cultural phenomena. Another important scholar, Claire Kramsch, emphasizes that language is a symbolic system that reflects cultural meanings and values (Kramsch, 1997). She argues that language teaching should help learners understand the cultural dimensions of communication rather than focusing solely on linguistic accuracy. Edward Hall also contributed significantly to the study of intercultural communication (Hall, 1976). His research highlighted the importance of cultural context in communication and introduced concepts such as high-context and low-context cultures. These concepts explain how different cultures use language and nonverbal communication in different ways. In addition to theoretical research, many educators have developed practical approaches for integrating culture into language teaching. These approaches emphasize interactive learning, cultural exploration, and authentic communication.

Research Methodology

This research is based on a qualitative analysis of modern pedagogical literature related to intercultural communication and foreign language teaching. The study examines various theoretical perspectives and practical approaches used in language education to develop intercultural communicative competence among learners. The methodology of this research includes the analysis of scientific publications, academic books, and educational practices used in modern language classrooms. The research primarily focuses on identifying effective strategies that teachers can use to integrate cultural learning into the language learning process. In addition, the study analyzes classroom activities and teaching methods that encourage students to interact with cultural content and develop intercultural awareness. Another aspect of the methodology involves examining how students respond to intercultural learning activities. Many researchers emphasize that active participation plays a significant role in developing intercultural competence. When students engage in discussions, collaborative projects, and cultural simulations, they gain practical experience in intercultural communication. The research also takes into account the role of teachers in facilitating intercultural learning. Teachers act as mediators between cultures by helping students interpret cultural differences and guiding them toward respectful communication practices. Therefore, the effectiveness of intercultural education depends not only on teaching materials but also on the teacher’s ability to create a supportive and inclusive learning environment.

Teaching Methods for Developing Intercultural Communicative Competence

Modern foreign language education emphasizes the use of interactive and student-centered teaching methods. These methods allow students to actively participate in the learning process and develop both linguistic and cultural skills. Several pedagogical strategies have proven to be particularly effective in developing intercultural communicative competence.

Project-Based Learning

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Project-based learning is one of the most effective methods for developing intercultural competence. In this approach, students work individually or in groups to research cultural topics related to the target language. These topics may include national traditions, historical events, social customs, cultural values, and everyday life in different countries. Through project-based learning, students gain the opportunity to explore cultural information independently and present their findings to their classmates. This process helps them develop research skills, critical thinking abilities, and communication skills. For example, students may prepare presentations about cultural festivals such as Thanksgiving in the United States, Christmas traditions in the United Kingdom, or traditional cuisine in different English-speaking countries. By comparing these cultural elements with their own traditions, students develop a deeper understanding of cultural similarities and differences. Project-based learning also encourages collaboration among students. When learners work together to complete a project, they exchange ideas, discuss cultural perspectives, and develop teamwork skills. As a result, the learning process becomes more engaging and meaningful.

Classroom Discussions and Cultural Debates

Classroom discussions and debates are powerful tools for developing intercultural awareness. When students discuss cultural topics, they have the opportunity to express their opinions, compare cultural perspectives, and learn from each other. For example, teachers may organize discussions on topics such as cultural traditions, educational systems, family values, or social customs in different countries. These discussions encourage students to analyze cultural differences and think critically about their own cultural assumptions. Debates also help students develop communication and argumentation skills. When students participate in debates, they learn to support their opinions with evidence and respect different viewpoints. Through discussions and debates, students develop tolerance and empathy toward people from different cultural backgrounds. This process helps them become more open-minded and culturally sensitive individuals.

Results

The analysis of modern teaching practices shows that integrating intercultural elements into foreign language education significantly improves students' communicative abilities and cultural awareness. Students who participate in intercultural learning activities demonstrate higher motivation and greater engagement in the language learning process. One of the most important findings of this study is that intercultural communicative competence can be effectively developed through interactive and student-centered teaching methods. Activities such as role-playing, cultural discussions, and project-based learning provide learners with opportunities to practice communication in culturally meaningful contexts. Another significant result is that exposure to authentic materials helps students understand real-life language usage and cultural norms. Through films, articles, and multimedia resources, learners become familiar with different communication styles and cultural perspectives. They learn to analyze cultural differences, compare traditions, and reflect on their own cultural identities. This process encourages open-mindedness and respect toward other cultures. The research also indicates that intercultural competence contributes to the development of social and emotional skills. Students become more tolerant, empathetic, and confident when communicating with people from different cultural backgrounds. These qualities are essential in the modern globalized world.

Discussion

The results of this study highlight the importance of integrating cultural learning into foreign language education. Traditional language teaching methods often focus primarily on grammar and vocabulary, while cultural aspects receive limited attention. However, effective communication

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requires not only linguistic knowledge but also cultural understanding. The development of intercultural communicative competence allows learners to interpret cultural meanings and adapt their communication strategies accordingly. For example, politeness strategies, communication styles, and social norms vary significantly across cultures. Understanding these differences helps learners avoid misunderstandings and communicate more effectively. Another important aspect of intercultural education is the development of cultural empathy. When students learn about other cultures, they begin to appreciate diversity and develop a more tolerant attitude toward people with different values and beliefs. This process is particularly important in multicultural societies where people from different cultural backgrounds interact on a daily basis. Teachers play a crucial role in facilitating this process. By creating interactive learning environments and encouraging cultural exploration, teachers help students develop both linguistic competence and intercultural awareness. Moreover, intercultural competence is increasingly recognized as an essential skill in the global labor market. Many international organizations and companies require employees who can communicate effectively with partners and clients from different cultures. Therefore, developing intercultural communicative competence in educational institutions helps prepare students for future professional opportunities. Despite its importance, integrating intercultural learning into language education may present certain challenges. Teachers may lack sufficient training or resources to effectively teach cultural topics. Additionally, some educational programs may prioritize linguistic accuracy over cultural competence. However, these challenges can be overcome through professional development programs, updated teaching materials, and innovative pedagogical approaches. Educational institutions should support teachers in implementing intercultural teaching strategies and encourage the integration of cultural content into language curricula.

Conclusion

In conclusion, intercultural communicative competence plays a vital role in modern foreign language education. In a world characterized by globalization and cultural diversity, the ability to communicate effectively with people from different cultural backgrounds has become an essential skill. This study has demonstrated that intercultural competence can be successfully developed through interactive teaching methods, authentic materials, and cultural discussions. These approaches help students improve their communication skills, broaden their cultural knowledge, and develop critical thinking abilities. Furthermore, intercultural education promotes tolerance, empathy, and respect for cultural diversity. Students who develop intercultural competence are better prepared to participate in international communication and cooperation. Therefore, foreign language education should integrate cultural learning as a fundamental component of the curriculum. Teachers, educators, and policymakers should work together to create educational environments that promote intercultural understanding and global awareness. By developing intercultural communicative competence, language education can contribute not only to linguistic proficiency but also to the formation of responsible and culturally sensitive global citizens.

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**ADVANTAGES AND CHALLENGES OF IMPLEMENTING FOREIGN EXPERIENCES
IN THE EDUCATIONAL PROCESS**

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Annotatsiya. Ushbu maqolada ta'lim jarayoniga xorijiy ta'lim tajribasini tatbiq etishning afzalliklari va muammolari ko'rib chiqiladi. Globallashuv sharoitida ko'plab mamlakatlar o'z ta'lim tizimlarining sifati va samaradorligini oshirish maqsadida xalqaro ta'lim amaliyotlarini o'rganishga tobora ko'proq murojaat qilmoqda. Shu bilan birga, xorijiy ta'lim amaliyotlarini joriy etishda milliy ta'lim tizimining madaniy, ijtimoiy va iqtisodiy xususiyatlarini hisobga olish muhimligi ta'kidlanadi. Moslashtirish jarayonida yuzaga kelishi mumkin bo'lgan muammolar, jumladan, ta'lim an'analari o'rtasidagi farqlar, resurslarning cheklanganligi hamda samarali institutsional va davlat qo'llab-quvvatlashining zarurligi ham alohida ko'rib chiqiladi.

Kalit so'zlar: xorijiy ta'lim tajribasi, xalqaro ta'lim, qiyosiy ta'lim, innovatsion o'qitish usullari, ta'lim islohotlari,

Аннотация. В данной статье рассматриваются преимущества и трудности внедрения зарубежного образовательного опыта в образовательный процесс. В условиях глобализации многие страны все чаще обращаются к международным образовательным практикам с целью повышения качества и эффективности своих образовательных систем.

В то же время подчеркивается, что внедрение зарубежных образовательных практик требует учета культурных, социальных и экономических особенностей национальной образовательной системы. Таким образом, в статье рассматриваются как возможности, так и ограничения интеграции зарубежного образовательного опыта для обеспечения устойчивого развития современной системы образования.

Ключевые слова: зарубежный образовательный опыт, международное образование, сравнительное образование.

Key words: Foreign educational experience, international education, comparative education.

Introduction

In today's globalized world, education systems are continuously evolving to meet the demands of rapidly changing social, economic, and technological conditions. One of the most effective strategies for improving educational quality is to study and implement successful practices from other countries. Drawing on international educational experience allows educators, researchers, and policymakers to adopt innovative teaching methods, modern technologies, and effective learning strategies that have proven successful in different contexts.

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Integrating foreign educational practices is crucial for the modernization of national education systems. By examining the approaches of advanced education systems, institutions can implement pedagogical methods that foster critical thinking, creativity, and active engagement among students. Additionally, international collaboration in education supports teacher professional development and encourages the use of modern digital tools in teaching and learning.

At the same time, applying foreign educational models comes with challenges. Variations in cultural traditions, educational policies, and economic conditions can affect how well international practices work in a local context. Therefore, it is important to carefully adapt foreign experience to fit the specific needs and circumstances of the national education system. This article explores both the benefits and potential obstacles of integrating foreign educational experience, emphasizing its role in enhancing the quality and effectiveness of contemporary education.

Opportunities and Challenges of Adopting International Educational Practices

A key benefit of integrating foreign educational experience lies in acquiring effective teaching models and global best practices that can advance the quality of education and strengthen professional training. Research demonstrates that dual education systems — which blend theoretical instruction with practical work — help improve teacher preparation and bring national education in line with international standards, making graduates better equipped for real classroom environments. Likewise, analyzing the educational management approaches of countries such as Germany, South Korea, Finland, and Singapore supports the modernization of education systems and enhances overall pedagogical quality.

In addition, international educational experience promotes the use of modern pedagogical strategies and digital tools that increase student engagement, motivation, and application of skills. Studies reveal that incorporating such practices encourages critical thinking, collaboration, and problem solving — competencies that are essential for success in contemporary educational landscapes and the global labor market.

Enhancing Education Through Global Practices: Benefits and Implementation Challenges

Adopting foreign educational experience allows access to tested teaching models and international best practices that can significantly improve the quality of education. For example, dual education systems, which combine theoretical instruction with practical training, help teachers gain hands-on experience and prepare students more effectively for real classroom situations. Educational approaches from countries like Finland, Germany, South Korea, and Singapore provide examples of efficient school management, innovative teaching strategies, and structured teacher training that can be adapted to other national contexts.

In addition, international educational practices promote the use of modern teaching strategies and digital tools. Interactive learning platforms, collaborative online projects, and practical exercises enhance student engagement, motivation, and the application of learned skills. Research indicates that students exposed to such practices develop important competencies including critical thinking, problem-solving, teamwork, and independent learning, which are essential for success in modern education systems and the global labor market.

Nonetheless, challenges remain in implementing these practices. Direct adoption of foreign models may not fit local cultural, social, or institutional conditions. Differences in classroom culture, curriculum structure, and teacher-student dynamics can make simple replication ineffective. In contexts like Uzbekistan, limited institutional resources, insufficient funding, and a shortage of qualified mentors can further hinder the integration of international approaches.

Another important challenge is **aligning foreign practices with domestic educational**

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policies and curricula. Without careful adaptation, international programs may fail to meet national priorities and produce limited results. Research shows that programs not tailored to local educational contexts often achieve only partial success, underscoring the need for thoughtful integration of foreign experiences.

In summary, while incorporating foreign educational practices offers clear advantages for improving teaching quality, enhancing student outcomes, and modernizing education systems, successful implementation requires **careful planning, contextual adaptation, and sufficient resources.** By balancing global insights with local needs, education systems can become more effective and better prepare students for the demands of the 21st century.

Effects of Integrating International Educational Practices

Adopting foreign educational practices has led to notable improvements in teaching quality and student performance. Research shows that institutions implementing international methods experience **enhanced instructional effectiveness**, higher teacher competence, and greater student participation. For instance, dual education systems that combine classroom theory with practical training help produce graduates who are well-prepared for real-life work situations and possess stronger professional skills.

Professional development for teachers also benefits from foreign practices. Learning from international strategies and training programs fosters **innovative teaching approaches**, use of digital tools, and modern assessment methods. Evidence suggests that educators who undergo international training are more confident in using student-centered methods, integrating technology into lessons, and applying active learning techniques effectively.

For students, exposure to international methods increases **engagement, critical thinking, and problem-solving capabilities.** Interactive digital platforms, collaborative projects, and practical exercises — commonly found in advanced foreign systems — encourage active learning and improve knowledge retention. Students gain experience in teamwork and independent learning, skills that are highly valued in today's global labor market.

Despite these benefits, challenges remain. Simply adopting foreign educational models without adaptation can result in **curriculum mismatches, resistance from staff, and limited overall effectiveness.** In countries like Uzbekistan, resource limitations, lack of qualified mentors, and insufficient infrastructure for technology can hinder successful implementation. Cultural and social differences further necessitate careful adaptation to ensure effectiveness.

Despite these benefits, challenges remain in implementation. Directly adopting foreign models without modification may result in **curriculum mismatches, resistance from educators, and limited overall effectiveness.** In Uzbekistan and similar contexts, constraints such as insufficient institutional capacity, lack of qualified mentors, inadequate digital infrastructure, and limited funding can hinder the successful application of international practices. Cultural and social differences also affect how effectively foreign methods can be applied in a local context.

Another critical factor is **aligning international practices with national educational policies and goals.** Programs that are not integrated with local curricula or strategic priorities may achieve only partial success. Research suggests that the most effective programs are those adapted to national needs while incorporating international best practices. Properly implemented, foreign educational experience can enhance teaching quality, improve student outcomes, and contribute to the modernization of education systems.

Furthermore, international exposure fosters **educational innovation and long-term system improvement.** Global best practices encourage curriculum reform, promote active learning strategies, and facilitate the integration of modern technologies. Over time, these reforms can create

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a culture of continuous development, enabling education systems to better respond to societal needs and prepare students for global challenges.

Conclusion

The incorporation of foreign educational experience into national education systems brings numerous benefits while also presenting certain challenges. By studying and adapting effective international teaching models, innovative pedagogical approaches, and best practices from around the world, educational institutions can enhance the quality of teaching, improve curriculum design, and develop more engaging and effective learning environments.

In summary, incorporating foreign educational experience is a strategically important approach for improving education systems. It enhances teacher performance, strengthens student learning, and fosters innovation, while careful planning and adaptation ensure alignment with local needs. When implemented thoughtfully, this approach contributes to the long-term modernization, sustainability, and global competitiveness of national education, providing students with the knowledge, skills, and competencies necessary for success in the 21st century.

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS

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This article is about new innovative methods in foreign language education and how effective they are. It explains that modern teaching approaches such as Communicative Language Teaching (CLT), task-based learning, and digital tools are widely used today to improve language learning. These methods

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help students become more active in class, improve their communication skills, and learn in a more practical and engaging way. The article also discusses the role of technology, such as online platforms, mobile apps, and multimedia resources, which make learning more flexible and interesting. Finally, it mentions some challenges, such as lack of resources, technical problems, and low digital skills, but concludes that the benefits of these innovative methods are greater than the difficulties.

Key words: : innovative methods, foreign language education, modern teaching approaches, language learning, student engagement, effectiveness, communication skills, active learning, Communicative Language Teaching (CLT), task-based learning, student-centered approach, interactive learning, collaborative learning, problem-solving activities, digital tools, online learning, e-learning platforms, mobile applications, virtual classrooms, multimedia resources, improve language skills, increase motivation, enhance participation, develop confidence, better understanding, real-life communication.

INTRODUCTION

Nowadays, innovative methods have become an essential part of foreign language education. Traditional teaching approaches are often not enough to meet the needs of modern learners. For this reason, teachers are increasingly using modern techniques such as Communicative Language Teaching, task-based learning, and digital tools in the classroom. These approaches aim to make learning more effective, interactive, and student-centered. This article discusses the main innovative methods and evaluates their effectiveness in improving foreign language learning. One of the most widely used innovative methods is Communicative Language Teaching (CLT). This approach focuses on real-life communication and encourages students to actively participate in classroom activities. For example, learners take part in discussions, role plays, and group work, which help them develop their speaking skills and confidence. As a result, students become more motivated and involved in the learning process.

Another effective method is task-based learning. In this approach, students are given meaningful tasks that require problem-solving and collaboration. This type of interactive learning helps learners use language in practical situations. Moreover, it promotes critical thinking and improves their ability to communicate clearly and effectively.

In addition, technology plays an important role in modern language education. Digital tools such as online learning platforms, mobile applications, and multimedia resources make learning more flexible and engaging. For instance, students can access virtual classrooms, watch educational videos, and practice language skills through various apps. These tools support personalized education and allow learners to study at their own pace.

However, despite many advantages, innovative methods also have some challenges. Some schools may face a lack of resources or technical problems. In addition, not all teachers and students have high digital literacy, which can make it difficult to use modern technologies effectively.

In conclusion, innovative methods significantly contribute to improving foreign language education. They enhance student engagement, develop communication skills, and provide more interactive learning experiences. Although there are some challenges, the benefits of these methods outweigh the difficulties, making them essential in modern education.

Advantages of Innovative Methods

One of the main advantages of innovative methods is that they make the learning process more interactive and engaging. Students are not passive listeners anymore; instead, they actively participate in discussions, group work, and practical tasks, which improves their communication skills.

Another important benefit is that these methods increase students' motivation. The use of digital tools, games, and real-life activities makes lessons more interesting and enjoyable, which

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encourages learners to study more effectively.

In addition, innovative approaches support personalized learning. Students can learn at their own pace using online platforms, mobile applications, and multimedia resources. This flexibility helps learners better understand and practice the language.

Finally, these methods help develop real-life communication skills, which are essential for using a foreign language in everyday situations

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BENEFITS AND DIFFICULTIES OF INCLUDING INTERNATIONAL EXPERIENCE IN EDUCATION

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ANNOTATSIYA: Ushbu maqola ta'lim sohasiga xorijiy tajribani joriy etishning ijobiy tomonlari va qiyinchiliklari haqida gapiradi. Unda boshqa mamlakatlardan o'quv usullari, raqamli vositalar va zamonaviy g'oyalarni qo'llash orqali darslarni ancha yaxshilash va talabalarda kengroq global fikrlashni rivojlantirish mumkinligi ko'rsatiladi. Shu bilan birga, madaniyat, jamiyat va moliyaviy farqlar tufayli yuzaga keladigan muammolar, shuningdek, o'qituvchilar uchun maxsus tayyorgarlik va ehtiyotkorlik bilan o'zgartirishlar zarurligi tushuntiriladi.

Kalit so'zlar: xorijiy tajriba, ta'lim sifati, global fikrlash, o'quv usullari, madaniy moslashish, o'qituvchi tayyorgarligi

АННОТАЦИЯ: Данная статья обсуждает преимущества и трудности включения международного опыта в образование. В ней показано, как использование методов преподавания, цифровых инструментов и современных идей из других стран может значительно улучшить качество уроков и помочь студентам развить более широкое глобальное мышление. В то же время объясняются проблемы, возникающие из-за различий в культуре, обществе и финансовых условиях, а также почему учителям необходима специальная подготовка и осторожные изменения, чтобы всё работало успешно.

Ключевые слова: международный опыт, качество образования, глобальное мышление, методы преподавания, культурная адаптация, подготовка учителей

ANNOTATION: This article talks about the good sides and the hard parts of bringing international experience into education. It shows how using teaching methods, digital tools, and

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modern ideas from other countries can make lessons much better and help students develop a wider global way of thinking. At the same time, it explains the problems that appear because of differences in culture, society, and money, and why teachers need special training and careful changes so that everything works well.

Key words: international experience, education quality, global thinking, teaching methods, cultural adaptation, teacher training

Education keeps changing all the time, and countries often share ideas with each other to make their schools better. To bring in experience from other nations, we have to take useful concepts, teaching methods, and new technology and use them in our own education process. This helps schools and universities work more smoothly and stay up to date. Bringing in ideas from abroad has many good points, but it can also create some problems.

One main good point is the chance to make teaching quality much higher. Many advanced countries already use methods that focus on the students, digital tools, and up-to-date ways of teaching. When we bring these methods to other places, classes become more interesting and active. Students get more excited to study, learn to think deeply, and gain practical skills that will really help them in their future jobs.

Another important good point is building a wider view of the world. Schools help students become more aware of global matters and more open to new ideas by using practices from other countries. Students learn how to talk with people from different backgrounds and respect their cultures. This matters a lot in today's connected world where countries work together more than ever.

Even with these good points, bringing in experience from other countries can be difficult. One issue is that teaching methods from one country may not always fit the social, cultural, or economic situation of another. For example, because of differences in money, traditions, or how big the classes are, a method that works well in one place might be hard to use in another.

Despite these good points, bringing in experience from other countries can also create challenges. One issue is that teaching methods from one country may not always fit the social, cultural, or economic situation of another. For example, because of differences in money, traditions, or how big the classes are, a method that works well in one place might be hard to use in another. So, instead of just copying ideas from abroad, we have to adjust them carefully.

Another problem is the need for teacher training and preparation. Teachers must fully understand the new methods and tools before they can use them in the classroom. Without enough training and support, adding these foreign practices may not give the results we hope for.

Another advantage of integrating international experience into education is the opportunity to improve innovation and creativity in the learning environment. When teachers and students become familiar with educational practices from different countries, they are exposed to new perspectives and alternative ways of solving problems. This exchange of ideas encourages flexibility in thinking and allows educational institutions to design more effective teaching strategies. In addition, international cooperation between universities and schools can lead to joint research projects, student exchange programs, and academic partnerships. Such cooperation not only strengthens the quality of education but also helps students develop communication skills and confidence when interacting with people from different cultural backgrounds.

Furthermore, the use of international experience can support the development of modern educational technologies and digital learning environments. Many countries are actively introducing online platforms, interactive learning materials, and artificial intelligence tools to support teaching and learning processes. By studying these innovations, educational institutions can modernize their

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systems and provide students with more accessible and flexible learning opportunities. However, successful implementation requires financial investment, technical support, and continuous professional development for teachers. Without these elements, even the most advanced international practices may not achieve the desired impact in the educational process.

To sum up, bringing experience from other countries into the school program can really improve the quality of teaching and help students see the world with a wider view. However, it also needs careful changes and extra training for teachers. When we do it the right way, international experience can create a more creative and successful education system. For instance, countries such as Finland and South Korea have greatly improved their education by carefully adopting the best international practices and now show very high student results.

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TEACHING LANGUAGE THROUGH INTERACTIVE METHODS IN BLENDED AND ONLINE LEARNING ENVIRONMENTS

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Annotatsiya: Ushbu maqolada aralash va onlayn ta'lim muhitida interfaol metodlar yordamida til o'rgatish masalalari yoritilgan. Zamonaviy ta'lim jarayonida axborot-kommunikatsiya texnologiyalarining rivojlanishi til o'qitish usullarining takomillashishiga olib kelmoqda. Maqolada interfaol metodlarning o'quvchilarning faolligini oshirish, ularning kommunikativ ko'nikmalarini rivojlantirish hamda ta'lim samaradorligini oshirishdagi ahamiyati tahlil qilinadi.

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Kalit so'zlar: interfaol metodlar, til o'qitish, aralash ta'lim, onlayn ta'lim, kommunikativ kompetensiya, zamonaviy ta'lim texnologiyalari.

Аннотация: В данной статье рассматриваются вопросы обучения языку с использованием интерактивных методов в условиях смешанного и онлайн-обучения. Развитие информационно-коммуникационных технологий оказывает значительное влияние на современные методы преподавания. В статье анализируется роль интерактивных методов в повышении активности учащихся, развитии их коммуникативных навыков и повышении эффективности образовательного процесса.

Ключевые слова: интерактивные методы, обучение языку, смешанное обучение, онлайн-обучение, коммуникативная компетенция, современные образовательные технологии.

Abstract: This article examines the use of interactive methods in language teaching within blended and online learning environments. The rapid development of information and communication technologies has significantly influenced modern teaching approaches. The article analyses the importance of interactive methods in increasing students' engagement, developing their communicative skills, and improving the effectiveness of the learning process.

Keywords: interactive methods, language teaching, blended learning, online learning, communicative competence, modern educational technologies.

Introduction: In recent years, the rapid development of technology has significantly influenced the educational system around the world. Traditional classroom teaching is gradually being combined with digital learning platforms, creating new forms of education such as blended and online learning. These modern learning environments allow teachers to use various innovative methods that can improve the quality of education and make the learning process more engaging.

Language learning, in particular, requires active participation, communication, and interaction between students and teachers. Therefore, interactive teaching methods play an essential role in developing students' language skills. In blended and online learning environments, interactive techniques help maintain students' motivation and encourage them to actively participate in the learning process.

The purpose of this article is to explore the role of interactive methods in teaching languages within blended and online learning environments and to analyse their advantages for both teachers and students.

Interactive Methods in Language Teaching

Interactive teaching methods are approaches that encourage students to actively participate in the learning process. Instead of passively listening to lectures, students communicate, collaborate, and exchange ideas with their classmates and teachers.

One of the most common interactive methods is group discussion. In this activity, students share their opinions about a certain topic, which helps them develop speaking and critical thinking skills. Another effective method is role-playing, where students act out real-life situations such as conversations in a restaurant, job interviews, or travel scenarios. This allows learners to practice language in realistic contexts.

Pair work is also widely used in language classrooms. Students work together to complete tasks, practice dialogues, or solve problems. This method helps learners improve their communication skills and build confidence in speaking a foreign language.

In addition, educational games and quizzes are powerful tools for increasing students' motivation. Games make the learning process more enjoyable and help students remember new vocabulary and grammar more effectively.

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The Role of Technology in Blended and Online Learning

Technology plays a crucial role in modern education. In blended learning environments, traditional face-to-face instruction is combined with online learning activities. This approach allows students to benefit from both classroom interaction and digital resources.

Online platforms provide various opportunities for interactive learning. Teachers can use video conferencing tools, discussion forums, quizzes, and multimedia materials to support language learning. For example, students can participate in virtual discussions, watch educational videos, complete online exercises, and collaborate with classmates through digital platforms.

Furthermore, technology allows students to learn at their own pace. They can review lessons, watch recorded lectures, and practice language skills outside the classroom. This flexibility makes learning more accessible and convenient.

Advantages of Interactive Methods in Online and Blended Learning

The use of interactive methods in blended and online learning environments offers several advantages. First, these methods increase students' engagement and motivation. When students actively participate in discussions, games, and collaborative tasks, they become more interested in the learning process.

Second, interactive activities help develop students' communicative competence. Language learning is not only about grammar and vocabulary but also about the ability to communicate effectively in real-life situations. Interactive methods provide opportunities for students to practice speaking, listening, reading, and writing skills.

Another advantage is that interactive learning promotes collaboration among students. Through group activities and online discussions, learners can share ideas, learn from each other, and develop teamwork skills.

Challenges and Possible Solutions

Despite the many advantages of blended and online learning, there are also certain challenges. Some students may face technical problems such as poor internet connection or lack of access to digital devices. In addition, maintaining students' motivation in online environments can sometimes be difficult.

Teachers also need to develop digital literacy skills in order to effectively use online platforms and interactive tools. Proper training and support for teachers are therefore essential.

To overcome these challenges, educational institutions should provide reliable technological infrastructure and encourage teachers to use innovative teaching strategies. Clear instructions, well-designed activities, and continuous feedback can also help improve the effectiveness of online learning.

Conclusion:

In conclusion, interactive teaching methods play a significant role in language learning, especially in blended and online educational environments. These methods help increase students' motivation, improve their communicative competence, and create a more dynamic learning experience.

The integration of technology with interactive teaching strategies allows educators to provide more effective and engaging language instruction. Therefore, teachers should continue exploring and implementing interactive methods in order to enhance the quality of language education in modern learning environments.

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**IDENTIFICATION OF LEARNERS' ERRORS IN THE PROCESS OF LANGUAGE
LEARNING USING ARTIFICIAL INTELLIGENCE AND ANALYSIS OF THEIR TYPES**

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Abstract. This article investigates the application of artificial intelligence technologies in identifying and analyzing errors that arise in the process of language learning among students. Within the framework of the study, errors were systematically categorized into grammatical, lexical, phonetic, and other relevant types, and their underlying causes were thoroughly examined. Furthermore, the study highlights the potential of AI-based systems to provide immediate, adaptive, and individualized feedback to learners. The findings indicate that artificial intelligence constitutes a significant and effective tool for enhancing the overall efficiency and quality of language learning.

Key words: artificial intelligence, language learning, error analysis, grammatical errors, lexical errors, phonetic errors, individualized instruction.

Аннотация. В данной статье рассматривается применение технологий искусственного интеллекта для выявления и анализа ошибок, возникающих в процессе изучения языка учащимися. В рамках исследования ошибки были систематически классифицированы на грамматические, лексические, фонетические и другие релевантные типы, а также подробно изучены причины их возникновения. Кроме того, в работе раскрывается потенциал систем, основанных на искусственном интеллекте, в обеспечении оперативной, адаптивной и индивидуализированной обратной связи для обучающихся. Полученные результаты свидетельствуют о том, что искусственный интеллект является значимым и эффективным инструментом для повышения общей эффективности и качества

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изучения языка.

Ключевые слова: искусственный интеллект, изучение языка, анализ ошибок, грамматические ошибки, лексические ошибки, фонетические ошибки, индивидуализированное обучение.

Annotatsiya. Ushbu maqolada sun'iy intellekt texnologiyalarining o'quvchilarning til o'rganish jarayonida yuzaga keladigan xatolarni aniqlash va tahlil qilishdagi qo'llanilishi tadqiq etiladi. Tadqiqot doirasida xatolar grammatik, leksik, fonetik va boshqa tegishli turlarga tizimli ravishda ajratildi hamda ularning kelib chiqish sabablari chuqur o'rganildi. Shuningdek, sun'iy intellekt asosidagi tizimlarning o'quvchilarga tezkor, moslashuvchan va individual qayta aloqa taqdim etish imkoniyatlari yoritib berildi. Natijalar shuni ko'rsatadiki, sun'iy intellekt til o'rganishning umumiy samaradorligi va sifatini oshirishda muhim hamda samarali vosita hisoblanadi.

Kalit so'zlar: sun'iy intellekt, til o'rganish, xatolar tahlili, grammatik xatolar, leksik xatolar, fonetik xatolar, individual o'qitish.

1. Introduction. Nowadays, the education system is transitioning toward digitalization, and the use of artificial intelligence (AI) technologies is expanding. In particular, the benefits of AI in the process of foreign language teaching are becoming increasingly evident, as it has proven to be an effective tool for assessing students' proficiency, analyzing their errors, and developing individualized teaching strategies tailored to each learner. The occurrence of errors among learners during language acquisition is an inevitable phenomenon, reflecting their current stage of development and providing important information about their level of language knowledge (Corder, 1967). Modern AI technologies, in turn, enable the automatic identification and systematic analysis of these errors, significantly improving the efficiency, accuracy, and objectivity of the assessment process. Considering these developments, the main aim of this study is to examine the use of artificial intelligence in identifying students' language learning errors and to conduct a scientific analysis of their main types.

2. Literature review. In recent years, the study and analysis of errors made by students in the process of learning foreign languages have become one of the most relevant scientific directions. In particular, the rapid development of artificial intelligence (AI) technologies provides new opportunities to further improve research in this area. Therefore, studies focused on identifying students' errors in the language learning process, examining them, and analyzing their types are of particular importance. The analysis of errors made by students during the language learning process is one of the central topics in the theory of language acquisition. One of the classical approaches — Error Analysis theory — was developed by Pit S. Corder in 1967. In his article [1], he considers errors as natural and structural indicators of the language learning process. According to Corder, errors should not be regarded as negative or incorrect systems, but as hypotheses that learners employ in the process of internalizing language rules. This approach continues to form the theoretical foundation of contemporary research in second language acquisition (SLA). Building on Corder's theory, subsequent researchers began to conduct more in-depth analyses of errors. Jack C. Richards classified errors into four main categories: interference from the mother tongue, overgeneralization strategies, simplification strategies, and communicative strategies [2]. This approach analyzes errors not only as a result of the influence of the first language but also as processes reflecting the learner's overall learning strategies and communicative competence. Moreover, later studies demonstrated that, unlike the traditional approach known as contrastive

analysis, error analysis aims to identify the learner's internal linguistic system — the interlanguage. This process involves comparing learners' language rules, detecting systematic errors, and determining their underlying causes.

2.1. AI Technologies in Error Analysis. Recent research indicates that artificial intelligence (AI) technologies have taken error analysis theory to a new level. AI systems can process large-scale linguistic data to detect errors in real time and provide learners with rapid, individualized feedback. Zheng and Yang (2024) [3] demonstrated that AI tools can systematically detect grammatical, lexical, and phonetic errors in students' written and spoken outputs. Their study emphasizes that AI not only facilitates error detection but also supports the development of learners' metalinguistic awareness, enabling students to understand and correct their errors independently. This research provides a strong theoretical and practical foundation for further studies on AI-assisted error analysis in language learning. Similarly, Zhu and Wang (2025) [4] conducted a systematic review on AI's role in identifying errors and delivering individualized feedback. Their findings show that AI and NLP technologies can effectively detect grammar, vocabulary, and pronunciation errors, while tailored feedback significantly improves students' language skills. In addition, AI systems can adapt to learners of different proficiency levels, enabling personalized learning and enhancing the overall efficiency of language acquisition. Aini, Lan, and Wei (2025) [5] explored the application of NLP technologies in language teaching. They demonstrated that NLP-based systems can automatically detect errors in pronunciation, grammar, and vocabulary, providing precise diagnostic feedback to learners. By offering real-time analysis, these tools help students recognize patterns in their mistakes and improve both written and spoken language skills. Moreover, integrating NLP into language teaching supports individualized instruction, allowing teachers to provide feedback tailored to each learner's needs and promoting more effective language acquisition. Finally, Henry (2026) [6] investigated the role of AI in error comprehension and individualized feedback. His study found that AI tools can detect grammatical, lexical, and sentence structure errors in real time, significantly enhancing students' ability to recognize and correct mistakes. Furthermore, AI systems provide personalized approaches to error understanding, thereby strengthening students' self-regulation skills and overall effectiveness in language learning. Overall, these findings indicate that modern AI technologies are not only effective in error detection but also support learner autonomy, provide individualized guidance, and enhance the efficient acquisition of grammar, vocabulary, and pronunciation.

3. Discussion. Furthermore, in recent years, the effectiveness of AI tools observed in this study has been increasing significantly. Zheng and Yang (2024) emphasized that AI technologies demonstrate a high level of accuracy in detecting grammatical, lexical, and phonetic errors in both written and spoken language. Similarly, Zhu and Wang (2025) showed that AI systems can significantly improve students' performance by providing individualized feedback. The findings of the present study also support this view, as artificial intelligence enables the rapid detection of errors and provides immediate corrective feedback. In addition, as highlighted by Aini, Lan, and Wei (2025), the role of Natural Language Processing (NLP) technologies is particularly significant, which is clearly reflected in this study. AI systems can analyze large volumes of linguistic data, identify recurring error patterns, and help learners better understand their mistakes. This, in turn, contributes to the development of learners' metalinguistic awareness and encourages them to engage in independent learning. Despite these advantages, certain limitations of AI technologies should also be acknowledged. While AI systems are effective in identifying structural and surface-level errors, they may encounter difficulties in detecting contextual and pragmatic aspects of language use. Moreover, relying solely on technological tools makes it challenging to fully master

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the subtle and nuanced features of a language. Compared to traditional teaching methods, AI systems demonstrate clear advantages in terms of speed and accuracy. However, the role of the teacher remains essential, as human instructors are able to provide deeper explanations and motivate learners effectively. Therefore, it can be argued that AI cannot fully replace teachers but should be used as a supportive tool in the learning process. Overall, the discussion indicates that artificial intelligence technologies not only improve the process of error detection but also enhance individualized learning, learner autonomy, and the overall effectiveness of language acquisition. At the same time, considering certain limitations of AI systems, it is important to apply them appropriately and in combination with traditional teaching approaches.

4. Developing error analysis with AI technologies. Artificial intelligence (AI) technologies play a significant role in improving error analysis in foreign language learning by enabling accurate, fast, and systematic identification of learners' mistakes. Understanding errors helps learners develop their language skills more effectively. AI-based tools are capable of analyzing both written and spoken language and detecting grammatical, lexical, and phonetic errors. For example, if a learner writes an incorrect sentence such as *"He go to school yesterday,"* AI tools like ChatGPT or Grammarly can immediately correct it to *"He went to school yesterday"* and provide an explanation of the error. One of the main advantages of these technologies is their ability to provide immediate feedback, which allows learners to recognize and correct their mistakes in real time. In addition, feedback provided by AI systems is personalized according to each learner's performance. For instance, if a student consistently makes errors in verb tenses, ChatGPT can offer targeted exercises, tests, and simple explanations specifically focused on tense usage. As a result, learners can concentrate on their weak areas and gradually improve them step by step. Furthermore, AI systems are effective in identifying recurring error patterns. By analyzing large amounts of data, they can determine which types of errors occur most frequently. This helps learners better understand the difficulties they face in the language learning process. For example, if a learner repeatedly makes the same grammatical mistake, the system can highlight this issue and provide targeted exercises to address it. AI technologies also promote learner autonomy and encourage independent learning. For example, a student can ask ChatGPT, *"Check my essay and explain my mistakes,"* and receive not only corrections but also detailed explanations. In terms of speaking skills, learners can request dialogues or pronunciation guidance by asking, *"Create a dialogue for daily conversation"* or *"Correct my speaking sentences."* This allows learners to develop both speaking and writing skills simultaneously. Moreover, AI technologies contribute to the development of learners' metalinguistic awareness, meaning that learners not only receive correct answers but also understand the reasons behind them. For example, AI tools such as Gemini can explain grammatical rules in a simple way and provide additional examples for practice and reinforcement. However, despite these advantages, AI systems also have certain limitations. In particular, difficulties may arise in analyzing and applying contextual and pragmatic aspects of language. For example, distinguishing between formal and informal language or using expressions appropriate to specific social situations often requires human guidance. Therefore, these aspects are better learned with the support of a teacher. For this reason, the most effective approach to language learning is the integration of AI technologies with traditional teaching methods. Learners can use tools such as ChatGPT for independent practice, improving their written and spoken language, completing grammar and vocabulary exercises, and quickly correcting their mistakes. At the same time, the teacher plays a crucial role in explaining complex concepts, providing motivation, and teaching the deeper aspects of the language.

Conclusion. In conclusion, this study highlights the significant role of artificial intelligence

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(AI) technologies in identifying, analyzing, and improving learners' errors in the process of foreign language acquisition. The results indicate that students most frequently make grammatical and lexical errors, while phonetic, pragmatic, and contextual errors occur less often. The application of AI-based tools has proven highly effective in detecting these errors—particularly those related to vocabulary and sentence structure in both written and spoken language—and in providing immediate, individualized feedback that supports learners' independent development and creates the necessary conditions for effective learning. Furthermore, the findings clearly demonstrate that AI technologies not only assist in error correction but also contribute to the development of learners' metalinguistic awareness. By analyzing recurring errors, AI systems enable learners to study their mistakes in greater depth, understand them more accurately, and gradually reduce their frequency over time. Therefore, this study emphasizes that the most effective approach to language learning involves integrating AI technologies with traditional teaching methods. Future research should focus on enhancing AI systems' ability to process context-dependent aspects of language and expanding their application across diverse educational settings.

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XORIJIY TAJRIBANI MILLIY TA'LIMGA JORIY ETISHNING SAMARALI MEXANIZMLARI

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Annotatsiya: Mazkur maqolada xorijiy ta'lim tajribalarini milliy ta'lim tizimiga joriy

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etishning ahamiyati, zaruriyati hamda samarali mexanizmlari tahlil qilinadi. Shuningdek, bu jarayonda yuzaga keladigan muammolar va ularning yechimlari yoritiladi. Maqolada xorijiy ta'lim tizimlarida qo'llanilayotgan ilg'or tajribalarni o'rganish, ularni milliy ta'lim tizimiga moslashtirish va samarali joriy etish masalalari atroflicha tahlil qilinadi. Xususan, globallashuv jarayonida ta'lim sifatini oshirish, raqobatbardosh kadrlar tayyorlash hamda innovatsion pedagogik yondashuvlarni amaliyotga tatbiq etishda xorijiy tajribaning tutgan o'rni asoslab beriladi.

Kalit so'zlar: xorijiy ta'lim tajribasi, milliy ta'lim tizimi, ta'limni modernizatsiya qilish, innovatsion pedagogik yondashuvlar, ta'lim sifatini oshirish, xalqaro tajriba ta'lim integratsiyasi, pedagogik texnologiyalar

Аннотация: В данной статье всесторонне анализируются вопросы изучения передового опыта зарубежных образовательных систем, его адаптации и эффективного внедрения в национальную систему образования. Рассматриваются значение, необходимость и эффективные механизмы внедрения зарубежного опыта в образовательный процесс. В частности, обосновывается роль зарубежного опыта в повышении качества образования, подготовке конкурентоспособных кадров и внедрении инновационных педагогических подходов в условиях глобализации. Также освещаются проблемы, возникающие в процессе внедрения зарубежного опыта, и предлагаются пути их решения.

Ключевые слова: зарубежный образовательный опыт, национальная система образования, модернизация образования, инновационные педагогические подходы, повышение качества образования, международный опыт, интеграция образования, педагогические технологии

Abstract: This article comprehensively analyzes the issues of studying advanced practices in foreign education systems, their adaptation, and effective implementation into the national education system. It examines the importance, necessity, and effective mechanisms of integrating foreign experience into the educational process. In particular, the article substantiates the role of foreign experience in improving the quality of education, training competitive specialists, and introducing innovative pedagogical approaches in the context of globalization. It also highlights the challenges arising during the implementation process and suggests possible solutions to address them.

Keywords: foreign educational experience, national education system, modernization of education, innovative pedagogical approaches, improvement of education quality, international experience, educational integration, pedagogical technologies

Bugungi globallashuv jarayonida ta'lim tizimi har bir davlatning barqaror rivojlanishi va raqobatbardoshligini ta'minlovchi muhim omillardan biri hisoblanadi. Jahon miqyosida ta'lim sifatini oshirish, zamonaviy bilim va ko'nikmalarga ega bo'lgan kadrlarni tayyorlash masalasi dolzarb ahamiyat kasb etmoqda. Shu nuqtai nazardan, rivojlangan mamlakatlar ta'lim tizimida qo'llanilayotgan ilg'or tajribalarni o'rganish va ularni milliy ta'lim tizimiga moslashtirish zarurati ortib bormoqda. Xorijiy ta'lim tajribasi o'qitishning zamonaviy metodlari, innovatsion pedagogik texnologiyalar va samarali boshqaruv mexanizmlarini o'z ichiga oladi. Biroq ushbu tajribalarni to'g'ridan-to'g'ri joriy etish har doim ham kutilgan natijani bermaydi. Chunki har bir mamlakatning o'ziga xos ijtimoiy-iqtisodiy sharoiti, madaniyati va ta'lim an'analari mavjud. Shu bois xorijiy tajribani milliy ta'lim tizimiga joriy etishda uni moslashtirish, mahalliy sharoitga uyg'unlashtirish muhim ahamiyat kasb etadi. Mazkur maqolada xorijiy ta'lim tajribalarini milliy ta'lim tizimiga joriy etishning samarali mexanizmlari, ularning nazariy va amaliy asoslari hamda bu jarayonda yuzaga keladigan muammolar tahlil qilinadi. Shuningdek, ta'lim tizimini modernizatsiya qilish, uning sifatini oshirish va xalqaro standartlarga mos ravishda rivojlantirish yo'llari ko'rib chiqiladi.

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Xorijiy tajriba ta’lim tizimini modernizatsiya qilish; innovatsion yondashuvlarni joriy etish va raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. U quyidagi imkoniyatlarni yaratadi:

- Ta’lim sifatini xalqaro standartlarga yaqinlashtirish
- O‘qitishning zamonaviy metod va texnologiyalarini joriy etish
- Talabalarning ijodiy va tanqidiy fikrlashini rivojlantirish
- Ta’lim jarayonida samaradorlikni oshirish

• xorijiy tajribani joriy etish ta’lim sifatini oshirishga xizmat qiladi.

Rivojlangan mamlakatlarda qo‘llanilayotgan ilg‘or pedagogik metodlar, interaktiv o‘qitish usullari va baholash tizimlari ta’lim samaradorligini sezilarli darajada oshiradi. Ushbu tajribalarni milliy ta’lim tizimiga moslashtirish orqali o‘quvchilarning bilim darajasi, mustaqil fikrlash qobiliyati hamda amaliy ko‘nikmalari rivojlanadi. Bundan tashqari, xorijiy tajriba raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. Zamonaviy mehnat bozori yuqori malakali, kreativ va moslashuvchan mutaxassislarni talab qiladi. Xorijiy ta’lim tizimida qo‘llanilayotgan kompetensiyaga asoslangan yondashuv, amaliyotga yo‘naltirilgan ta’lim va kasbiy tayyorgarlik modellari yoshlarning xalqaro darajada raqobatlasha oladigan kadrlar bo‘lib yetishishiga yordam beradi. Yana bir muhim jihat shundaki, xorijiy tajribani joriy etish ta’lim tizimida innovatsion pedagogik texnologiyalarni keng qo‘llash imkonini yaratadi.

Masofaviy ta’lim, raqamli platformalar, multimedia vositalari va sun‘iy intellektga asoslangan o‘qitish tizimlari ta’lim jarayonini yanada samarali va qulay qiladi. Bu esa o‘quvchilarning bilim olishga bo‘lgan qiziqishini oshiradi hamda ta’lim jarayonining interaktivligini ta’minlaydi. Shu bilan birga, xorijiy tajriba ta’lim tizimini boshqarish va tashkil etishda ham muhim ahamiyatga ega. Rivojlangan davlatlarda ta’limni boshqarishning zamonaviy modellari, sifatni nazorat qilish tizimlari va strategik rejalashtirish usullari keng qo‘llaniladi. Ushbu tajribalarni o‘rganish va milliy tizimga moslashtirish ta’lim muassasalarining samarali faoliyat yuritishiga xizmat qiladi.

Xorijiy ta’lim tajribasini milliy ta’lim tizimiga joriy etish murakkab va ko‘p bosqichli jarayon bo‘lib, u aniq rejalashtirilgan, ilmiy asoslangan hamda tizimli yondashuvni talab etadi. Ushbu jarayonning muvaffaqiyati ko‘p jihatdan qo‘llaniladigan mexanizmlarning to‘g‘ri tanlanishi va amaliyotga samarali tatbiq etilishiga bog‘liq. Avvalo, xorijiy tajribani joriy etishda tahlil va moslashtirish mexanizmi muhim o‘rin tutadi.

Har qanday xorijiy model yoki metod bevosita ko‘chirib olinmasdan, uning mazmuni, maqsadi va natijalari chuqur o‘rganilishi lozim. Shundan so‘ng u milliy ta’lim tizimining xususiyatlari, madaniy qadriyatlari va ijtimoiy ehtiyojlariga moslashtiriladi. Bu esa joriy etilayotgan yangilikning samaradorligini oshiradi va salbiy oqibatlarining oldini oladi. Ikkinchi muhim mexanizm — pilot loyihalar asosida joriy etishdir. Yangi tajribalarni dastlab ayrim ta’lim muassasalarida sinov tariqasida qo‘llash orqali uning afzalliklari va kamchiliklari aniqlanadi. Bu bosqich keng miqyosda joriy etishdan oldin zarur tuzatishlar kiritish imkonini beradi hamda ortiqcha resurs sarfini kamaytiradi.

Shuningdek, pedagog kadrlar salohiyatini oshirish muhim mexanizmlardan biri hisoblanadi. Xorijiy tajriba samarali ishlashi uchun o‘qituvchilar zamonaviy metod va texnologiyalarni puxta egallagan bo‘lishi zarur. Shu maqsadda malaka oshirish kurslari, treninglar, seminarlar va xalqaro tajriba almashinuvi dasturlari tashkil etilishi lozim. Bu esa o‘qituvchilarning kasbiy kompetensiyasini rivojlantiradi. Raqamli texnologiyalarni joriy etish ham muhim mexanizmlardan biridir. Zamonaviy ta’lim tizimida axborot-kommunikatsiya texnologiyalaridan foydalanish o‘quv jarayonining samaradorligini oshiradi. Masofaviy ta’lim platformalari, elektron resurslar va

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interaktiv vositalar xorijiy tajribani tez va samarali joriy etish imkonini beradi. Shu bilan birga, bu o‘quvchilarning mustaqil ta‘lim olish ko‘nikmalarini rivojlantiradi.

Yana bir muhim mexanizm — xalqaro hamkorlikni rivojlantirishdir. Xorijiy ta‘lim muassasalari bilan hamkorlik qilish orqali ilg‘or tajribalarni bevosita o‘rganish va amaliyotga tatbiq etish mumkin. Qo‘shma ta‘lim dasturlari, talabalar va o‘qituvchilar almashinuvi, ilmiy loyihalar bu jarayonni yanada samarali qiladi. Bundan tashqari, monitoring va baholash tizimini yo‘lga qo‘yish ham katta ahamiyatga ega. Joriy etilayotgan tajribaning natijadorligini muntazam ravishda tahlil qilish, uning samaradorligini baholash va zarur o‘zgartirishlar kiritish tizimning barqaror rivojlanishini ta‘minlaydi.

Samarali mexanizmlar

1. Tahlil va moslashtirish

Xorijiy tajribani joriy etishda eng muhim bosqich — bu uni chuqur tahlil qilishdir. Har bir model milliy sharoitga mos kelmasligi mumkin. Shu sababli:

- Tajribaning ijobiy va salbiy jihatlari o‘rganiladi
- Milliy ta‘lim tizimi bilan solishtiriladi
- Moslashtirilgan variant ishlab chiqiladi

2. Pilot loyihalarni amalga oshirish

Yangi tizimni to‘liq joriy etishdan oldin uni kichik hududlarda yoki ayrim ta‘lim muassasalarida sinovdan o‘tkazish muhimdir. Bu:

- Kamchiliklarni aniqlash
- Samaradorlikni baholash
- Keng joriy etishdan oldin takomillashtirish imkonini beradi

3. O‘qituvchilar malakasini oshirish

Xorijiy tajriba samarali bo‘lishi uchun pedagoglar uni to‘g‘ri tushunishi va qo‘llay olishi kerak. Shu maqsadda:

- Malaka oshirish kurslari tashkil etiladi
- Xalqaro seminar va treninglar o‘tkaziladi
- Tajriba almashinuvi yo‘lga qo‘yiladi

4. Raqamli texnologiyalarni joriy etish

Ko‘plab rivojlangan davlatlar ta‘limda raqamli texnologiyalardan keng foydalanadi. Ushbu tajribani joriy etish:

- Masofaviy ta‘lim imkoniyatlarini kengaytiradi
- Ta‘lim resurslariga erkin kirishni ta‘minlaydi
- O‘qitish jarayonini interaktiv qiladi

5. Hamkorlik va integratsiya

Xorijiy ta‘lim muassasalari bilan hamkorlik qilish ham muhim mexanizmlardan biridir:

- Qo‘shma dasturlar tashkil etish
- Talaba va o‘qituvchilar almashinuvi
- Ilmiy tadqiqotlarda hamkorlik

Xulosa qilib aytganda, xorijiy tajribani milliy ta‘lim tizimiga joriy etishning samarali mexanizmlari sifatida tahlil va moslashtirish, pilot loyihalar, pedagoglar malakasini oshirish, raqamli texnologiyalarni joriy etish, xalqaro hamkorlik va monitoring tizimlarini ko‘rsatish mumkin. Ushbu mexanizmlarning uyg‘un va izchil qo‘llanilishi ta‘lim tizimining sifat jihatidan yangi bosqichga ko‘tarilishiga xizmat qiladi. xorijiy tajribani milliy ta‘lim tizimiga joriy etish ta‘lim sifatini oshirish, innovatsion yondashuvlarni rivojlantirish va raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. Biroq bu jarayonni amalga oshirishda milliy xususiyatlarni inobatga olish,

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tajribalarni puxta tahlil qilish va bosqichma-bosqich joriy etish zarur. Faqat shundagina xorijiy tajriba kutilgan samarani beradi va ta’lim tizimining barqaror rivojlanishiga xizmat qiladi. Xorijiy tajribani milliy ta’lim tizimiga joriy etish bugungi globallashuv sharoitida ta’limni rivojlantirishning muhim omillaridan biri hisoblanadi. Ushbu jarayon nafaqat ta’lim sifatini oshirish, balki zamonaviy bilim va ko‘nikmalarga ega bo‘lgan raqobatbardosh kadrlar tayyorlashda ham muhim ahamiyat kasb etadi.

Maqolada ko‘rib chiqilganidek, xorijiy tajribani samarali joriy etish bevosita uni to‘g‘ri tanlash, chuqur tahlil qilish va milliy ta’lim tizimi xususiyatlariga moslashtirish bilan bog‘liq. Ayniqsa, pilot loyihalarni amalga oshirish, pedagog kadrlar malakasini oshirish, raqamli texnologiyalardan foydalanish, xalqaro hamkorlikni kengaytirish hamda doimiy monitoring va baholash tizimini yo‘lga qo‘yish muhim mexanizmlar sifatida namoyon bo‘ladi. Shu bilan birga, xorijiy tajribani joriy etishda milliy qadriyatlar, an‘analalar va ijtimoiy ehtiyojlarni inobatga olish zarur. Aks holda, kutilgan natijaga erishish qiyinlashadi. Shu bois mazkur jarayon tizimli, bosqichma-bosqich va ilmiy asosda amalga oshirilishi lozim.

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THE PARADIGM SHIFT IN EDUCATIONAL ASSESSMENT: A COMPREHENSIVE ANALYSIS OF PROCESS-ORIENTED FRAMEWORKS

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Abstract: In the evolving landscape of 21st-century pedagogy, traditional product-oriented assessments are increasingly viewed as insufficient for capturing the full spectrum of student competency. This article explores the transition toward Process-Oriented Assessment (POA), a

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framework that prioritizes the cognitive journey and procedural strategies over final outcomes. Drawing upon the theories of social constructivism and formative feedback, the study evaluates the dual nature of POA.

The analysis highlights significant benefits, such as the cultivation of a growth mindset, enhanced metacognitive awareness, and long-term skill retention. However, it also confronts the Reality Check"- the logistical burdens of time-intensity and the challenges of maintaining inter-rater reliability. To bridge this gap, the article proposes a technological synthesis, illustrating how Artificial Intelligence (AI) and learning analytics can automate feedback loops and standardize evaluation rubrics. The conclusion asserts that a hybrid assessment model, supported by digital scaffolding, is essential for fostering resilient learners in an era where AI can easily replicate final products but cannot replace the human learning process.

Keywords: Process-oriented assessment, formative feedback, metacognition, educational technology, ai in education, growth mindset, pedagogical innovation, rubric standardization.

Аннотация: В условиях эволюционирующего ландшафта педагогики XXI века традиционное оценивание, ориентированное на конечный результат, всё чаще рассматривается как недостаточное для полного охвата спектра компетенций учащихся. В данной статье исследуется переход к оцениванию, ориентированному на процесс (Process-Oriented Assessment - POA), - концепции, которая отдаёт приоритет когнитивному пути и процедурным стратегиям над итоговыми показателями. Опираясь на теории социального конструктивизма и формирующей обратной связи, в работе анализируется двойственная природа POA.

В ходе анализа выделяются такие значительные преимущества, как развитие установки на рост (growth mindset), повышение метакогнитивной осведомленности и долгосрочное закрепление навыков. Тем не менее, автор также рассматривает "проверку реальностью" - логистические трудности, связанные с высокой временной трудозатратностью и проблемами обеспечения объективности (надежности) экспертных оценок. Для преодоления этого разрыва предлагается технологический синтез, демонстрирующий, как искусственный интеллект (ИИ) и аналитика обучения могут автоматизировать циклы обратной связи и стандартизировать критерии (рубрики) оценивания. В заключении утверждается, что гибридная модель оценивания, поддерживаемая цифровым "скаффолдингом" (scaffolding), необходима для формирования устойчивых учащихся в эпоху, когда ИИ способен легко копировать конечные продукты, но не может заменить человеческий процесс познания.

Ключевые слова: Оценивание, ориентированное на процесс; формирующая обратная связь; метакогниция; образовательные технологии; и в образовании; установка на рост; педагогические инновации; стандартизация рубрик.

Annotatsiya: XXI asr pedagogikasining o'zgarib borayotgan landshaftida an'anaviy natijaga yo'naltirilgan baholash usullari o'quvchilar kompetensiyasini to'liq qamrab olish uchun yetarsiz deb hisoblanmoqda. Ushbu maqolada yakuniy natijadan ko'ra kognitiv jarayon va protsedurali strategiyalarni ustuvor deb biluvchi Jarayonga yo'naltirilgan baholash (POA) tizimiga o'tish masalalari tadqiq qilingan. Ijtimoiy konstruktivizm va formativ qayta aloqa nazariyalariga tayangan holda, tadqiqot POAning ikki tomonlama tabiatini baholaydi.

Tahlillar shuni ko'rsatadiki, ushbu yondashuv o'sish tafakkuri "ni shakllantirish, metakognitiv xabardorlik va bilimlarni uzoq muddatli saqlab qolish kabi muhim afzalliklarga ega. Shunga qaramay, maqolada vaqt sarfi va baholashdagi subyektivlik kabi real qiyinchiliklar ham ko'rib chiqilgan. Ushbu muammolarni bartaraf etish uchun maqolada texnologik sintez - qayta aloqa

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jarayonini avtomatlashtirish va baholash mezonlarini standartlashtirishda Sun'iy Intellekt (AI) imkoniyatlaridan foydalanish taklif etiladi. Xulosa qilib aytganda, raqamli texnologiyalar bilan qo'llab-quvvatlanadigan gibril baholash modeli zamonaviy ta'limning ajralmas qismidir.

Kalit so'zlar: Jarayonga yo'naltirilgan baholash, formativ qayta aloqa, metakognitsiya, ta'lim texnologiyalari, ta'limda sun'iy intellekt, o'sish tafakkuri, pedagogik innovatsiya, rubrikalarni standartlashtirish.

1. Introduction: The Ontological Shift

Process-Oriented Assessment (POA) is not merely a grading tool; it is a pedagogical philosophy rooted in Social Constructivism.

Theoretical Foundation: Lev Vygotsky's "Zone of Proximal Development" (ZPD) suggests that learning happens best when students are supported during the process of solving a problem, not just judged at the end.

Definition: It is the systematic collection of evidence regarding the cognitive strategies and behavioral patterns students employ.

The Global Trend: OECD's "Education 2030" framework emphasizes "transformative competencies," which can only be measured through process-based observation, not standardized one-off tests.

2. The Bright Side: Empirical Benefits

Formative Power (Black & Wiliam, 1998): In their seminal work "Inside the Black Box", Paul Black and Dylan Wiliam proved that formative, process-based feedback leads to significant learning gains, arguably more than any other single educational intervention.

Growth Mindset (Carol Dweck): Research shows that when students are assessed on their effort and strategy (process), they develop resilience. Product-only assessment often leads to "fixed mindsets" where students fear failure.

Long-term Retention: According to the "Testing Effect" and "Active Recall" studies, constant engagement with the process helps move information from short-term to long-term memory far more effectively than "cramming" for a final product.

2.2. The Feedback-Mastery Link: Sustaining Long-Term Retention

The "Testing Effect" Reinforcement: Regular process checks serve as "low-stakes retrieval practice." Each time a teacher assesses a draft or a sketch, the student's brain must re-engage with the material, strengthening neural pathways.

Reducing the Forgetting Curve: Because POA requires constant interaction with a project over weeks (rather than a one-night "cramming" session), information is transferred from working memory to long-term mastery.

2.3. Psychosocial Impact: Anxiety Reduction and Growth Mindsets

Mitigating "High-Stakes" Stress: Research in educational psychology shows that "Product-Only" grading triggers the amygdala, causing high anxiety that impairs cognitive performance. POA lowers the stakes by valuing effort and revision.

Fostering Resilience: Drawing on Carol Dweck's Growth Mindset, when students see that their "mistakes in the process" are opportunities for feedback rather than "final failures," they become more resilient and willing to take academic risks.

3. The Reality Check: The Pragmatic Barriers

The "Reliability" Crisis: As noted by Grant Wiggins (expert on Authentic Assessment), the more "process-oriented" a task is, the harder it is to ensure different teachers give it the same grade. This is known as the Inter-rater Reliability challenge.

Teacher Burnout: A study by the National Education Association (NEA) highlights that

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“assessment literacy” is a major stressor. Tracking 150 students’ individual learning journeys without digital aid is statistically impossible for a single human educator.

The “Washback” Effect: If high-stakes national exams (like SATs or IELTS) remain product-oriented, teachers feel a “washback” pressure to ignore the process and simply “teach to the test.”

3.2.The Reliability Crisis: Subjectivity and Inter-Rater Variance

The Quantification Dilemma: How do you turn “creativity” or “perseverance” into a number? In product-oriented tests (like multiple-choice), the grade is objective. In POA, the grade is often an interpretation.

Inter-rater Reliability: Studies show that two different teachers may grade the same “learning process” differently based on their personal values, making it difficult to maintain a standardized “level playing field” for national certifications.

3.3. Institutional Resistance and the “Washback” Effect

Curricular Misalignment: If the national curriculum ends in a high-stakes standardized exam (e.g., SAT, A-Levels), teachers feel a “washback effect” to ignore the process and simply “teach to the test.”

Parental and Student Skepticism: Stakeholders conditioned by decades of “Grade-Point Average” (GPA) systems often view process-based comments as “vague” or “not real grades”, demanding a final, simple score instead. The Synthesis: Technological and AI Solutions.

3.4. Bridging the Gap with AI-Assisted Assessment

To solve the problems in Section 3, we look toward Educational Technology (EdTech):

4. The Solution:

Learning Analytics (LA): Modern researchers like Dragan Gašević advocate for using data trails. When students work on digital platforms, AI can map their “learning path,” identifying where they paused, what they deleted, and where they struggled-providing a 100% objective process map.

Intelligent Tutoring Systems (ITS): Tools like Carnegie Learning use AI to provide “just-in-time” feedback. This solves the Time Constraint problem by acting as an automated teaching assistant.

Calibrated Peer Review (CPR): To solve the Subjectivity issue, software can allow students to grade each other’s processes based on strict AI-monitored rubrics, increasing reliability while teaching students evaluative skills.

Conclusion:

The analysis shows that process-oriented assessment plays an important role in developing deeper learning, critical thinking, and long-term knowledge retention among students. However, implementing this approach in practice presents several challenges, including issues of reliability, increased teacher workload, and the pressure of product-oriented standardized examinations. Modern digital technologies and AI-based tools offer possible solutions for managing these challenges and supporting the assessment process more effectively. Therefore, the future of educational assessment is likely to rely on a hybrid model that combines human-centered mentorship focused on learning processes with AI-driven systems that manage assessment logistics efficiently.

5. Synthesizing the Future

The debate is no longer about whether POA is better than Product-Oriented Assessment; it is about how we can afford not to use it.

Final Argument: As AI begins to produce "products" (essays, code, art) instantly, the only thing left for humans to master - and for schools to assess - is the human process of critical thinking

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and ethical decision-making.

Synthesis: The future belongs to a Hybrid Model: Human-centered mentorship for the "process" and AI-driven efficiency for the "logistics."

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ADVANTAGES AND CHALLENGES OF IMPLEMENTING FOREIGN EXPERIENCE IN THE EDUCATIONAL PROCESS.

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Annotatsiya: Ushbu maqolada xorijiy ta'lim tajribasini milliy ta'lim tizimiga joriy etishning afzalliklari va muammolari tahlil qilinadi. Asosiy masalalar sifatida madaniy moslashuv, resurslar mavjudligi va o'qituvchilarning tayyorgarligi ko'rib chiqiladi. Tadqiqot metodologiyasi ilmiy adabiyotlar tahlili va taqqoslash usullariga asoslangan. Natijalar shuni ko'rsatadiki, xorijiy tajriba ta'lim sifatini oshiradi, biroq uni mahalliy sharoitlarga moslashtirish zarur. Xulosa sifatida muvozanatli yondashuv muhimligi ta'kidlanadi.

Kalit so'zlar: xorijiy tajriba, ta'lim tizimi, o'qitish metodlari, globallashuv, ta'lim islohoti, moslashuv

Аннотация: В данной статье рассматриваются преимущества и трудности внедрения зарубежного опыта в национальную систему образования. Определяются ключевые проблемы, такие как культурная адаптация, наличие ресурсов и подготовка преподавателей. Методология исследования основана на качественном анализе научной литературы и сравнении образовательных практик. Результаты показывают, что зарубежный опыт способствует инновациям и повышению качества образования, однако требует адаптации к местным условиям. В заключении подчеркивается необходимость сбалансированного подхода.

Ключевые слова: зарубежный опыт, система образования, методы обучения, глобализация, образовательная реформа, адаптация

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Annotation: This article examines the advantages and challenges of implementing foreign educational experience into national education systems. The study identifies key issues such as cultural adaptation, resource availability, and teacher preparedness. The research methodology is based on qualitative analysis of existing literature and comparative educational practices. The findings show that while foreign experience contributes to innovation, quality improvement, and global competence, its effectiveness depends on proper adaptation to local contexts. The article concludes that a balanced and context-sensitive approach is essential for successful implementation.

Keywords: foreign experience, education system, teaching methods, globalization, educational reform, adaptation

Introduction

In the context of globalization, education systems around the world are increasingly influenced by international trends and practices. Many countries seek to improve their educational quality by adopting foreign experience, including teaching methods, curriculum design, and assessment strategies. However, the process of implementing such experience is complex and requires careful consideration of local conditions. This article aims to analyze the key advantages and challenges of integrating foreign educational practices into national systems.

Research Methodology

The research is based on a qualitative approach, including:

- analysis of academic literature on comparative education;
- review of international educational models;
- synthesis of best practices from different countries.

The study also applies a comparative method to evaluate how foreign experience is adapted in different educational contexts.

Key Issues and Perspectives in Implementing Foreign Educational Experience

1 Key Challenges in Implementation

The transition from a domestic to a foreign educational model is rarely seamless, as it faces several critical barriers. The primary obstacle is socio-cultural dissonance; educational systems are deeply rooted in national mentalities, and models emphasizing individualism may clash with cultures that value collectivism or traditional teacher-centered authority. Furthermore, there is a significant resource deficit. Success hinges on more than just financial investment; it requires modern infrastructure, including high-speed connectivity and specialized learning spaces. Finally, professional conservatism and the language barrier often hinder progress, as educators may perceive new methodologies as an added bureaucratic burden or struggle to access primary source materials in their original language.

1 Advantages and Strategic Benefits

Despite these challenges, the integration of global practices yields substantial long-term benefits. It facilitates the modernization of educational standards, shifting the focus from rote memorization to competency-based learning, such as critical thinking and digital literacy. This synchronization of curricula enhances global academic mobility, allowing students to integrate more easily into the international professional community. Moreover, pedagogical innovations like Project-Based Learning (PBL) and the Flipped Classroom significantly increase student engagement, making graduates more competitive in the global labor market.

1 Systemic Risks and Limitations

However, several risks must be managed to avoid counterproductive results. One major risk is the "Cargo Cult" effect, where institutions copy external forms (like standardized testing) without adopting the underlying philosophy. Additionally, there is the danger of widening educational

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inequality, as elite urban institutions typically adopt innovations faster than rural schools, creating a "pedagogical divide." Finally, institutional inertia and rigid state regulations often conflict with the flexibility required by modern foreign methodologies, leading to formal rather than substantive changes.

Results and Discussion

The results of this study indicate a clear correlation between the success of educational reforms and the degree of their cultural and structural adaptation. While foreign practices introduce advanced teaching strategies and foster essential modern skills, direct "copy-pasting" often leads to institutional resistance and suboptimal learning outcomes. The discussion reveals that socio-cultural dissonance remains a primary barrier; therefore, successful implementation requires a "contextual filter" that aligns international methodologies with the traditions and expectations of the local academic community.

Moreover, the analysis underscores that sustainable transformation depends heavily on resource availability and continuous professional development. Beyond mere financial investment, the integration of foreign experience demands a shift in pedagogical mindset, which can only be achieved through long-term teacher support and the reduction of bureaucratic inertia. In conclusion, the integration of foreign experience is most effective when treated as a strategic partnership between global innovation and local expertise, ensuring that the resulting system is both globally competitive and nationally relevant.

Conclusion

Implementing foreign experience in the educational process offers significant advantages, including modernization, improved quality, and global integration. However, it also presents serious challenges related to cultural differences, resources, and adaptation. Therefore, it is essential to adopt a balanced approach that combines international best practices with national educational traditions. Only through careful adaptation can foreign experience contribute effectively to the development of education systems.

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THE ROLE OF PEER INTERACTION IN THE DEVELOPMENT OF SPEAKING SKILLS

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Annotatsiya; Nutq ko'pincha chet tilini o'rganayotgan talabalar uchun eng qiyin qobiliyatlardan biri hisoblanadi. Ko'pgina o'quvchilar grammatika va lug'at bo'yicha bilimlarni rivojlantirsalar-da, ular ko'pincha og'zaki muloqotda tildan ishonchli foydalanish uchun kurashadilar. Til ta'limida tobora ko'proq e'tibor qaratilayotgan yondashuvlardan biri bu tengdoshlar bilan muloqotdir. Ushbu maqola talabalar o'rtasidagi o'zaro ta'sir nutq qobiliyatlarini rivojlantirishga qanday yordam berishini o'rganadi. Unda nazariy nuqtai nazarlar, sinf amaliyotlari va tengdoshlarga asoslangan faoliyatni boshqarishda o'qituvchining roli ko'rib chiqiladi. Maqolada aytilishicha, tengdoshlar o'rtasidagi muloqot mazmunli tashkil etilganda, u nutq amaliyoti uchun qimmatli imkoniyatlar yaratadi va o'quvchilarning kommunikativ o'sishiga hissa qo'shadi.

Kalit so'zlar: tengdoshlarning o'zaro ta'siri, nutq qobiliyatlari, til o'rganuvchilar, sinfdagi muloqot, EFL talabalari

Аннотация: Говорение часто считается одним из самых сложных навыков для студентов, изучающих иностранный язык. Хотя многие учащиеся приобретают знания грамматики и лексики, им часто трудно уверенно использовать язык в устной речи. Один из подходов, привлекающий все больше внимания в языковом образовании, — это взаимодействие между сверстниками. В этой статье рассматривается, как взаимодействие между студентами способствует развитию навыков говорения. Анализируются теоретические перспективы, практика в классе и роль учителя в организации деятельности, основанной на взаимодействии между сверстниками. В статье утверждается, что когда взаимодействие между сверстниками организовано осмысленно, оно создает ценные возможности для практики говорения и способствует коммуникативному росту учащихся.

Ключевые слова: взаимодействие со сверстниками, навыки устной речи, изучающие язык, общение в классе, студенты, изучающие английский как иностранный

Abstract: Speaking is often regarded as one of the most challenging skills for students learning a foreign language. While many learners develop knowledge of grammar and vocabulary, they frequently struggle to use the language confidently in spoken communication. One approach that has gained increasing attention in language education is peer interaction. This article explores how interaction among students supports the development of speaking skills. It examines theoretical perspectives, classroom practices, and the role of the teacher in guiding peer-based activities. The

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article argues that when peer interaction is meaningfully organized, it creates valuable opportunities for speaking practice and contributes to learners’ communicative growth.

Keywords: peer interaction, speaking skills, language learners, classroom communication, EFL students

Introduction

The ability to speak effectively is a central goal of foreign language learning. For many students, however, speaking remains difficult even after years of language study. Learners may understand written texts or complete grammar exercises successfully, yet hesitate when asked to speak. This difficulty often results from limited opportunities to practice oral communication and from anxiety about making mistakes.

In many language classrooms, teaching is still largely teacher-centered. The teacher speaks for most of the lesson, while students listen or respond briefly. As a result, students have few chances to use the target language actively. When they do speak, they may feel uncomfortable or afraid of negative evaluation.

To address these challenges, modern language teaching emphasizes interaction and learner involvement. Peer interaction allows students to communicate with classmates in a more relaxed and supportive environment. By working together, learners can practice speaking, share ideas, and support one another. This article examines the role of peer interaction in developing speaking skills and explains why it is an important element of effective language teaching for students.

Theoretical Foundations of Peer Interaction

The importance of peer interaction in language learning is supported by several theoretical perspectives. One of the most influential is Vygotsky’s sociocultural theory, which views learning as a social process. According to Vygotsky (1978), learners develop their abilities through interaction with others, particularly when **they collaborate with peers and receive support during learning tasks**.

Peer interaction is also closely linked to the principles of Communicative Language Teaching. This approach emphasizes meaningful communication and the use of language for real purposes. When students interact with peers, they are required to express ideas, negotiate meaning, and respond to others, which reflects authentic language use.

Another relevant perspective is the interaction hypothesis, which suggests that language development occurs through active interaction. During peer communication, learners often ask for clarification, repeat information, or adjust their speech. These moments help learners notice gaps in their language knowledge and gradually improve their speaking ability.

The Contribution of Peer Interaction to Speaking Development

One major advantage of peer interaction is that it increases students’ opportunities to speak. In whole-class activities, only a small number of students may participate orally, while others remain silent. Pair and group work allow more learners to speak at the same time, which leads to greater speaking practice.

Peer interaction also helps reduce anxiety related to speaking. Many students feel more comfortable speaking with classmates than with the teacher or in front of the whole class. This supportive environment encourages learners to participate more actively and take risks, which is essential for developing speaking skills.

Regular interaction with peers also supports the development of fluency. As students become more familiar with speaking in the target language, they begin to rely less on memorized sentences and speak more naturally. Over time, this practice leads to increased confidence and smoother speech.

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In addition, peer interaction contributes to communicative competence. Students practice not only grammar and vocabulary, but also important interactional skills such as turn-taking, responding appropriately, and maintaining conversations. These skills are difficult to develop without real interaction.

Peer Interaction Activities in Language Classrooms

Various classroom activities can promote peer interaction and speaking development. **Pair work** is one of the most common techniques, allowing students to practice dialogues, ask and answer questions, or complete information-gap tasks in a low-pressure environment.

Group discussions encourage students to share opinions and exchange ideas. Through discussion, learners practice expressing agreement or disagreement and supporting their views, which strengthens both speaking and critical thinking skills.

Role-plays and simulations help students practice speaking in realistic situations, such as everyday conversations or social interactions. These activities make speaking practice more meaningful and relevant to real life.

Collaborative tasks, including problem-solving and project work, also promote natural communication. When students work together toward a common goal, language use becomes purposeful, and speaking develops more naturally.

The Teacher’s Role in Managing Peer Interaction

Although peer interaction emphasizes student participation, the teacher plays an important role in guiding the process. Teachers are responsible for selecting suitable activities and ensuring that tasks match students’ language levels. Clear instructions help students understand what is expected and reduce confusion.

During peer interaction, teachers should observe rather than interrupt. Providing feedback after activities allows students to speak freely without fear of constant correction. Creating a positive classroom atmosphere where mistakes are accepted as part of learning is also essential.

Teachers should also pay attention to group dynamics. By organizing groups carefully and encouraging less active students, teachers can ensure that peer interaction benefits all learners.

Conclusion

Peer interaction plays a significant role in the development of speaking skills among language students. By increasing opportunities for oral practice, reducing anxiety, and supporting communicative competence, peer-based activities help learners become more confident speakers. When peer interaction is carefully planned and supported by the teacher, it creates an engaging and effective learning environment that encourages meaningful communication.

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**BENEFITS AND DIFFICULTIES OF EVALUATING RESOURCES AND MATERIALS
FOR ASSESSMENT**

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Annotatsiya: Ushbu maqolada ta'lim jarayonida baholash uchun foydalaniladigan resurs va materiallarni tahlil qilishning ahamiyati, afzalliklari va muammolari keng yoritilgan. Xususan, xorijiy ta'lim tajribasini integratsiya qilish jarayonida turli xil o'quv materiallari va baholash vositalarini tanlash, moslashtirish hamda samaradorligini aniqlash masalalari ko'rib chiqiladi. Tadqiqotda sifatli materiallardan foydalanish o'quvchilarning bilim darajasini aniq baholash, ularning motivatsiyasini oshirish va zamonaviy pedagogik yondashuvlarni qo'llash imkonini berishi ta'kidlanadi.

Shu bilan birga, maqolada mavjud muammolar, jumladan, madaniy va kontekstual farqlar, resurslarning ko'pligi, o'qituvchilarning vaqt yetishmasligi hamda baholash bo'yicha yetarli tajriba va ko'nikmalarning cheklanganligi tahlil qilinadi. Muallif tomonidan samarali baholash uchun resurslarni tanlash, moslashtirish va baholashning zamonaviy usullaridan foydalanish bo'yicha amaliy tavsiyalar beriladi.

Kalit so'zlar: baholash, ta'lim resurslari, o'quv materiallari, xorijiy tajriba, integratsiya, samaradorlik, pedagogik yondashuvlar, ta'lim sifati.

Аннотация: В данной статье рассматриваются преимущества и трудности оценки образовательных ресурсов и материалов, используемых в процессе контроля и оценки знаний учащихся. Особое внимание уделяется интеграции зарубежного педагогического опыта и использованию современных образовательных технологий. Анализируются вопросы отбора, адаптации и эффективности учебных материалов в контексте образовательного процесса.

Отмечается, что использование качественных и современных ресурсов способствует повышению объективности и надежности оценки, развитию учебной мотивации студентов и внедрению инновационных методов обучения. В то же время выделяются основные проблемы, такие как культурные различия, несоответствие материалов локальным условиям, ограниченность времени у преподавателей и недостаток профессиональной подготовки в области оценки.

В статье предлагаются практические рекомендации по эффективному отбору и адаптации образовательных ресурсов с учетом целей обучения и особенностей учащихся.

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Ключевые слова: оценивание, образовательные ресурсы, учебные материалы, зарубежный опыт, интеграция, эффективность, педагогические подходы, качество образования.

Abstract: This article explores the benefits and challenges of evaluating educational resources and materials used for assessment in the learning process. Particular attention is given to the integration of foreign educational experience and the application of modern pedagogical approaches. The study examines the selection, adaptation, and effectiveness of various assessment tools and learning materials in different educational contexts.

The paper highlights that the use of well-evaluated and high-quality resources contributes to more reliable and valid assessment, enhances students' motivation, and supports the implementation of innovative teaching methods. At the same time, several challenges are identified, including cultural and contextual differences, the abundance of available resources, limited time for teachers, and insufficient training in assessment design.

The article also provides practical recommendations for selecting, adapting, and effectively using assessment materials to improve the overall quality of education and ensure better learning outcomes.

Keywords: assessment, educational resources, learning materials, foreign experience, integration, effectiveness, pedagogical approaches, quality of education.

Introduction

Evaluation of resources and materials is a key part of integrating foreign educational experiences. Teachers use textbooks, online tools, worksheets, multimedia, and foreign methodologies to improve learning outcomes. Understanding both the benefits and difficulties of using these materials ensures that integration is effective, fair, and meaningful.

Benefits of Evaluating Educational Resources

Improved Learning Outcomes

Evaluating materials ensures that they are aligned with learning objectives, which leads to better comprehension and skill development. For example, using international assessment tools can introduce students to new learning standards and benchmarks.

Exposure to Best Practices

Foreign resources often reflect innovative teaching approaches, such as task-based learning, communicative methods, or digital assessment platforms. By evaluating these materials, educators can adapt these best practices to their own classroom context.

Fair and Valid Assessment

Careful evaluation ensures accuracy, fairness, and reliability in assessment. Materials that are tested and reviewed reduce bias and help accurately measure student knowledge and skills.

Professional Development

Evaluating and using foreign materials encourages teachers to develop professionally, increasing their awareness of international pedagogical trends and assessment strategies.

Difficulties and Challenges

Cultural and Contextual Differences

Foreign materials may not suit local curricula or cultural contexts. For instance, examples or exercises that work abroad might confuse local students. Teachers need to adapt content carefully.

Resource Overload

There are countless resources available, from digital platforms to printed materials. Teachers may struggle to choose the most relevant and effective ones.

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Limited Time and Training

Evaluating resources is time-consuming. Many teachers lack sufficient time or professional training to critically assess and adapt foreign materials.

Technological and Access Barriers

Digital resources require internet access, devices, and technical skills. In some regions, these requirements can limit implementation.

Strategies for Effective Evaluation

Alignment Check: Ensure materials match learning objectives and assessment criteria.

Pilot Testing: Try materials with a small group to detect potential difficulties.

Adaptation: Modify examples, exercises, or cultural references to fit local context.

Feedback Collection: Ask students and colleagues for feedback on usability and clarity.

Ongoing Review: Continually assess whether the materials remain effective and relevant.

Conclusion

Evaluating resources and materials for assessment is crucial when integrating foreign educational experience. While there are challenges—cultural adaptation, time constraints, and technological barriers—the benefits, such as improved learning outcomes, exposure to innovative methods, and teacher professional growth, outweigh the difficulties. Proper evaluation ensures that foreign practices enrich the educational process rather than causing confusion or inefficiency.

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MEASUREMENT, TESTING, ASSESSMENT, AND EVALUATION IN EDUCATION: DIFFERENCES AND INTERRELATIONS

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Annotatsiya: Ushbu maqolada ta'lim tizimidagi to'rtta asosiy tushuncha — o'lchash, testlash, baholash va nazorat (evaluation) o'rtasidagi farqlar va ularning o'quv jarayonidagi o'rni tahlil qilinadi. Shuningdek, formativ va summativ baholashning ahamiyati yoritib beriladi.

Kalit so'zlar: O'lchash, testlash, baholash, nazorat, formativ baholash, summativ baholash, validlik, ishonchlilik.

Key words: Measurement, testing, assessment, evaluation, formative assessment, summative assessment, validity, reliability.

Аннотация: В данной статье анализируются четыре фундаментальных понятия в системе образования: измерение, тестирование, оценивание и контроль (evaluation). Рассматриваются их отличительные черты, взаимосвязь и роль в учебном процессе. Также подчеркивается важность формативного и суммативного оценивания.

Abstract: This article analyzes the four fundamental concepts in the educational system: measurement, testing, assessment, and evaluation. It explores their distinct characteristics, interrelations, and specific roles within the instructional process. Furthermore, the importance of formative and summative assessment in enhancing learning outcomes is highlighted.

Ключевые слова: Измерение, тестирование, оценивание, контроль, формативное оценивание, суммативное оценивание, валидность, надежность.

Introduction

In modern education, determining a student's progress involves more than just assigning grades. In pedagogy, specific terms are used to analyze results, which are often closely related but functionally distinct. Distinguishing between these terms allows educators to improve the quality of instruction and establish effective feedback loops with students.

Analysis of Core Concepts

Testing – The Data Collection Tool

Testing is a specific instrument or procedure used to examine a student's knowledge, skills, or abilities within a particular timeframe. Through a test, we take a sample of the student's overall knowledge.

Purpose: To gather evidence for determining the level of proficiency.

Measurement – The Quantitative Expression

Measurement is the process of representing data obtained from a test or other tool through numbers (scores) based on specific rules. In this process, subjective opinion is set aside, and only numerical data is recorded.

Core Question: "How much?"

Example: A student answers 40 out of 50 questions correctly. The number "40" is the result

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of the measurement.

Assessment – Process Analysis

Assessment is a comprehensive process of gathering, analyzing, and interpreting information about what a student knows and can do. The primary goal of assessment is to provide direction for the student’s growth.

Core Question: "How is the student progressing?"

Feature: It is ongoing and can be both qualitative (feedback) and quantitative (scores).

Evaluation – The Final Judgment

Evaluation is the stage of making a final judgment or decision based on all collected measurements and assessments. Here, the results are compared against established standards (e.g., National Education Standards).

Core Question: "Is the result satisfactory? Were the objectives met?"

Example: Deciding whether to grant a certificate or whether a student should pass or fail a course.

Formative and Summative Assessment

The assessment process is generally implemented in two forms:

Formative Assessment: Conducted during the instructional process. Its goal is to help students understand their mistakes and improve (Assessment for Learning).

Summative Assessment: Conducted at the end of a specific period (quarter, semester, or year). Its goal is to document the final achievement (Assessment of Learning).

Comparison of Concepts (Table)

Term	Focus	Purpose	Outcome
Testing. Instrument	To gather data.	A set of tasks/items	
Measurement	Quantity (Numbers)	To assign scores	Percentages or raw scores
Assessment.	Development	To improve quality	Feedback/Direction
Evaluation	Standards	To make a judgment. Grade (A, B, C) or Decision	

In conclusion, testing, measurement, assessment, and evaluation are not isolated steps but a continuous cycle that drives educational quality. While testing and measurement provide the objective data needed for transparency, they only represent the "skeleton" of the educational process.

From my perspective, the true essence of education lies within Assessment. In many modern classrooms, we often fall into the trap of over-relying on Evaluation (the final grade) while neglecting the vital role of Formative Assessment (the journey of learning). I believe that a number or a score (Measurement) should never be the end goal. Instead, it should serve as a diagnostic tool to provide meaningful feedback.

As educators, we must shift our focus from merely "grading" students to "guiding" them. I firmly believe that the most successful educational systems are those that prioritize the growth mindset fostered by continuous assessment over the high-pressure environment created by purely summative evaluation. Ultimately, our goal should be to ensure that every measurement serves a pedagogical purpose: helping the learner reach their full potential.

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**МЕХАНИЗМЫ ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ ЧЕРЕЗ
ИННОВАЦИОННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ**

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Аннотация: В статье рассматриваются механизмы повышения качества образования через внедрение инновационных педагогических технологий. Анализируются современные подходы к обучению, их влияние на образовательный процесс и результаты обучения. Особое внимание уделяется индивидуализации, мотивации обучающихся и использованию цифровых технологий.

Ключевые слова: Качество образования, инновационные педагогические технологии, цифровое обучение, индивидуализация обучения, мотивация студентов, образовательный процесс, критическое мышление, проектное обучение

Annotatsiya: Maqolada ta'lim sifatini oshirishning innovatsion pedagogik texnologiyalar orqali amalga oshiriladigan mexanizmlari ko'rib chiqiladi. Zamonaviy o'qitish yondashuvlari, ularning ta'lim jarayoni va natijalariga ta'siri tahlil qilinadi. Shuningdek, individuallashtirish, motivatsiya va raqamli texnologiyalarning ahamiyati yoritiladi.

Kalit so'zlar: Ta'lim sifati, innovatsion pedagogik texnologiyalar, raqamli ta'lim, individuallashtirilgan ta'lim, talabalar motivatsiyasi, ta'lim jarayoni, tanqidiy fikrlash, loyihaviy o'qitish

Abstract: The article examines the mechanisms for improving the quality of education through innovative pedagogical technologies. It analyzes modern teaching approaches and their impact on the educational process and learning outcomes. Special attention is given to individualization, student motivation, and the use of digital technologies.

Keywords: Quality of education, innovative pedagogical technologies, digital learning, individualized learning, student motivation, educational process, critical thinking, project-based learning

В современном мире вопрос качества образования становится одним из ключевых как для отдельных стран, так и для глобального образовательного пространства. Это связано с

быстрыми социальными и технологическими изменениями, которые требуют от человека не только знаний, но и способности к критическому мышлению, адаптации и самостоятельному обучению. Традиционные методы обучения уже не всегда соответствуют этим требованиям, поэтому возникает необходимость внедрения инновационных педагогических технологий. Под инновационными технологиями понимаются такие подходы и методы обучения, которые ориентированы на активное участие обучающегося в образовательном процессе, развитие его самостоятельности и практических навыков. Например, как отмечает М. В. Кларин, современные образовательные модели все чаще строятся на основе исследования, дискуссии и игровых форм, что делает обучение более эффективным. И технологии позволяют расширить доступ к образованию, сделать его более гибким и персонализированным. В докладе OECD подчеркивается, что цифровые инструменты способны не только улучшить доступ к знаниям, но и повысить качество обучения за счет интерактивности и адаптации под индивидуальные особенности учащихся [10, с. 28]. Таким образом, актуальность темы заключается в необходимости поиска эффективных механизмов повышения качества образования через внедрение инновационных педагогических технологий. Цель данной статьи — рассмотреть, каким образом такие технологии влияют на образовательный процесс и способствуют его улучшению.

Понятие качества образования Понятие «качество образования» является многогранным и не имеет единого универсального определения. В широком смысле под ним понимается степень соответствия образовательных результатов установленным требованиям общества, государства и личности обучающегося. Это не только уровень знаний, но и сформированность компетенций, ценностей и умений применять знания на практике. С точки зрения современной педагогики, качество образования связано с результатами обучения, которые проявляются в развитии личности. Как отмечает И. А. Зимняя, важным показателем качества является не просто усвоение информации, а способность использовать знания в реальных жизненных ситуациях [6, с. 112]. Это означает, что акцент смещается с запоминания на понимание и применение. А. В. Хуторской также подчеркивает, что качество образования определяется через развитие ключевых компетенций, таких как коммуникативные, познавательные и социальные навыки [5, с. 93]. Таким образом, современное образование должно быть направлено на всестороннее развитие личности, а не только на передачу знаний. Еще одним важным аспектом является соответствие образования современным условиям. В условиях глобализации и цифровизации возрастает значение гибкости, способности к обучению на протяжении всей жизни и умения работать с информацией. По мнению Дж. Хэтти, значительное влияние на качество образования оказывает не только содержание обучения, но и методы преподавания, а также уровень взаимодействия между преподавателем и студентом [8, с. 56].

Следовательно, качество образования можно рассматривать как комплексную характеристику, включающую результаты обучения, процесс преподавания и условия образовательной среды. Именно поэтому повышение качества невозможно без пересмотра традиционных подходов и внедрения инновационных педагогических технологий.

Инновационные педагогические технологии: сущность и виды. Инновационные педагогические технологии представляют собой совокупность методов, форм и средств обучения, направленных на повышение эффективности образовательного процесса. Их главная особенность заключается в том, что они ориентированы не на пассивное усвоение информации, а на активную деятельность обучающегося. Как отмечает Г. К. Селевко, современные образовательные технологии строятся на принципах личностно-

ориентированного подхода, где студент становится центральной фигурой учебного процесса [3, с. 74]. Это означает, что обучение должно учитывать индивидуальные особенности, интересы и уровень подготовки каждого обучающегося. Одним из наиболее распространённых видов инновационных технологий является проблемное обучение, при котором студент не получает готовых знаний, а самостоятельно приходит к ним через решение поставленных задач. Е. С. Полат подчеркивает, что такой подход способствует развитию критического мышления и познавательной активности [4, с. 112]. Не менее важным является проектное обучение, где основной акцент делается на выполнении практических заданий и создании конкретного продукта. В этом процессе обучающиеся учатся работать в команде, планировать свою деятельность и применять знания на практике [4, с. 134].

Также широкое распространение получили цифровые технологии, включая онлайн-платформы, электронные образовательные ресурсы и системы дистанционного обучения. Они позволяют сделать процесс обучения более гибким и доступным. Согласно исследованиям OECD, использование цифровых инструментов значительно расширяет возможности индивидуализации обучения и повышает вовлечённость студентов [10, с. 52]. Таким образом, инновационные педагогические технологии отличаются разнообразием и направлены на формирование активной, самостоятельной и компетентной личности.

Механизмы повышения качества образования. Внедрение инновационных педагогических технологий способствует повышению качества образования через ряд конкретных механизмов. Эти механизмы затрагивают как процесс обучения, так и его результаты. Прежде всего, важную роль играет индивидуализация обучения. Современные технологии позволяют адаптировать учебный материал под уровень подготовки и особенности каждого студента. Как отмечает В. П. Беспалько, эффективность обучения значительно возрастает, когда учитываются индивидуальные темпы и стили усвоения информации [1, с. 56]. Другим важным механизмом является повышение мотивации обучающихся. Интерактивные методы, такие как дискуссии, игры и проектная деятельность, делают процесс обучения более интересным и значимым. По мнению Кларина, вовлечённость студентов напрямую влияет на глубину усвоения знаний [2, с. 89].

Существенное значение имеет и развитие критического мышления. Проблемное и исследовательское обучение побуждают студентов анализировать информацию, делать выводы и аргументировать свою точку зрения. Это, в свою очередь, способствует более глубокому пониманию учебного материала [4, с. 118]. Кроме того, инновационные технологии обеспечивают эффективную обратную связь. Использование цифровых инструментов позволяет оперативно оценивать результаты обучения и корректировать образовательный процесс. Дж. Хэтти подчёркивает, что своевременная и качественная обратная связь является одним из наиболее значимых факторов, влияющих на успех обучения [8, с. 173]. Наконец, важным механизмом является повышение доступности образования. Дистанционные и онлайн-форматы позволяют обучаться независимо от времени и места, что особенно актуально в условиях современного мира [10, с. 67]. Таким образом, инновационные технологии создают условия для более эффективного, гибкого и результативного образовательного процесса.

Практическое применение. Практическое внедрение инновационных педагогических технологий демонстрирует их эффективность в реальных образовательных условиях. Во многих учебных заведениях традиционные формы обучения постепенно дополняются или заменяются современными подходами. Например, использование

проектного обучения в вузах позволяет студентам не только усваивать теоретические знания, но и применять их на практике. Как отмечает Е. С. Полат, участие в проектах способствует формированию профессиональных и коммуникативных компетенций [4, с. 140]. Другим примером является внедрение смешанного обучения (blended learning), при котором сочетаются очные занятия и онлайн-форматы. Такой подход позволяет более эффективно использовать учебное время и предоставляет студентам возможность самостоятельно контролировать темп обучения. Исследования OECD показывают, что подобные модели обучения повышают успеваемость и вовлечённость обучающихся [10, с. 91]. Также стоит отметить применение методов активного обучения, таких как групповые обсуждения и кейс-методы. Согласно исследованиям С. Bonwell и J. Eison, активное участие студентов в учебном процессе способствует более глубокому пониманию материала и развитию аналитических навыков [7, с. 3]. В целом, практика показывает, что использование инновационных педагогических технологий позволяет не только повысить качество образования, но и сделать процесс обучения более современным и соответствующим требованиям времени.

Перспективы развития. Развитие инновационных педагогических технологий не останавливается на достигнутом уровне и продолжает активно трансформировать образовательную среду. В ближайшие годы можно ожидать дальнейшего усиления роли цифровых решений, а также перехода к более гибким и персонализированным моделям обучения. Одной из ключевых тенденций является развитие персонализированного обучения. Современные технологии позволяют учитывать индивидуальные особенности каждого студента, его уровень подготовки, темп обучения и интересы. Как отмечает М. Фуллан, будущее образования связано с переходом от стандартизированных моделей к более адаптивным системам, ориентированным на потребности личности [9, с. 211]. Особое место занимает внедрение искусственного интеллекта в образовательный процесс. Интеллектуальные системы могут анализировать успехи студентов, предлагать индивидуальные задания и даже выполнять функции наставника.

По данным OECD, использование цифровых и интеллектуальных технологий открывает новые возможности для повышения эффективности обучения и расширения доступа к образованию [10, с. 134]. Кроме того, усиливается значение обучения на протяжении всей жизни (lifelong learning). В условиях быстро меняющегося мира человеку необходимо постоянно обновлять свои знания и навыки. Это требует создания гибких образовательных систем, которые позволяют обучаться в любое время и в любом месте. Таким образом, перспективы развития педагогических технологий связаны с дальнейшей цифровизацией, индивидуализацией и ориентацией на непрерывное образование, что в конечном итоге способствует повышению качества образовательных результатов.

Подводя итог, можно отметить, что качество образования является комплексной характеристикой, включающей не только уровень знаний обучающихся, но и развитие их компетенций, навыков и личностных качеств. В современных условиях традиционные методы обучения уже не в полной мере соответствуют требованиям общества, что делает необходимым внедрение инновационных педагогических технологий. Проведённый анализ показал, что такие технологии, как проблемное и проектное обучение, цифровые образовательные ресурсы и методы активного обучения, оказывают значительное влияние на образовательный процесс. Они способствуют повышению мотивации студентов, развитию критического мышления и формированию практических навыков [4, с. 118; 7, с. 5]. Кроме того, важную роль играют механизмы, обеспечивающие эффективность обучения, такие как

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индивидуализация, обратная связь и доступность образования. Как подчеркивает Дж. Хэтти, именно качество взаимодействия между преподавателем и обучающимся во многом определяет конечные результаты обучения [8, с. 173]. В перспективе дальнейшее развитие образовательных технологий будет связано с цифровизацией, внедрением искусственного интеллекта и расширением возможностей персонализированного обучения [9, с. 214; 10, с. 134]. Это открывает новые горизонты для повышения качества образования и делает его более доступным и эффективным. Таким образом, внедрение инновационных педагогических технологий является не просто актуальным направлением, а необходимым условием развития современной системы образования.

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THE ROLE OF THE INTERACTIVE METHODS IN DEVELOPING SPEAKING SKILLS OF EFL STUDENTS

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Annotasiya: Ushbu maqola ingliz tilini chet tili sifatida (EFL) o‘rganayotgan talabalarning nutq ko‘nikmalarini rivojlantirishda interaktiv metodlarning rolini o‘rganadi. Tadqiqotning asosiy maqsadi qo‘rquv, lug‘at boyligining cheklanganligi va dars jarayonida nafaollik kabi keng tarqalgan nutq muammolarini aniqlashdan iborat. Shuningdek, maqolada interaktiv ta‘lim metodlari ushbu muammolarni hal qilishga qanday yordam berishi tushuntiriladi. Mazkur tadqiqotda dars jarayonini kuzatish va analitik tahlil kabi tadqiqot metodlaridan foydalanildi. Kuzatish interaktiv topshiriqlar davomida talabalarning nutq faolligini tahlil qilish uchun qo‘llanildi, analitik tahlil esa interaktiv metodlarning nutq ko‘nikmalarini rivojlantirishdagi samaradorligini baholashga yordam berdi.

Kalit so‘zlar: interaktiv metodlar, nutq ko‘nikmalarini rivojlantirish, ingliz tilini o‘rganish, sinfdagi o‘zaro muloqot, kommunikativ faoliyatlar, talabalar faolligi, gapirishdagi muammolar, til o‘qitish metodlari, kommunikativ til o‘qitish, og‘zaki muloqot kompetensiyasi

Аннотация: Данная статья рассматривает роль интерактивных методов в развитии навыков говорения у студентов, изучающих английский язык как иностранный (EFL). Основная цель исследования — выявить распространённые проблемы в устной речи, такие как недостаток уверенности, ограниченный словарный запас и низкая активность на занятиях. В статье также объясняется, как интерактивные методы обучения могут помочь решить эти проблемы. В данном исследовании были использованы такие методы, как наблюдение в классе и аналитический анализ. Наблюдение применялось для анализа речевой активности студентов во время интерактивных заданий, а аналитический анализ помог оценить эффективность интерактивных методов в развитии навыков говорения.

Ключевые слова: интерактивные методы, развитие навыков говорения, изучение английского языка, взаимодействие в классе, коммуникативные виды деятельности, активность студентов, проблемы говорения, методы преподавания языка, коммуникативное обучение языку, компетенция устной речи.

Annotation: This article examines the role of interactive methods in developing the speaking skills of EFL (English as a foreign language) students. The main aim of the study is to identify common speaking problems, such as lack of confidence, limited vocabulary, and low classroom participation. The article also explains how interactive teaching methods can help solve these problems. In this study, research methods such as classroom observation and analytical analysis were used. Observation was used to analyze students’ speaking activity during interactive tasks, while analytical analysis helped evaluate the effectiveness of interactive methods in improving speaking skills.

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Key words: interactive methods, speaking skills, English language learning, classroom interaction, communicative activities, student participation, speaking problems, language teaching methods.

Introduction.

English is an international language, and today many people all over the world use it to communicate with others from different countries. People need English not only to talk to each other but also to understand new information and learn about the world. Many jobs today require workers to have English language skills because it helps them do their work better and connect with people from different places. English also allows people to access global knowledge and compete with others in education, business, and technology. For these reasons, teachers start teaching English to students from a young age, and they pay special attention to speaking skills.

English has four main skills: reading, writing, listening, and speaking. Among these skills, speaking is one of the most important and also the most difficult. Speaking well requires practice, patience, and chances to talk with other people. Students need to improve their vocabulary, use correct grammar, and speak clearly. Good speaking skills help students share their ideas, ask questions, and participate in class discussions. Speaking is also important in real-life situations, like traveling, working, or meeting new people. By practicing speaking regularly, students can become more confident, speak more fluently, and use English effectively in different situations (Siska Julinda Yani Zega, Karisma Erikson Tarigan, Fiber Yun Almanda Gintin).

Oglu & Sayfiddinovich (2021:116) mention that interactive methods are techniques that help teachers and students communicate better, encourage independent thinking, and increase students' motivation to learn. According to Nodirovna (2020:63), there are several types of interactive activities. First, drama, simulations, and role-playing; these oral activities are very important because they are not performed publicly, and participants collaborate in an imaginary setting. Second, discussion activities; these require learners to face a problem and share their opinions. Each student has their own ideas and personality, and the goal is to reach an agreement on the issues introduced by the teacher. Third, presentations and talks; giving students a chance to speak in front of classmates is one of the best ways to build confidence. Fourth, image identification; in this activity, Learner A has a set of images that are similar in content but with many differences, while Learner B has only one copy of the images.

Interactive methods play an important role in improving English language skills of students. In traditional classrooms, teachers often focus mostly on grammar rules and memorizing vocabulary. Because of this, students have fewer chances to actually use English in real communication. This can make learning less interesting and sometimes students feel shy or afraid to speak. On the other hand, interactive methods focus on using English in real and meaningful situations. These methods give students more opportunities to speak, listen, read, and write in ways that feel useful and practical. Activities like role plays, group discussions, debates, and pair work encourage students to practice their English actively. When students participate in these activities, they can try using new words, correct their mistakes, and gain more confidence. This kind of learning also helps students improve fluency and accuracy at the same time. Another important advantage of interactive methods is that they increase student engagement. In traditional classes, students are often passive and only listen to the teacher. But in interactive classes, students are more involved in the lesson. They share ideas, ask questions, work together in groups, and sometimes even teach each other. This active participation makes learning more interesting and helps students take responsibility for their own learning. In addition, interactive methods also make students more motivated and curious because they feel like they are part of the learning process. Overall,

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interactive methods not only improve language skills but also create a more lively and supportive classroom environment (Tasheva Nafisa Zaynitdinovna)

However, using interactive methods in the classroom comes with several challenges. Some of these challenges include limited class time, the need for extra preparation, difficulties in applying active learning in large classes, and sometimes a lack of necessary materials, equipment, or resources. These issues can make it harder for teachers to organize lessons and for students to fully benefit from interactive activities. The most important challenge is that teachers may feel worried that students will not participate actively, fail to use higher-order thinking skills, or not learn enough content. Teachers can also feel a loss of control, may lack the skills needed to manage activities effectively, or could be criticized for using unconventional teaching methods. Despite these risks, most of these problems can be reduced with careful planning, thoughtful preparation, and creative solutions to involve all students. In large classes, for example, some students may not get the chance to share their ideas or opinions, which can lower their motivation and confidence. Overcrowding can also cause noise and distractions, making it difficult for everyone to focus on the lesson. Teachers have an important role in maintaining order and creating a calm and supportive learning environment. By organizing activities carefully, encouraging students to participate in smaller groups or pairs, and managing time well, teachers can ensure that every student has the opportunity to speak, think critically, and improve their learning effectively. (<https://www.scribd.com/doc/83498976>)

There are different ways to solve the problems that can happen in active learning. First, teachers can plan their lessons carefully and manage the class time well so that all activities can be completed during the lesson. This helps students stay focused and ensures that no part of the lesson is missed. Second, in large classes, students can be divided into smaller groups or pairs. This way, every student has a chance to speak, share ideas, and participate in the activities. Third, teachers can prepare all necessary materials and resources before the lesson or use digital tools, videos, and presentations to make activities easier and more interesting. Another way to solve these problems is to guide students clearly and encourage them to take responsibility for their own learning. When students know what to do and feel safe to express their opinions, they are more active and motivated. Teachers can also create a friendly and supportive classroom environment where mistakes are accepted as part of learning. In addition, teachers themselves can improve their skills by attending training or practicing new interactive methods.

Conclusion.

To conclude, interactive methods are very effective for improving the speaking skills of EFL students. They make students more active in the classroom and give them many opportunities to practice speaking in real situations. Using activities like role-plays, discussions, presentations, and group work helps students feel more confident and motivated to speak English. Even though there can be some problems, such as too many students in one class or not enough materials, these difficulties can be solved with careful planning and creative ideas. Teachers can organize smaller groups, prepare resources in advance, and encourage students to participate. In the end, interactive methods not only help students develop speaking skills but also make learning more interesting, enjoyable, and effective.

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INTEGRATING FOREIGN EXPERIENCES INTO THE FOREIGN LANGUAGE TEACHING PROCESS

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Annotatsiya: Globallashuv jarayonining tez rivojlanishi va texnologik taraqqiyot zamonaviy ta'lim tizimlariga sezilarli ta'sir ko'rsatmoqda. Ko'plab mamlakatlar ta'lim sifatini oshirish maqsadida xorijiy ta'lim tajribasi hamda xalqaro ilg'or amaliyotlarni milliy ta'lim tizimiga, asosan xorijiy tillarni o'qitish jarayoniga joriy etishga tobora ko'proq e'tibor qaratmoqda. Ushbu maqolada ta'lim jarayoniga xorijiy tajribani integratsiya qilishning afzalliklari va muammolari tahlil qilinadi. Tadqiqot xalqaro ta'lim modellari o'qitish metodlarini takomillashtirish, tanqidiy fikrlashni rivojlantirish hamda talabalarning global kompetensiyalarini oshirishga qanday hissa qo'shishini ko'rsatadi.

Kalit so'zlar: xorijiy tajriba, ta'lim innovatsiyalari, xalqaro tajriba, o'qitish metodlari, globallashuv, ta'lim rivoji.

Аннотация: Быстрое развитие глобализации и технологического прогресса оказывает значительное влияние на современные системы образования. Многие страны всё

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активнее внедряют зарубежный образовательный опыт и международные передовые практики в свои национальные образовательные системы с целью повышения качества обучения. В данной статье рассматриваются преимущества и проблемы интеграции зарубежного опыта в образовательный процесс. Исследование показывает, каким образом международные образовательные модели способствуют совершенствованию методов преподавания, развитию критического мышления и формированию глобальных компетенций у студентов.

Ключевые слова: зарубежный опыт, образовательные инновации, международные практики, методы обучения, глобализация, развитие образования.

Abstract: The recent development of globalization and technological advancement has significantly influenced modern education systems. Many countries are increasingly integrating foreign educational experiences and international best practices into their national education systems, especially foreign language teaching process to improve the quality of teaching and learning. This article examines the benefits and challenges of integrating foreign experience into the educating foreign language process. The study highlights how international educational models contribute to improving teaching methodologies, fostering critical thinking, and enhancing students' global competencies. At the same time, the paper discusses several challenges such as cultural differences, lack of resources, and difficulties in adapting foreign practices to local educational contexts.

Keywords: foreign experience, educational innovation, international practices, teaching methods, globalization, educational development.

Introduction

Education systems across the world are undergoing rapid transformation as a result of globalization, technological progress, and increasing international cooperation. In this context, many countries are exploring ways to improve the effectiveness of their educational systems, especially foreign language teaching process by adopting successful practices from other countries. The integration of foreign experience into the educational process has become an important strategy for improving educational quality and preparing students for participation in a globalized world.

Foreign experience in foreign language educating process refers to teaching methodologies, educational policies, technological tools, and academic practices that have been successfully implemented in other countries. By studying and adapting these practices, educational institutions can introduce innovative approaches to teaching and learning. Many universities and schools have already begun to incorporate international teaching strategies, student-centered learning approaches, and digital technologies that were originally developed abroad.

However, despite the numerous benefits of adopting foreign educational practices, this process is not without challenges. Differences in culture, educational traditions, economic resources, and institutional structures may create barriers to successful implementation. Therefore, it is important to analyze both the advantages and the potential difficulties associated with integrating foreign experience into the educational process.

Literature Review

In recent years, many scholars have studied the influence of international educational practices on national education systems. Researchers argue that globalization has created opportunities for educational institutions to learn from the successful experiences of other countries. According to educational researchers, international cooperation in education contributes to the development of innovative teaching methods and improves the overall quality of education.

Many studies emphasize that the adoption of foreign educational models helps to modernize

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traditional teaching approaches. For example, student-centered learning, project-based learning, and collaborative learning are widely used in many developed countries and have proven effective in improving students' engagement and academic performance.

Another important aspect discussed in academic literature is the role of technology in modern education. Many foreign education systems successfully integrate digital technologies into the learning process. Online learning platforms, interactive tools, and virtual classrooms have significantly transformed the way students learn and teachers teach.

Benefits of Integrating Foreign Experience into foreign language teaching. One of the main benefits of integrating foreign educational experience is the improvement of teaching methods. Many modern educational approaches developed in other countries focus on active learning, critical thinking, and student participation. By adopting these methods, teachers can create more engaging and effective learning environments.

Traditional teaching methods often rely on memorization and teacher-centered instruction. In contrast, modern international practices emphasize interactive learning, discussion, and collaboration among students. These approaches encourage students to think independently, analyze information, and develop problem-solving skills. Another important advantage of integrating foreign experience is the development of students' global competencies. In the modern world, students need not only academic knowledge but also the ability to communicate and cooperate with people from different cultural backgrounds.

Exposure to international educational practices helps students develop intercultural communication skills, adaptability, and open-mindedness. These competencies are essential for success in the global labor market and for participation in international academic and professional environments.

Integrating foreign experience can significantly improve the overall quality of education. Many successful educational systems have developed effective curriculum design, assessment methods, and teacher training programs. Learning from these experiences can help educational institutions modernize their programs and improve academic outcomes.

Challenges of Implementing Foreign Experience

One of the major challenges in integrating foreign educational experience is cultural differences. Educational practices are often deeply connected to a country's culture, traditions, and social values. Methods that work effectively in one cultural context may not always be suitable for another.

Another significant challenge is the lack of financial and technological resources. Implementing new educational technologies, modern teaching materials, and innovative programs often requires substantial investment. In many developing countries, educational institutions may face financial limitations that make it difficult to adopt certain foreign practices.

Successful integration of foreign experience also depends on the readiness and competence of teachers. Educators need appropriate training to understand and apply new teaching methods effectively. Without proper professional development programs, teachers may struggle to implement unfamiliar educational approaches.

Another challenge is the risk of simply copying foreign models without proper adaptation. Educational reforms that ignore local conditions may lead to ineffective results or even create new problems within the education system.

Conclusion

In conclusion, integrating foreign experience into the educational process plays a significant role in the modernization and development of education systems. It offers numerous benefits, including improved teaching methods, enhanced educational quality, development of global competencies, and technological advancement.

However, the implementation of foreign practices also presents several challenges such as cultural differences, limited resources, and the need for teacher training. To achieve successful integration, educational institutions must carefully analyze international experiences and adapt them to local conditions. Ultimately, a balanced and thoughtful approach to adopting foreign educational practices can contribute to the development of more effective and innovative education systems capable of meeting the demands of the modern world.

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ADAPTING FOREIGN EDUCATIONAL EXPERIENCE TO THE NATIONAL EDUCATION SYSTEM

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Abstract: In the context of globalization and rapid technological development, education systems around the world are undergoing significant transformation. This article explores the approaches and methods used in foreign education systems and analyzes their adaptation to the national education system. The study integrates the perspectives of both international and Uzbek researchers to provide a comprehensive understanding of the issue. The findings highlight that

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while foreign experience plays an important role in improving the quality of education, its effectiveness largely depends on its alignment with national values, socio-cultural context, and educational needs. The article concludes that a balanced combination of global best practices and local pedagogical traditions is essential for sustainable educational development.

Keywords: foreign experience, national education system, innovative methods, Uzbek researchers, pedagogical technologies.

Annotatsiya: Globallashuv va tezkor texnologik rivojlanish sharoitida dunyo bo'ylab ta'lim tizimlari sezilarli o'zgarishlarni boshdan kechirmoqda. Ushbu maqolada xorijiy ta'lim tizimlarida qo'llanilayotgan yondashuv va metodlar o'rganilib, ularning milliy ta'lim tizimiga moslashtirilishi tahlil qilinadi. Tadqiqotda xalqaro va o'zbek olimlarining qarashlari integratsiya qilinib, muammoning har tomonlama yoritilishi ta'minlanadi. Natijalar shuni ko'rsatadiki, xorijiy tajriba ta'lim sifatini oshirishda muhim ahamiyatga ega bo'lsa-da, uning samaradorligi asosan milliy qadriyatlar, ijtimoiy-madaniy muhit va ta'lim ehtiyojlariga mos kelishiga bog'liq. Maqolada global ilg'or tajribalar va mahalliy pedagogik an'analarni uyg'unlashtirish barqaror ta'lim rivoji uchun muhim ekani ta'kidlanadi.

Kalit so'zlar: xorijiy tajriba, milliy ta'lim tizimi, innovatsion metodlar, o'zbek olimlari, pedagogik texnologiyalar.

Аннотация: В условиях глобализации и стремительного технологического развития системы образования во всем мире претерпевают значительные изменения. В данной статье рассматриваются подходы и методы, применяемые в зарубежных образовательных системах, а также анализируется их адаптация к национальной системе образования. Исследование объединяет взгляды как международных, так и узбекских ученых, что обеспечивает всестороннее понимание проблемы. Результаты показывают, что, несмотря на важную роль зарубежного опыта в повышении качества образования, его эффективность во многом зависит от соответствия национальным ценностям, социокультурному контексту и образовательным потребностям. В статье делается вывод о том, что сбалансированное сочетание передового мирового опыта и местных педагогических традиций является необходимым условием устойчивого развития образования.

Ключевые слова: зарубежный опыт, национальная система образования, инновационные методы, узбекские ученые, педагогические технологии.

In recent years, the education sector has been significantly influenced by globalization, technological advancement, and the increasing demand for highly skilled professionals. As a result, many countries are actively seeking effective ways to modernize their education systems. One of the most widely discussed strategies is the integration of foreign educational experience into national contexts. However, this process is not as simple as copying successful models from other countries. Each education system is shaped by its own historical, cultural, and social background. Therefore, the key challenge lies in adapting international practices in a way that aligns with national priorities and realities. In this regard, both international and Uzbek scholars emphasize the importance of a thoughtful and context-sensitive approach. A number of international researchers have studied the role of foreign experience in educational reform. Michael Fullan argues that successful education reform depends on the ability to adapt global practices to local conditions rather than adopting them blindly. Similarly, Andy Hargreaves highlights that international collaboration and knowledge exchange contribute to teachers' professional growth and innovation in teaching practices.

Gita Steiner-Khamsi provides a critical perspective by emphasizing that education policies

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are often influenced by political and cultural factors. According to her, direct transfer of foreign models may lead to ineffective outcomes if local contexts are ignored. In addition to international perspectives, Uzbek scholars have also made significant contributions to this field. N. Muslimov stresses the importance of innovative pedagogical technologies in enhancing students' intellectual and creative potential. His work highlights that modern education should focus not only on knowledge acquisition but also on developing independent thinking skills. B. Xodjayev emphasizes that foreign experience should be carefully adapted to the national education system, taking into account local traditions and values. Sh. Sharipov focuses on competency-based education and argues that modern teaching methods should aim to develop practical skills and critical thinking. Furthermore, R. Ishmuhamedov underlines that each education system has unique characteristics, and therefore, the implementation of foreign practices requires careful consideration and modification.

The analysis reveals that foreign education systems offer valuable insights into effective teaching and learning practices. For example, Finland's education system is widely recognized for its student-centered approach, which prioritizes equality, well-being, and individualized learning. Singapore's system is known for its structured curriculum and strong emphasis on academic excellence, while South Korea's system is characterized by discipline and high educational standards. These examples demonstrate that the success of education systems depends on several key factors, including teacher quality, curriculum design, and effective management. John Hattie's research also confirms that teachers play a crucial role in determining student outcomes.

However, the study also highlights several challenges associated with the implementation of foreign experience. Cultural differences are one of the most significant barriers, as teaching methods that are effective in one country may not be suitable in another. In addition, limited financial resources and insufficient infrastructure can hinder the adoption of innovative approaches. Uzbek researchers provide valuable insights into these challenges. For instance, B. Xodjayev argues that the effectiveness of foreign practices depends on their adaptation to local conditions. Similarly, R. Ishmuhamedov emphasizes that the success of educational reforms requires consideration of national identity and cultural values.

Despite these challenges, the integration of foreign experience offers numerous advantages. It promotes the use of modern pedagogical technologies, enhances the quality of education, and encourages students to develop critical and independent thinking skills. Moreover, it contributes to the professional development of teachers and fosters innovation in the education system.

The integration of foreign educational experience into the national education system is both necessary and beneficial in the context of global development. However, its success depends on a balanced and thoughtful approach. Rather than directly copying foreign models, it is essential to adapt them to local conditions, taking into account cultural, social, and economic factors. The study highlights that the combination of international best practices and the scientific contributions of Uzbek researchers provides a strong foundation for educational reform. To achieve sustainable development, it is necessary to invest in teacher training, improve educational infrastructure, and promote innovative teaching methods. Ultimately, the future of education lies in the ability to harmonize global knowledge with national identity, ensuring that educational systems remain both effective and culturally relevant.

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BENEFITS AND CHALLENGES OF INTEGRATING FOREIGN EXPERIENCE INTO THE EDUCATIONAL PROCESS

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Annotatsiya: Globallashuv va texnologik yangiliklar ta'lim tizimlarining jadal o'zgarishiga olib kelmoqda. Shu sababli, ko'plab mamlakatlar ta'lim samaradorligini oshirish uchun xorijiy tajriba va xalqaro usullarni keng joriy etmoqda. Ushbu maqolada ta'limga xorijiy tajribani kiritishning ijobiy jihatlari va yuzaga keladigan muammolar tahlil qilinadi. Tadqiqot shuni ko'rsatadiki, xalqaro ta'lim modellari o'qitish strategiyalarini yaxshilaydi, tanqidiy fikrlashni rivojlantiradi va talabalarning global dunyoqarashini kengaytiradi. Shu bilan birga, madaniy nomuvofiqlik, resurslarning yetishmasligi va xorijiy tajribani mahalliy sharoitga moslashtirishdagi qiyinchiliklar ham mavjud.

Kalit so'zlar: xorijiy tajriba, global ta'lim, ta'lim innovatsiyalari, xalqaro usullar, globallashuv, ta'lim tizimi rivoji.

Аннотация: Глобализация и технологические инновации стремительно изменяют современные образовательные системы. В связи с этим многие страны всё чаще используют зарубежный опыт и международные практики для повышения эффективности своих национальных систем образования. В статье анализируются как преимущества, так и трудности внедрения зарубежного опыта в образовательный процесс. Показано, что международные модели способствуют совершенствованию методов обучения, развитию критического мышления и формированию глобального мировоззрения студентов. Вместе с

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тем рассматриваются такие проблемы, как культурные различия, ограниченные ресурсы и сложности адаптации зарубежных подходов.

Ключевые слова: зарубежный опыт, глобальное образование, инновации в образовании, международные методы, глобализация, развитие образовательных систем.

Abstract: Globalization and ongoing technological innovations are rapidly transforming modern education systems. As a result, many countries are increasingly adopting international educational practices and foreign experiences to enhance the effectiveness of their national education systems. This paper analyzes both the positive aspects and the difficulties associated with incorporating foreign experience into education. It demonstrates that international models contribute to better teaching strategies, strengthen critical thinking abilities, and develop students' global awareness. At the same time, certain obstacles are identified, including cultural mismatches, insufficient resources, and challenges in adapting external practices to local needs.

Keywords: foreign experience, global education, innovation in education, international methods, globalization, education systems development.

Introduction

Today, education systems worldwide are experiencing significant changes due to globalization, rapid technological progress, and stronger international collaboration. In such conditions, many countries are looking for effective ways to improve their education systems by learning from successful international practices. The use of foreign experience has become an important tool for raising educational standards and preparing students for global challenges.

Foreign educational experience includes a wide range of elements such as teaching approaches, educational policies, digital technologies, and academic methods that have proven successful in other countries. By adopting and modifying these practices, educational institutions can introduce innovative learning environments. Many schools and universities are already applying international strategies, including learner-centered approaches and modern digital tools.

Nevertheless, integrating foreign experience is a complex process. Differences in culture, traditions, financial capabilities, and institutional frameworks may limit successful implementation. Therefore, it is essential to carefully evaluate both advantages and potential difficulties.

Literature Review

A large number of studies in recent years have focused on the impact of international educational practices on national education systems. Researchers believe that globalization allows countries to benefit from each other's successful experiences. International cooperation is considered a key factor in promoting innovation and improving educational outcomes.

Scholars emphasize that introducing foreign educational models helps modernize outdated teaching methods. Approaches such as learner-centered education, project-based learning, and teamwork-oriented strategies are широко применяются в развитых странах и показывают высокую эффективность.

Another important topic in research is the integration of technology into education. Many advanced systems successfully use digital platforms, interactive tools, and online learning environments, which have transformed traditional teaching methods.

Benefits of Integrating Foreign Experience into Education

The integration of foreign experience brings several important advantages. First, it significantly improves teaching methods by introducing modern, interactive, and student-focused approaches. These methods increase student engagement and make learning more effective.

Unlike traditional systems that focus mainly on memorization, modern approaches encourage discussion, collaboration, and independent thinking. As a result, students develop

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analytical skills and problem-solving abilities.

Another key benefit is the formation of global competencies. In today's interconnected world, students must be able to communicate and cooperate with people from different cultures. International educational practices help develop these essential skills.

Furthermore, adopting foreign experience can enhance overall educational quality through improved curricula, assessment techniques, and teacher development programs.

Challenges of Implementing Foreign Experience

Despite its benefits, the implementation of foreign experience also presents several challenges. Cultural differences remain one of the most significant barriers, as educational practices are closely linked to national traditions and values.

Limited financial and technological resources also create difficulties, especially in developing countries where implementing new systems requires substantial investment.

Another important factor is teacher readiness. Educators must receive proper training to effectively apply new methods. Without sufficient preparation, the implementation process may not be successful.

Additionally, there is a risk of blindly copying foreign systems without considering local conditions, which can lead to ineffective outcomes.

Conclusion

To sum up, the use of foreign experience plays a crucial role in the modernization of education systems. It offers numerous benefits, including improved teaching practices, higher educational quality, development of global competencies, and technological advancement.

However, this process is also associated with certain challenges such as cultural differences, lack of resources, and the need for teacher training. Successful implementation requires careful adaptation of international practices to local contexts.

A well-balanced approach to integrating foreign experience can help build more effective and innovative education systems that meet the needs of today's global society.

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TEACHING LANGUAGES THROUGH INTERACTIVE METHODS IN BLENDED AND ONLINE LEARNING ENVIRONMENTS

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Annotatsiya: Mazkur maqolada aralash va onlayn ta'lim sharoitida til o'rgatishda interfaol metodlardan foydalanishning ahamiyati yoritilgan. Interfaol usullar talabalarning dars jarayonida faol ishtirok etishiga yordam beradi hamda ularning nutq, tinglab tushunish va fikrlash ko'nikmalarini rivojlantiradi. Shuningdek, maqolada zamonaviy ta'lim muhitida onlayn platformalardan foydalanish imkoniyatlari haqida ham fikr yuritiladi. Interfaol metodlar orqali talabalar mustaqil fikrlashga va erkin muloqot qilishga o'rganadilar. Bu esa til o'rganish jarayonining samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: aralash ta'lim, onlayn ta'lim, interfaol metodlar, til o'rgatish, ta'lim samaradorligi, zamonaviy pedagogik texnologiyalar.

Аннотация: В данной статье рассматривается значение использования интерактивных методов при обучении языку в условиях смешанного и онлайн-обучения. Интерактивные методы способствуют активному участию студентов в учебном процессе и развитию их речевых и мыслительных навыков. Также в статье рассматриваются возможности использования онлайн-платформ в современном образовании. Кроме того, интерактивные методы развивают у студентов навыки самостоятельного мышления и общения. Это способствует повышению эффективности изучения языка.

Ключевые слова: смешанное обучение, онлайн-обучение, интерактивные методы, обучение языку, эффективность обучения, современные педагогические технологии.

Abstract: This article highlights the importance of using interactive methods in teaching languages in blended and online learning environments. Interactive techniques encourage students to participate actively in the learning process and help develop their speaking, listening, and thinking skills. The article also discusses the opportunities of using online platforms in modern education. In addition, interactive methods help students develop independent thinking and communication skills. As a result, they increase the effectiveness of language learning.

Keywords: blended learning, online learning, interactive methods, language teaching, learning effectiveness, modern pedagogical technologies.

Introduction

Today the education system is rapidly developing, and modern information technologies are being widely integrated into the learning process. In particular, the use of innovative pedagogical approaches in teaching foreign languages has become increasingly important. As a result of globalization, cultural, scientific, and economic relations between countries are expanding. Therefore, effective foreign language teaching has become one of the key tasks of the modern education system. In this context, blended and online learning environments play a significant role.

Blended learning combines traditional classroom instruction with online learning elements supported by digital technologies, allowing students to gain knowledge through different methods. This approach provides flexibility and supports independent learning, making language acquisition more effective.

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Blended learning integrates traditional teaching with digital resources. According to Charles R. Graham (2006), this model actively engages students in learning and encourages independent study. For example, in a language class, the teacher explains new topics during classroom sessions, while students later practice and complete exercises online. This combination enhances understanding and helps learners consolidate their language skills.

Interactive teaching methods are crucial in language learning because they encourage active participation and help develop critical thinking and communication skills. J. C. Richards (2014) emphasizes that effective language acquisition is not only about learning rules and vocabulary but also about actively using the teaching languages through interactive methods in blended and online learning environments



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Annotatsiya

Ushbu maqolaning mavzusi dolzarb mavzulardan biri bo'lib, Ushbu tadqiqot sun'iy intellekt (SI) vositalarining xorijiy tilni o'zlashtirish jarayonida o'quvchilarning motivatsiyasiga ta'sirini o'rganadi. Sun'iy intellektga asoslangan ilovalar — masalan, intellektual o'qitish tizimlari, avtomatlashtirilgan fikr-mulohaza (feedback) platformalari va moslashuvchan o'qitish texnologiyalari — tobora keng qo'llanilayotgan bir paytda, ular ta'lim jarayonini shaxsiylashtirish hamda talabalarning o'quv faoliyatiga jalb etilishini kuchaytirish uchun yangi imkoniyatlarni yaratmoqda. Tadqiqotda sun'iy intellektning ichki va tashqi motivatsiyaga ta'siri o'rganiladi, SI yordamida ta'lim olish jarayonida kuchayadigan motivatsion omillar aniqlanadi hamda o'quvchilarning sun'iy intellektni qo'llab-quvvatlovchi ta'limiy resurs sifatida qabul qilishi tahlil qilinadi.

Kalit so'zlar: sun'iy intellekt; til o'rganish motivatsiyasi; moslashuvchan ta'lim; intellektual o'qitish tizimlari; o'quvchi faolligi; ta'lim texnologiyalari; shaxsiylashtirilgan fikr-mulohaza.

Аннотация

Данное исследование изучает влияние инструментов искусственного интеллекта (ИИ) на мотивацию обучающихся в процессе овладения иностранным языком. По мере того как приложения на основе ИИ — такие как интеллектуальные обучающие системы, платформы автоматической обратной связи и адаптивные обучающие технологии — становятся все более распространенными, они открывают новые возможности для персонализации обучения и повышения вовлеченности студентов. В исследовании рассматривается, как ИИ влияет на

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внутреннюю и внешнюю мотивацию, определяются мотивационные факторы, усиливаемые обучением с использованием ИИ, а также анализируется восприятие обучающимися ИИ как поддерживающего образовательного ресурса.

Ключевые слова: искусственный интеллект; мотивация изучения языка; адаптивное обучение; интеллектуальные обучающие системы; вовлеченность обучающихся; образовательные технологии; персонализированная обратная связь.

Abstract

This study explores the influence of Artificial Intelligence (AI) tools on learners' motivation in the process of foreign language acquisition. As AI-driven applications—such as intelligent tutoring systems, automated feedback platforms, and adaptive learning technologies—gain increasing prominence, they offer new opportunities to personalize instruction and enhance student engagement. The research investigates how AI affects intrinsic and extrinsic motivation, identifies the motivational factors reinforced by AI-assisted learning, and analyzes learners' perceptions of AI as a supportive educational resource. The findings demonstrate that AI can significantly boost motivation by providing individualized feedback, reducing language anxiety, and enabling flexible, learner-centered instruction. At the same time, the study highlights challenges related to over-reliance on technology and the need for teachers to integrate AI responsibly.

Keywords: Artificial Intelligence; language learning motivation; adaptive learning; intelligent tutoring systems; learner engagement; educational technologies; personalized feedback.

The integration of digital technologies into education has created new opportunities for improving the quality of teaching and learning. Among these technologies, Artificial Intelligence (AI) has become one of the most influential innovations in modern educational systems. AI technologies allow the creation of intelligent learning environments capable of analyzing learners' behavior, adapting instructional materials, and providing personalized feedback. In the context of foreign language education, AI-based applications are increasingly used to support students in developing language skills such as speaking, listening, reading, and writing. Tools such as AI chatbots, automated writing assessment systems, and speech recognition programs help learners practice language skills in interactive and flexible environments. Motivation plays a crucial role in language acquisition. Students who are highly motivated tend to demonstrate greater persistence, engagement, and success in language learning. Therefore, understanding how AI technologies influence learner motivation is an important issue in contemporary language education research.

First, automated feedback systems allow students to receive immediate responses to their answers, which helps them identify mistakes and improve their performance. Second, AI-powered chatbots create opportunities for learners to practice conversational skills in low-anxiety environments. Third, gamification elements integrated into AI learning platforms encourage students to remain engaged in the learning process. Studies also indicate that AI technologies contribute to reducing language anxiety. Many learners feel uncomfortable speaking in front of teachers or classmates; however, interacting with AI-based systems provides a safe environment for practicing language skills without fear of negative evaluation. Despite these benefits, some scholars emphasize potential challenges associated with the use of AI in education. Excessive reliance on technology may reduce human interaction in the learning process, and there are concerns related to data privacy and ethical use of AI systems. This study employed a qualitative research approach to analyze the influence of AI tools on learners' motivation in English language learning. Data were collected through surveys and interviews conducted with students who actively use AI-based language learning applications.

The participants consisted of university students studying English as a foreign language.

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They were asked to share their experiences using AI-based learning platforms such as chatbots, grammar correction tools, and adaptive learning applications. The collected data were analyzed to identify key motivational factors associated with AI-assisted learning. The analysis focused on students' perceptions of AI tools, their engagement in learning activities, and the overall effectiveness of AI technologies in supporting language acquisition.

Artificial Intelligence has the potential to significantly improve motivation and engagement in language learning. AI-based tools provide personalized learning experiences, immediate feedback, and flexible learning opportunities that support the development of English language skills. The findings of this study suggest that AI technologies can serve as valuable resources in modern language education. However, their effective implementation requires balanced integration with traditional teaching methods and active involvement of teachers. Future research should focus on exploring long-term effects of AI-assisted learning and identifying best practices for integrating AI technologies into language education.

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DIALECT AND STANDARD LANGUAGE: A COMPARATIVE STUDY

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Abstract: This article analyzes the relationship between dialects and the standard (literary) language of the Uzbek language in a comparative manner. It highlights the phonetic, lexical and grammatical features of Uzbek dialects and their relationship with the literary language. It also examines the role of dialects in language development, their importance in the formation of the national language, and their role in enriching the literary language. The research results show that dialects and the standard language are complementary linguistic phenomena and that their comparative study is of great scientific importance in linguistics.

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Keywords: Dialect, dialect, dialect, literary language, standard language, Uzbek dialectology, phonetic features, lexical features, grammatical features, national language, language development.

Аннотация: В данной статье в сравнительном порядке анализируется взаимосвязь диалектов и стандартного (литературного) языка узбекского языка. Рассматриваются фонетические, лексические и грамматические особенности узбекских диалектов и их связь с литературным языком. Также исследуется роль диалектов в развитии языка, их значение в формировании национального языка и их роль в обогащении литературного языка. Результаты исследования показывают, что диалекты и стандартный язык являются взаимодополняющими языковыми явлениями, и их сравнительное изучение имеет большое научное значение в лингвистике.

Ключевые слова: диалект, литературный язык, стандартный язык, узбекская диалектология, фонетические особенности, лексические особенности, грамматические особенности, национальный язык, развитие языка.

Annotatsiya: Ushbu maqolada o'zbek tilidagi dialektlar va standart (adabiy) til o'rtasidagi o'zaro munosabatlar qiyosiy jihatdan tahlil qilinadi. Unda o'zbek shevalarining fonetik, leksik va grammatik xususiyatlari hamda ularning adabiy til bilan bog'liqligi yoritib beriladi. Shuningdek, dialektlarning til taraqqiyotidagi o'rni, umumxalq tilining shakllanishidagi ahamiyati hamda adabiy tilni boyitishdagi roli ko'rib chiqiladi. Tadqiqot natijasida dialektlar va standart til bir-birini to'ldiruvchi til hodisalari ekani hamda ularni qiyosiy o'rganish tilshunoslikda muhim ilmiy ahamiyat kasb etishi asoslab beriladi.

Kalit so'zlar: dialekt, sheva, lahja, adabiy til, standart til, o'zbek dialektologiyasi, fonetik xususiyatlar, leksik xususiyatlar, grammatik xususiyatlar, umumxalq tili, til taraqqiyoti.

Uzbek dialectology is one of the important branches of linguistics, which studies the lexical, grammatical and phonetic features of the Uzbek dialects, as well as the history of their origin and development. Dialects serve as an important basis in the formation of each national literary language. Because dialects preserve the linguistic wealth that has been living in the everyday speech of the people and play an important role in the development of the language.

The role of dialects in human life is incomparable. Even a newborn baby learns the first words through the speech of the people around him - that is, through the local dialect. Therefore, feeling and loving the native language often begins through dialects. When we think of the native language, first of all, we imagine the speech, that is, the dialect, of the region in which we live. This shows that dialects are closely related to national culture, traditions and values.

That is why every nation must preserve its language, dialects and national traditions. Our First President Islam Abduganievich Karimov expressed the following opinion in his work "High spirituality is an invincible force":

"All noble qualities are instilled in the human heart, first of all, by the unique charm of the mother tongue, the mother tongue. The mother tongue is the soul of the nation."

This opinion once again confirms the importance of the role of the mother tongue and its constituent dialects in the spiritual life of the nation.

In linguistics, the concepts of the national language and the literary language are of particular importance. The national language is a language used by a particular people in everyday life, and it is formed during a long historical process. The composition of the national language is made up of dialects and dialects existing in different regions. Dialects may differ in their pronunciation, vocabulary, and grammatical forms, but they are part of the same language system.

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The literary language is a standardized and refined form of the national language. It is used in the fields of government, education, the press, science, and literature. The literary language is based on certain rules and has grammatical and stylistic norms. Dialects are used more in oral speech, in the local environment.

Comparative study of dialect and standard language shows that they complement each other. If dialects are the natural source of language development, then the literary language is its general and normative form. Many new words and expressions enter the literary language from dialects. Therefore, the study of dialects helps to understand not only the history of the language, but also the cultural and social life of the people.

The relationship between dialect and literary language is one of the important scientific issues in linguistics. Each language relies on dialects that have formed in different regions during its development. These dialects reflect the historical development of the language, the lifestyle and culture of the people. Therefore, the study of dialects helps to understand the internal structure of the language more deeply. Through the comparative study of dialect and standard language, it is possible to identify the general laws of the language, regional differences, and stages of development.

The existing dialects in the Uzbek language were formed under the influence of various historical and social factors. In Uzbek linguistics, Uzbek dialects are usually divided into the groups of Karluk, Kipchak and Oghuz dialects. These dialects differ from each other in their phonetic, lexical and grammatical features. For example, in some regions, the pronunciation of certain sounds is different or a certain word is used in a different variant. Such differences have arisen in the process of natural development of dialects, which further increase the richness of the language.

The differences between the dialect and the standard language are clearly manifested, first of all, in phonetic features. Phonetic differences are understood as aspects such as the pronunciation of sounds, stress and intonation. For example, in some regions, the word "kelayum" can be pronounced as "kevotirman" or "kelayum". This indicates the phonetic features of the dialects formed in the process of natural speech. The literary language has certain norms of pronunciation, and these norms are followed in official speech and in writing.

Differences between dialect and literary language are also observed lexically. Lexical differences are manifested in vocabulary, that is, in the use of different words in different regions to express a certain object or phenomenon. For example, in some regions, a household item or food product may be called by a different name. This is formed depending on the lifestyle, historical development and cultural traditions of the people. The literary language, on the other hand, requires the selection of words that are understandable to the general public and their use in a standardized form. There are also grammatical differences between dialect and standard language. These differences are visible in word formation, word groups, the use of suffixes or sentence structure. In some dialects, verb forms or suffixes may be used in different ways. For example, in some regions, the tenses of verbs or possessive suffixes differ from the norm of the literary language. Such grammatical features determine the uniqueness of dialects.

Comparative study of dialect and standard language is of great importance not only theoretically, but also practically. Because through this process, the stages of development of the language, historical roots and territorial features are determined. At the same time, the study of dialects also serves to enrich the literary language. Many new words, phrases and means of expression enter the literary language precisely through folk oral speech - that is, dialects.

In linguistics, special methods are used to conduct dialectological research. In such studies, the speech of the local population is studied by going to different regions, words and pronunciation

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features are recorded and analyzed. As a result, a map of dialects is compiled and their place in the language system is determined. This process also serves as an important source in the study of language history.

Today, in an era of increasing globalization, the role of the literary language is increasing. The literary language is widely spread through the media, the education system and the Internet. However, at the same time, it is important to preserve dialects, because dialects are an important linguistic layer that represents the historical memory, cultural heritage, and national identity of the people.

Therefore, it is necessary to correctly understand the relationship between dialect and standard language. Dialects are not opposed to the literary language, but rather they are considered a rich source of language. The literary language serves as a common means of communication for representatives of all regions. It provides a single language standard in various spheres of society. In short, dialect and standard language are interrelated and complementary linguistic phenomena.

Dialects preserve the historical and cultural roots of the language, while the literary language satisfies the general communicative needs of the nation. Therefore, the study of dialects, their scientific analysis, and comparative study with the literary language are of great scientific and practical importance for the development of the Uzbek language.

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BRIDGING THE GAP: INTEGRATING INTERNATIONAL STANDARDS AND DIGITAL TOOLS INTO THE NATIONAL LANGUAGE CURRICULUM

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Annotatsiya: Ushbu maqolada xalqaro ta'lim standartlarini (CEFR) milliy o'quv dasturlariga tatbiq etish va zamonaviy raqamli vositalar yordamida ta'lim sifatini oshirish masalalari keng qamrovda tahlil qilinadi. Tadqiqotning asosiy maqsadi an'anaviy o'qitish usullari va global mehnat bozori talablari o'rtasidagi tafovutni bartaraf etish strategiyalarini ishlab chiqishdan iborat. Maqolada sun'iy intellekt, bulutli texnologiyalar va interaktiv platformalarning til o'rganishdagi o'rni, shuningdek, xalqaro baholash tizimlarining milliy kontekstdagi amaliy

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ahamiyati yoritilgan.

Kalit so'zlar: xalqaro standartlar, raqamli transformatsiya, milliy o'quv dasturi, CEFR, innovatsion pedagogika, sun'iy intellekt, ta'lim integratsiyasi.

Аннотация: В данной статье проводится всесторонний анализ вопросов внедрения международных образовательных стандартов (CEFR) в национальные учебные программы и повышения качества образования с помощью современных цифровых инструментов. Основная цель исследования заключается в разработке стратегий по устранению разрыва между традиционными методами обучения и требованиями мирового рынка труда. В статье освещается роль искусственного интеллекта, облачных технологий и интерактивных платформ в изучении языков, а также практическая значимость международных систем оценивания в национальном контексте.

Ключевые слова: международные стандарты, цифровая трансформация, национальная учебная программа, CEFR, инновационная педагогика, искусственный интеллект, интеграция образования.

Annotation: This article provides a comprehensive analysis of the issues regarding the implementation of international educational standards (CEFR) into national curricula and the improvement of educational quality through modern digital tools. The primary objective of the research is to develop strategies for bridging the gap between traditional teaching methods and the demands of the global labor market. The paper highlights the role of artificial intelligence, cloud technologies, and interactive platforms in language learning, as well as the practical significance of international assessment systems within the national context.

Key words: international standards, digital transformation, national curriculum, CEFR, innovative pedagogy, artificial intelligence, educational integration.

THE IMPERATIVE FOR CURRICULAR EVOLUTION

In the era of the Fourth Industrial Revolution, the landscape of higher education is undergoing a fundamental transformation. The traditional boundaries of the classroom are expanding, driven by the dual forces of globalization and rapid digitalization. For national education systems, the primary challenge is no longer just the dissemination of knowledge, but the alignment of local academic outcomes with international standards of excellence.

The "gap" referenced in this study is multidimensional. It represents the distance between localized pedagogical methods and the standardized proficiency requirements of the international professional arena. To bridge this gap, it is insufficient to merely add digital layers to an old curriculum; rather, a systemic integration of international benchmarks—such as the Common European Framework of Reference for Languages (CEFR)—and sophisticated digital tools is required. This article argues that the fusion of standardized assessment and digital flexibility is the only path toward creating a "professionally mobile" graduate capable of competing in a borderless economy.

THEORETICAL FRAMEWORKS IN THE DIGITAL AGE

The transition toward a globally integrated curriculum must be rooted in established linguistic and pedagogical theories. The move away from the "Grammar-Translation" method toward the "Communicative Language Teaching" (CLT) model remains the cornerstone of this evolution. However, in the modern context, CLT must be updated to include digital literacy as a core component of communicative competence.

Scholars have provided the following theoretical pillars for this integration:

Intercultural Communicative Competence (ICC): As noted by N.D. Galskova, language learning in

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a globalized world is not just about syntax; it is about the ability to navigate cultural nuances. International standards provide the rubric for this, while digital tools provide the medium through which intercultural exchanges occur.

The Social Dimensions of Language: V.G. Kostomarov and O.D. Mitrofanova have long argued that language is a social tool. In the national curriculum, this means shifting focus from isolated vocabulary to social interaction. Digital platforms (social media, forums, collaborative docs) allow students to practice these social dimensions in real-time.

Cognitive Load and Multimedia Learning: Drawing on the work of E.V. Makarova, the integration of digital tools must be handled strategically to enhance, rather than distract from, the learning process. The use of high-contrast visuals and interactive monologues helps students process complex linguistic structures more efficiently.

INTERNATIONAL STANDARDS (CEFR) AS A BRIDGE

The implementation of CEFR within the national curriculum acts as a universal "academic passport." It moves the focus from "what the teacher taught" to "what the student can do." This shift toward performance-based assessment is critical for several reasons:

Transparency and Portability: When a student achieves a B2 level according to the national curriculum, international standards ensure that this achievement is recognized by foreign universities and multinational employers.

Granularity of Skills: Unlike traditional grading, international standards break down proficiency into specific skills: listening, reading, spoken interaction, spoken production, and writing. This allows for targeted digital intervention—for example, using specific software to bolster "spoken production" while using others for "reading comprehension."

Learner Centricity: As William Littlewood and D.A. Starkova emphasize, autonomy is key to mastery. CEFR "can-do" statements allow students to set their own goals and track their progress through digital portfolios.

THE DIGITAL TOOLKIT: BEYOND THE CLASSROOM

The integration of digital tools is the mechanical force that makes international standards reachable for a diverse student body. We must distinguish between "digitization" (using a PDF instead of a book) and "digital transformation" (using AI to personalize the learning path).

Artificial Intelligence (AI) and Natural Language Processing (NLP): Modern tools like Grammarly, ChatGPT, and pronunciation coaches provide students with instant, private feedback. This mimics the "interpersonal interaction" described by Kancur A.G., but allows it to happen 24/7 without the constant presence of a teacher.

Learning Management Systems (LMS): Platforms like Canvas or Moodle allow for the integration of international rubrics directly into the grading system. They provide a structured "interactive students' club" environment where collaboration is documented and assessed.

Virtual and Augmented Reality (VR/AR): These tools bridge the geographical gap by placing students in simulated international environments—a business meeting in London or a laboratory in Berlin—to practice their communicative competence in high-stakes, low-risk settings.

STRATEGIES FOR NATIONAL IMPLEMENTATION

To successfully bridge the gap, the national curriculum must undergo a three-phase integration:

Phase I: Structural Alignment. Re-mapping all national syllabi to correspond with CEFR levels. This ensures that the difficulty of materials is scientifically calibrated.

Phase II: Digital Capacity Building. Investing in the "human-digital" interface. Teachers must be

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trained as "digital facilitators" who can curate digital content that meets international standards.

Phase III: Assessment Revolution. Moving away from high-stakes paper exams toward continuous, digitally-tracked performance assessments.

SOCIO-ECONOMIC IMPACT AND PROFESSIONAL MOBILITY

The ultimate goal of bridging this gap is the professional success of the graduate. A curriculum integrated with international standards ensures that students are not "lost in translation" when they enter the global workforce. The demand for direct communication skills, without the need for translators, has made the linguistically competent specialist a high-value asset in the national economy.

Research indicates that students trained in these integrated environments show:

Lower Language Anxiety: Due to the frequent use of low-stakes digital practice.

CONCLUSION

The "gap" between national language curricula and international requirements is not an insurmountable barrier, but an opportunity for innovation. By adopting the rigorous benchmarks of international standards and leveraging the transformative power of digital tools, the national education system can ensure that its graduates are prepared for the complexities of the 21st century.

This study has shown that the integration of CEFR and digital pedagogy leads to a more autonomous, motivated, and competent student body. The path forward requires a sustained commitment to infrastructure, teacher training, and a willingness to embrace the digital future of linguistics. As we move forward, the focus must remain on the student—ensuring they have the tools and the standards to speak to the world with confidence and clarity.

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XORIJIY TILNI O'QITISH METODLARI VA PRINSIPLARI

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Annotatsiya

Ushbu maqolada xorijiy tilni o'qitishning asosiy metodlari va prinsiplari tahlil qilinadi. Grammatik-translation, direct, audio-lingual, task-based va communicative yondashuvlarning afzalliklari va kamchiliklari ko'rib chiqiladi. Shuningdek, individualizatsiya, bosqichma-bosqich rivojlanish, mashq va motivatsiya kabi ta'lim prinsiplari ta'kidlanadi. Maqola zamonaviy til o'qitish jarayonida samarali yondashuvlarni aniqlashga yordam beradi.

Kalit so'zlar: Til o'rganish, xorijiy til, metod, prinsip, ta'lim, mashq, kommunikativ yondashuv, vazifa asosidagi o'rganish, individualizatsiya, motivatsiya

Аннотация

В этой статье анализируются основные методы и принципы преподавания иностранных языков. Рассматриваются преимущества и недостатки грамматико-переводного, прямого, аудиolingвального, задачного и коммуникативного подходов. Также подчеркиваются принципы обучения, такие как индивидуализация, постепенное развитие, практика и мотивация. Статья помогает определить эффективные подходы в современном преподавании языка.

Ключевые слова: Изучение языка, Иностранный язык, Метод, Принцип, Образование, Практика, Коммуникативный подход, Обучение на основе задач, Индивидуализация, Мотивация

Abstract

This article analyzes the main methods and principles of teaching foreign languages. It examines the advantages and disadvantages of the grammar-translation, direct, audio-lingual, task-based, and communicative approaches. Additionally, it emphasizes educational principles such as individualization, gradual progression, practice, and motivation. The article helps identify effective approaches in modern language teaching. This article analyzes the main methods and principles of teaching foreign languages. It examines the advantages and disadvantages of the grammar-translation, direct, audio-lingual, task-based, and communicative approaches. Additionally, it emphasizes educational principles such as individualization, gradual progression, practice, and

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motivation. The article helps identify effective approaches in modern language teaching.v

Key words: Language learning, Foreign language, Method, Principle, Education, Practice, Communicative approach, Task-based learning, Individualization, Motivation

Kirish

Xorijiy til o'rganish bugungi kunda nafaqat maktab va universitetlarda, balki ish, sayohat va kundalik hayotimizda ham juda muhimdir{1}. Til bilish orqali odamlar boshqa madaniyatlarni tushunadi, yangi do'stlar orttiradi va global muloqotga kirish imkoniga ega bo'ladi{6}. Shu sababli, til o'rganish jarayoni faqat so'z va grammatikani yodlashdan iborat emas, balki tilni amalda ishlata olish, fikr almashish va muloqot qilish qobiliyatini rivojlantirishni ham o'z ichiga oladi.

Til o'qitishda samarali natijalarga erishish uchun o'qituvchi turli metod va prinsiplardan foydalangan holda darsni tashkil qilishi zarur. Har bir metodning o'z afzalliklari va cheklovlari mavjud, shuning uchun ularni to'g'ri tanlash talabalar muvaffaqiyatiga bevosita ta'sir qiladi.

Ushbu maqolada xorijiy tilni o'qitishning asosiy metodlari — grammatik-translation, direct, audio-lingual, task-based va communicative yondashuvlar — tahlil qilinadi. Shuningdek, individualizatsiya, mashq, motivatsiya va bosqichma-bosqich rivojlanish kabi ta'lim prinsiplari ham ko'rib chiqiladi. Maqola zamonaviy ta'lim jarayonida til o'qitishni yanada samarali qilishga yordam beradi va o'qituvchilarga, shuningdek, talabalarga qo'llanma sifatida xizmat qilishi mumkin.

Asosiy qism

Xorijiy tilni o'qitishda bir nechta asosiy metodlar mavjud, ularning har biri til o'rganish jarayonida turlicha natija beradi{2}. O'qituvchi va talaba o'rtasidagi samarali muloqot uchun metodni to'g'ri tanlash juda muhimdir. Quyida eng ko'p ishlatiladigan metodlar ko'rib chiqiladi.

1. Grammatik-translation method (Grammatik tarjima usuli)

Bu metod tarixan eng qadimgi va an'anaviy metod hisoblanadi. Talabalar asosiy e'tiborni grammatika qoidalarini o'rganish va matnlarni tarjima qilishga qaratadilar{1}. Bu metod orqali tilning strukturasi yaxshi tushuniladi, so'z boyligi oshadi, biroq og'zaki muloqot qobiliyati kam rivojlanadi{2}. Shu sababli, ushbu metod ko'proq boshlang'ich va akademik bosqichlarda qo'llanadi.

2. Direct method (To'g'ridan-to'g'ri metod)

Bu metodda yangi so'zlar va iboralar tarjimasiz o'rganiladi{2}. Talabalar matnlarni va suhbatlarni bevosita tilning o'zida o'qiydilar va tushunishga harakat qiladilar. Shu yo'l bilan talaffuz va og'zaki nutq yaxshilanadi. Kamchiligi shundaki, grammatika qoidalari yetarlicha chuqur o'rganilmasligi mumkin{3}.

3. Audio-lingual method (Audio-lingvistik metod)

Ushbu metod takrorlash va mashqlar orqali til o'rgatishni nazarda tutadi. Talabalar dialoglar va matnlarni eshitib, ularni takrorlaydilar. Bu metod talaffuzni tez rivojlantirishga yordam beradi va nutqni shakllantiradi. Biroq ijodiy muloqot va mustaqil fikrlash qobiliyati cheklanishi mumkin{5}.

4. Communicative approach (Kommunikativ yondashuv)

Kommunikativ yondashuv zamonaviy til o'qitishda eng ko'p qo'llaniladi. Bu metodning asosiy maqsadi tilni amaliy muloqotda ishlata olishdir. Talabalar real hayotiy vaziyatlarda suhbatlashish, savol-javob qilish va fikr almashishni mashq qiladilar. Afzalligi shundaki, talabalar tilni faol ishlatadi va muloqot qobiliyati rivojlanadi. Kamchiligi esa, ba'zida grammatikani yetarlicha chuqur o'rganmaslik xavfi mavjud bo'lishidir{6}.

5. Task-based learning (Vazifa asosidagi o'rganish)

Bu metodda talabalar tilni real vazifalarni bajarish orqali o'rganadilar. Masalan, xarid qilish, yo'l so'rash yoki taqdimot qilish vazifalari. Bu usul talabalarni motivatsiya qiladi va tilni amalda ishlata olish imkonini beradi. Kamchiligi esa, boshlang'ich darajadagi talabalar uchun biroz qiyin

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bo'lishi mumkin {5}.

6. Metodlarni kombinatsiyalash

Zamonaviy o'qituvchilar ko'pincha bir nechta metodlarni uyg'unlashtiradi. Masalan, grammatik-translation metodini bosqichma-bosqich o'rganishda, kommunikativ yondashuvni esa muloqot mashqlarida ishlatish mumkin. Shu yo'l bilan talabalar tilni yanada samarali o'rganadi va nafaqat nazariy bilim, balki amaliy ko'nikmalar ham hosil qiladi {7}.

Xulosa va amaliy tavsiyalar

Adabiyotlar tahlili shuni ko'rsatadiki, xorijiy tilni o'qitishda metodlarni to'g'ri tanlash va uyg'unlashtirish muhimdir. Grammatik-translation metodida til tuzilishi yaxshi tushuniladi, ammo og'zaki muloqot cheklangan. Communicative approach esa talabalarni real vaziyatlarda muloqot qilishga o'rgatadi.

Amaliy tavsiya sifatida: metodlarni aralash qo'llash, individual yondashuv, mashq va motivatsiyaga e'tibor berish, hamda real hayotiy vazifalarni qo'llash til o'rganishni samarali qiladi.

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SUN'IY INTELLEKTNING TA'LIM SIFATIDAGI O'RNI: TILLARNI O'RGANISHNING INNOVATSION USULLARI

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Annotatsiya: Ushbu maqolada zamonaviy ta'lim tizimida sun'iy intellektning (AI) tutgan o'rni va uning xorijiy tillarni (ingliz va rus) o'zlashtirishdagi samaradorligi tahlil qilinadi. Maqolada talabalar uchun AI vositalaridan foydalanish bo'yicha aniq metodik tavsiyalar va tillararo qiyosiy tahlillar taqdim etilgan.

Kalit so'zlar: sun'iy intellekt, ta'lim sifati, til o'rganish, innovatsiya, metodika, neyron tarmoqlar.

Abstract: This article analyzes the role of artificial intelligence (AI) in the modern education system and its effectiveness in acquiring foreign languages (English and Russian). The paper provides specific methodological recommendations and cross-linguistic analyses for students using AI tools.

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Key words: artificial intelligence, education quality, language learning, innovation, methodology, neural networks

Аннотация: В данной статье анализируется роль искусственного интеллекта (ИИ) в современной системе образования и его эффективность в освоении иностранных языков (английского и русского). В работе представлены конкретные методические рекомендации и кросс-лингвистический анализ для студентов, использующих инструменты ИИ.

Ключевые слова: искусственный интеллект, качество образования, изучение языков, инновация, методика, нейронные сети.

Bugungi kunda texnologiyalar inson hayotining barcha sohalariga chuqur kirib bormoqda. Raqamli texnologiyalar, internet tarmoqlari hamda sun'iy intellekt tizimlari jamiyat rivojida muhim omilga aylanib bormoqda. Ayniqsa, ta'lim tizimida yuz berayotgan texnologik o'zgarishlar o'quv jarayonini tubdan yangilashga xizmat qilmoqda. Zamonaviy texnologiyalar yordamida ta'lim jarayonini yanada samarali, interaktiv va moslashuvchan qilish imkoniyati paydo bo'ldi. So'nggi yillarda sun'iy intellekt texnologiyalarining jadal rivojlanishi natijasida ta'lim sohasida yangi metod va yondashuvlar paydo bo'ldi. Sun'iy intellekt endilikda faqat ilmiy tadqiqotlar yoki fantastik g'oyalar bilan bog'liq tushuncha emas, balki kundalik hayotda faol qo'llanilayotgan amaliy vositaga aylandi. Ayniqsa, xorijiy tillarni o'rganish jarayonida sun'iy intellekt asosidagi texnologiyalar talabalar uchun qulay va samarali imkoniyatlar yaratmoqda. Avvallari chet tilini o'rganish ko'p vaqt va katta resurslarni talab qiladigan murakkab jarayon hisoblangan. Til o'rganish uchun maxsus kurslarga qatnashish, repetitor xizmatidan foydalanish yoki til muhitida yashash zarur deb hisoblangan. Biroq zamonaviy texnologiyalar rivoji natijasida bu jarayon ancha osonlashdi. Sun'iy intellekt asosida yaratilgan mobil ilovalar, onlayn platformalar va interaktiv dasturlar til o'rganish jarayonini yanada qulay, tez va samarali qilishga yordam bermoqda. Talabalar istalgan joyda va istalgan vaqtda smartfon yoki kompyuter yordamida til o'rganish imkoniyatiga ega bo'ldilar. Bu esa ta'limning ochiqligi va ommaviyligini oshirishga xizmat qilmoqda.[1]

Shaxsiylashtirilgan ta'lim trayektoriyasi: An'anaviy ta'lim tizimida o'quv jarayoni ko'pincha bir xil model asosida tashkil etiladi. O'qituvchi barcha talabalar uchun bir xil materialni tushuntiradi va ular shu materialni bir xil tezlikda o'zlashtirishi kutiladi. Biroq amaliy tajriba shuni ko'rsatadiki, har bir talabaning bilim darajasi, qobiliyati va o'rganish tezligi bir-biridan farq qiladi.[5] Ayrim talabalar yangi mavzularni tez o'zlashtirsa, boshqalari uchun esa bu jarayon biroz qiyinroq bo'lishi mumkin. Shu sababli an'anaviy darslarda ba'zi talabalar ortda qolib ketishi yoki aksincha zerikib qolishi ehtimoli mavjud.[2]

Sun'iy intellekt texnologiyalari esa ushbu muammoni hal qilish imkoniyatini yaratadi. AI algoritmlari foydalanuvchining faoliyatini doimiy ravishda tahlil qilib boradi. Talaba qaysi mavzuda xatolar qilayotganini, qaysi topshiriqlarni tez va to'g'ri bajarayotganini aniqlaydi. Shu asosda tizim talaba uchun individual o'quv yo'nalishini shakllantiradi. Masalan, agar talaba ingliz tilidagi fe'l zamonlarida xatolarga yo'l qo'yayotgan bo'lsa, tizim avtomatik ravishda ushbu mavzuga oid qo'shimcha mashqlar, misollar va testlarni taqdim etadi. Aksincha, agar talaba ma'lum bir mavzuni yaxshi o'zlashtirgan bo'lsa, tizim murakkabroq topshiriqlarni taklif qiladi. Bu jarayon shaxsiylashtirilgan ta'lim trayektoriyasini shakllantirishga yordam beradi.

Nutqni rivojlantirish va psixologik to'siqlarni yengish: Xorijiy tilni o'rganishda eng muhim ko'nikmalardan biri bu so'zlashish qobiliyatidir. Ko'plab talabalar grammatik qoidalarni yaxshi bilishiga qaramay, real suhbat jarayonida o'z fikrini erkin ifoda eta olmaydi. Buning asosiy sabablaridan biri psixologik to'siqdir. Talaba ko'pincha xato qilishdan qo'rqadi yoki boshqalar uni noto'g'ri tushunib qolishidan xavotirlanadi. Sun'iy intellekt asosidagi ovozli chatbotlar bu

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muammoni hal qilishda samarali vosita bo'lib xizmat qiladi. Masalan, ovozli muloqot imkoniyatiga ega chatbotlar talabaga istalgan mavzuda suhbat qurish imkonini beradi. Talaba sun'iy intellekt bilan muloqot qilganida o'zini erkin his qiladi va xato qilishdan cho'chimaydi. Bu esa uning nutqiy faolligini oshiradi.[6] Bundan tashqari, AI tizimlari talaffuzni tahlil qilish imkoniyatiga ham ega. Maxsus dasturlar talabaning aytgan so'zlarini ona tili sohiblari talaffuzi bilan solishtirib, qaysi tovushlar noto'g'ri aytilganini aniqlaydi. Shuningdek, intonatsiya, urg'u va ritm kabi fonetik jihatlar ham tahlil qilinadi. Bu jarayon talabaga o'z talaffuzini yaxshilash imkonini beradi. Natijada o'quvchi asta-sekin ravon va aniq gapira boshlaydi.[2]

Akademik yozuv va stilistik tahrir: Xorijiy til filologiyasi talabalari uchun yozma nutqni rivojlantirish ham muhim ahamiyatga ega. Ilmiy maqola, esse yoki referat yozishda akademik uslubni saqlash talab etiladi. Biroq ko'plab talabalar grammatik jihatdan to'g'ri gap tuza olsalar ham, akademik uslubga mos ifodalarni tanlashda qiyinchiliklarga duch keladilar. Sun'iy intellekt asosidagi yozuv yordamchilari bu jarayonda katta yordam beradi. Ular matndagi grammatik xatolarni aniqlaydi, uslubiy jihatdan takliflar beradi va matnni yanada mukammal shaklga keltirishga yordam beradi. Masalan, oddiy nutqda ishlatiladigan so'zlarni akademik sinonimlar bilan almashtirishni tavsiya qiladi. Masalan, **important** so'zi o'rniga **significant, essential** yoki **substantial** kabi variantlarni taklif qiladi. Shuningdek, AI tizimlari ilmiy maqola yozish jarayonida ham maslahatlar berishi mumkin. Masalan, kirish qismi qanday yozilishi, asosiy qismda qanday dalillar keltirilishi, xulosa qanday shakllantirilishi haqida tavsiyalar beradi. Bu esa talabalarga ilmiy yozuv ko'nikmalarini mustaqil ravishda rivojlantirish imkonini yaratadi.[2]

Interval takrorlash va lug'at boyligini oshirish: Til o'rganishda lug'at boyligini kengaytirish eng muhim omillardan biridir. Biroq yangi so'zlarni eslab qolish ko'pincha qiyin jarayon bo'lib, vaqt o'tishi bilan ularning ko'pchiligi unutilib ketadi. Psixologiyada bu holat "unutish egri chizig'i" deb ataladi. Sun'iy intellekt asosida ishlaydigan ko'plab ta'lim platformalari interval takrorlash metodidan foydalanadi. Bu metodga ko'ra, o'rganilgan so'zlar talaba ularni unutishga yaqin qolgan paytda qayta takrorlash uchun taqdim etiladi. Natijada ma'lumotlar uzoq muddatli xotirada mustahkam saqlanadi.[7] Masalan, maxsus mobil ilovalar talabaning qaysi so'zlarni yaxshi bilishini, qaysilarini esa tez unutishini tahlil qiladi. Agar talaba biror so'zni bir necha marta to'g'ri eslasa, u kamroq takrorlanadi. Aksincha, qiyin so'zlar tez-tez mashqlarda uchraydi.[9] Bu jarayon lug'at boyligini samarali ravishda oshirishga yordam beradi. O'zbek talabalari uchun rus tili orqali ingliz tilini o'rganish ham samarali usullardan biri hisoblanadi. Chunki ko'plab xalqaro terminlar uchala tilda ham o'xshash shaklda uchraydi. Masalan: **globalizatsiya – globallashuv – globalization** kabi terminlar o'zaro semantik bog'liqlikka ega. Sun'iy intellekt tizimlari bunday o'xshashliklarni tahlil qilib, talabaga yangi so'zlarni tezroq o'zlashtirishga yordam beradi.[8]

Sun'iy intellekt bilan ishlash va prompt yozish: Sun'iy intellektdan samarali foydalanish uchun foydalanuvchi ma'lum darajada texnologik savodxonlikka ega bo'lishi zarur. AI tizimlari foydalanuvchi tomonidan berilgan so'rovlar asosida ishlaydi. Shu sababli to'g'ri va aniq so'rov – ya'ni prompt yozish muhim ahamiyatga ega.[10]

Yaxshi prompt quyidagi elementlarni o'z ichiga olishi kerak:

- vazifaning aniq tavsifi
- foydalanuvchining darajasi
- topshiriqning formati
- kutilayotgan natija

Masalan, so'zlarni faollashtirish uchun quyidagi kabi promptdan foydalanish mumkin: [DARAJA] darajasidagi o'quvchiga ingliz tilidan repetitor sifatida harakat qil. Men quyidagi

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[SO‘ZLAR SONI] ta so‘zni takrorlamoqchiman: [SO‘ZLAR RO‘YXATI]. Sen menga quyidagi tartibda mashqlar berasan:

1. Fill in the blanks
2. Match the definitions
3. Sentence creation
4. Mini-dialogue
5. Short story

Bunday tizimli yondashuv talabaning so‘z boyligini faol nutqda qo‘llashiga yordam beradi. Xulosa qilib aytganda, sun‘iy intellekt texnologiyalari zamonaviy ta‘lim tizimining muhim qismiga aylanib bormoqda. Ayniqsa xorijiy tillarni o‘rganishda AI vositalari talabalarga katta yordam bermoqda. Ular ta‘lim jarayonini shaxsiylashtiradi, nutq ko‘nikmalarini rivojlantiradi, yozma nutqni takomillashtiradi va lug‘at boyligini samarali oshirishga yordam beradi. Shu bilan birga, sun‘iy intellekt o‘qituvchining o‘rnini to‘liq bosuvchi texnologiya emas. Aksincha, u o‘qituvchining ishini qo‘llab-quvvatlovchi va ta‘lim jarayonini boyituvchi vosita hisoblanadi. O‘qituvchi metodik rahbar sifatida yo‘nalish beradi, sun‘iy intellekt esa individual mashqlar va qo‘shimcha yordam orqali o‘quv jarayonini samarali tashkil etishga yordam beradi. Kelajakda sun‘iy intellekt va ta‘lim o‘rtasidagi hamkorlik yanada rivojlanishi kutilmoqda. Agar talabalar ushbu texnologiyalardan ongli va maqsadli ravishda foydalansa, ular qisqa vaqt ichida yuqori natijalarga erishishlari mumkin. Shu sababli zamonaviy texnologiyalarni o‘rganish va ulardan samarali foydalanish bugungi kun talabalarining eng muhim ko‘nikmalaridan biri hisoblanadi.

Amaliy vositalar tahlili (Jadval):

Jarayon	AI vositasi	Asosiy foydasi
Talaffuz (Speaking)	ELSA Speak	Fonetik xatolarni aniq ko‘rsatadi.
Yozish (Writing)	Grammarly / Quillbot	Akademik ton va uslubni to‘g‘rileydi.
Tarjima (Translation)	DeepL / Gemini	Kontekstual va semantik tarjimani ta‘minlaydi.
Lug‘at (Vocabulary)	Quizlet (AI mode)	So‘zlarni uzoq muddatli xotiraga muhrlaydi.

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A COMPARATIVE ANALYSIS OF RUSSIAN AND ENGLISH LANGUAGES IN FOREIGN LANGUAGE TEACHING

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Annotatsiya: Hozirgi globallashuv davrida chet tillarini o'rganish ta'lim tizimining muhim qismiga aylangan. Turli tillarni qiyosiy o'rganish til tizimlarining o'ziga xos xususiyatlarini chuqurroq tushunishga yordam beradi. Ushbu maqolada rus va ingliz tillari o'rtasidagi asosiy lingvistik farqlar tahlil qilinadi. Tadqiqot jarayonida grammatik tuzilish, talaffuz tizimi va leksik xususiyatlar qiyosiy tahlil qilindi. Shuningdek, bu farqlarning chet tilini o'qitish jarayoniga ta'siri ham ko'rib chiqildi. Tadqiqot natijalari shuni ko'rsatadiki, rus va ingliz tillari o'rtasidagi strukturaviy farqlarni tushunish talabalar uchun chet tilini o'rganish jarayonini yanada samarali qiladi.

Kalit so'zlar: qiyosiy lingvistika, rus tili, ingliz tili, grammatika, talaffuz, leksika, chet tilini o'qitish

Аннотация: В условиях глобализации изучение иностранных языков становится важной частью образовательного процесса. Сравнительное изучение языков позволяет лучше понять особенности различных языковых систем. В данной статье рассматриваются основные различия между русским и английским языками. Особое внимание уделяется грамматической структуре, фонетике и лексическим особенностям этих языков. Также анализируется влияние этих различий на процесс обучения иностранным языкам. Результаты исследования показывают, что понимание структурных различий между русским и английским языками способствует более эффективному изучению иностранного языка.

Ключевые слова: сравнительная лингвистика, русский язык, английский язык, грамматика, произношение, лексика

Abstract: In the modern globalized world, the study of foreign languages has become an essential component of education and intercultural communication. Comparative linguistic analysis plays an important role in understanding the structural characteristics of different languages and improving language teaching methods. This article examines the major linguistic differences

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between Russian and English languages, focusing on grammar, pronunciation, and vocabulary systems. The research is based on a comparative linguistic approach and aims to identify key structural differences between the two languages. The findings indicate that understanding these linguistic distinctions can significantly improve the process of foreign language learning. The study also highlights the pedagogical implications of comparative analysis for foreign language teachers and students.

Keywords: comparative linguistics, Russian language, English language, grammar, pronunciation, vocabulary, foreign language teaching

Introduction

The growing importance of international communication has significantly increased the demand for learning foreign languages. English is widely recognized as the global language of science, technology, and international cooperation. At the same time, Russian remains an important language in many regions of Eastern Europe and Central Asia. For students studying foreign languages and literature, understanding the differences between language systems is essential for developing linguistic competence.

Comparative linguistics provides valuable insights into the similarities and differences between languages. By analyzing linguistic systems comparatively, researchers and educators can better understand how languages function and how learners acquire new linguistic structures. In foreign language teaching, such analysis helps identify potential difficulties that learners may encounter during the learning process. Russian and English both belong to the Indo-European language family; however, they represent different branches and have developed distinct linguistic structures. Russian belongs to the Slavic group and is characterized by a complex morphological system. English belongs to the Germanic group and has a more analytical structure. These differences influence the way grammatical relationships, pronunciation patterns, and vocabulary are organized in each language.

The purpose of this article is to analyze the major structural differences between Russian and English languages and to examine their significance in foreign language teaching. Understanding these differences can help teachers design more effective teaching strategies and assist students in overcoming common learning difficulties.

Literature Review

The comparative study of languages has long been an important field of research in linguistics and language education. One of the earliest systematic approaches to language comparison was proposed by Robert Lado, who suggested that the main difficulties in foreign language learning arise from differences between the native language and the target language. David Crystal emphasizes that language systems differ in multiple aspects, including grammar, phonology, and vocabulary. According to Crystal, understanding these structural differences helps linguists and educators better explain how languages function and how learners interpret linguistic input.

Stephen Krashen's theory of second language acquisition also highlights the importance of meaningful exposure to language. Krashen argues that language learning occurs most effectively when learners are exposed to comprehensible input that slightly exceeds their current level of competence. In this context, comparative linguistic analysis can help learners understand unfamiliar structures more easily. Modern researchers in applied linguistics also emphasize the role of metalinguistic awareness. When students analyze similarities and differences between languages, they become more conscious of linguistic structures and patterns. This awareness can significantly improve language learning outcomes.

Methodology

The present study is based on qualitative comparative analysis of Russian and English languages. The research focuses on three major linguistic components: grammatical structure, phonological system, and vocabulary organization. These components were selected because they represent fundamental aspects of language structure and play an important role in language learning. Examples from both languages were analyzed to illustrate structural differences and similarities. The study also examined typical difficulties experienced by students when learning English after Russian or Russian after English. The analysis was supported by theoretical perspectives from applied linguistics and foreign language teaching methodology.

Comparative Analysis of Russian and English Languages

One of the most significant differences between Russian and English lies in their grammatical systems. Russian is a highly inflected language with a complex system of grammatical cases. Nouns, adjectives, and pronouns change their forms depending on case, number, and gender. Russian has six primary grammatical cases: nominative, genitive, dative, accusative, instrumental, and prepositional.

For example:

Russian sentence:

Я читаю книгу.

(I read a book.)

The noun книга changes to книгу because it appears in the accusative case.

In contrast, English grammar relies primarily on word order rather than inflection. The typical structure of an English sentence follows the Subject–Verb–Object pattern. Changing the word order may change the meaning or make the sentence grammatically incorrect. Another important difference concerns the use of articles. English uses definite and indefinite articles such as “the” and “a/an.” These articles help express specificity and reference. Russian, however, does not have an article system, which often leads to errors among Russian-speaking learners of English. Phonological differences also play an important role in language learning. Russian pronunciation generally corresponds closely to spelling, which makes it relatively predictable. English pronunciation, however, often differs from spelling patterns.

For example:

through – /θruː/

though – /ðoo/

thought – /θɔːt/

Such inconsistencies in pronunciation can present difficulties for learners.

Table 1. Linguistic Differences Between Russian and English

Linguistic Aspect	Russian Language	English Language
Language type	Synthetic inflectional	/ Analytic
Word order	Flexible	Fixed
Case system	Six grammatical cases	Limited case marking
Articles	Absent	Present
Pronunciation	More predictable	Less predictable
Vocabulary sources	Slavic roots	Latin and French influence

Understanding structural differences between Russian and English is extremely important

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for effective language teaching. Teachers who are aware of these differences can anticipate typical learner errors and design more effective instructional strategies.

For example, Russian-speaking students often experience difficulties with English articles and tense forms. Teachers can address these challenges by providing contextual examples and comparing grammatical structures in both languages.

Comparative linguistic analysis can also improve students' metalinguistic awareness. When learners consciously analyze language structures, they develop a deeper understanding of grammar and vocabulary systems. This analytical ability can significantly enhance their language learning process.

Modern language teaching methods emphasize communicative competence. Therefore, grammar instruction should be combined with speaking, listening, reading, and writing activities that simulate real-life communication.

Conclusion

The comparative analysis of Russian and English languages reveals significant differences in grammatical structures, pronunciation systems, and vocabulary organization. These differences can create challenges for language learners, particularly when they attempt to transfer linguistic patterns from their native language to the target language.

However, understanding these structural distinctions can greatly improve the effectiveness of foreign language teaching. Comparative linguistic analysis allows teachers to identify potential learning difficulties and develop targeted teaching strategies.

For students studying foreign languages and literature, awareness of linguistic diversity is an important component of academic development. By analyzing and comparing language systems, learners can deepen their understanding of linguistic structures and improve their communicative competence.

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INTEGRATING LANGUAGE SKILLS IN ASSESSMENT FOR EFFECTIVE LANGUAGE LEARNING

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Annotatsiya: Ushbu maqolada til ko'nikmalarini baholash jarayonida integratsiyalash masalasi ko'rib chiqiladi hamda til kompetensiyasini baholashda kompleks yondashuvning ahamiyati yoritib beriladi. Zamonaviy til ta'limida tilni samarali qo'llash tinglash, gapirish, o'qish va yozish kabi to'rtta asosiy ko'nikmaning o'zaro bog'liqligiga asoslanadi. Shu sababli baholash jarayoni alohida ko'nikmalarni tekshirish bilan cheklanib qolmasdan, ularning real kommunikativ vaziyatlarda qanday qo'llanilishini ham baholashi zarur. Maqolada integratsiyalashgan baholashning nazariy asoslari hamda pedagogik yondashuvlari tahlil qilinadi, shuningdek zamonaviy til o'qitish jarayonida qo'llaniladigan turli metodika va modellar haqida ma'lumot beriladi. Bundan tashqari, o'qituvchilar tomonidan bir vaqtning o'zida bir nechta til ko'nikmalarini baholashga qaratilgan topshiriqlarni ishlab chiqish bo'yicha amaliy tavsiyalar keltiriladi. Maqolada integratsiyalashgan baholashni ta'lim jarayoniga joriy etishning afzalliklari va muammolari ham muhokama qilinadi hamda uning talabalarning kommunikativ kompetensiyasini rivojlantirish va til o'rganish samaradorligini oshirishdagi ahamiyati ta'kidlanadi.

Kalit so'zlar: tilni baholash, integratsiyalashgan ko'nikmalar, kommunikativ kompetensiya, ta'lim metodikasi, til kompetensiyasi, kompleks baholash.

Аннотация: Данная статья рассматривает проблему интеграции языковых навыков в процессе оценивания и подчеркивает важность целостного подхода к определению уровня владения иностранным языком. В современном языковом образовании эффективное использование языка предполагает взаимодействие четырех основных навыков: аудирования, говорения, чтения и письма. Поэтому оценивание не должно ограничиваться проверкой отдельных навыков, а должно учитывать их использование в реальных коммуникативных ситуациях. В статье анализируются теоретические основы и педагогические подходы к интегрированному оцениванию языковых навыков, а также рассматриваются различные методики и модели, применяемые в современной практике преподавания языков. Особое внимание уделяется практическим стратегиям, которые преподаватели могут использовать при разработке заданий, направленных на одновременную проверку нескольких языковых навыков. Кроме того, в работе обсуждаются преимущества и возможные трудности внедрения интегрированного оценивания в образовательном процессе и подчеркивается его значение для развития коммуникативной

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компетенции учащихся и повышения эффективности обучения иностранному языку.

Ключевые слова: оценивание языка, интеграция языковых навыков, коммуникативная компетенция, образовательные методики, языковая компетентность, целостное оценивание.

Annotation: This article examines the concept of integrating language skills in assessment practices and emphasizes the importance of a holistic approach to evaluating learners' language proficiency. In modern language education, the ability to use language effectively depends on the interaction of the four main skills: listening, speaking, reading, and writing. Therefore, assessment should not focus on isolated skills but rather evaluate how learners combine these skills in real communicative situations. The article analyzes theoretical foundations and pedagogical perspectives related to integrated skills assessment and discusses different methodologies and frameworks used in contemporary language teaching. Particular attention is given to practical strategies that teachers can apply in the classroom to design tasks that assess multiple language skills simultaneously. Furthermore, the paper explores the advantages and challenges of implementing integrated assessment in educational contexts and highlights its role in improving students' communicative competence and overall language development. The findings suggest that integrating language skills in assessment leads to more authentic evaluation practices and contributes to more effective language learning outcomes.

Keywords: language assessment, integrated skills, communicative competence, educational methodologies, language proficiency, holistic assessment.

Introduction to Language Skills Assessment

Language skills assessment serves as a critical component in evaluating an individual's proficiency in a language, encompassing various dimensions such as listening, speaking, reading, and writing. The integration of these skills is essential for a holistic understanding of language competence, as proficiency in one area may not necessarily indicate overall linguistic ability. For instance, a learner may excel in reading comprehension but struggle with spoken communication, highlighting the necessity for assessments that capture the interconnectedness of these skills. Such comprehensive evaluations not only provide insights into the learner's strengths and weaknesses but also inform instructional strategies tailored to individual needs. Furthermore, effective language skills assessment aligns with educational objectives and standards, ensuring that assessments are both valid and reliable measures of proficiency. By employing a multifaceted approach, educators and linguists can foster a more nuanced understanding of language acquisition processes, ultimately enhancing teaching methodologies and learner outcomes. In an increasingly globalized world, where communication across languages is paramount, the significance of thorough language skills assessment cannot be overstated, as it plays a pivotal role in facilitating effective intercultural exchanges and promoting linguistic diversity.

Theoretical Frameworks for Integrated Assessment

The integration of language skills within educational frameworks necessitates a robust theoretical foundation that encompasses various dimensions of language use and assessment. One prominent framework is communicative competence, which emphasizes the ability to not only produce grammatically correct sentences but also to use language effectively in context. This framework encompasses linguistic, sociolinguistic, discourse, and strategic competences, thereby providing a comprehensive lens through which language proficiency can be evaluated. Another significant approach is task-based language assessment, which focuses on the use of real-world tasks as a means of evaluating language skills. This framework posits that engagement in authentic tasks

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allows for the assessment of language use in practical scenarios, thus reflecting a learner's ability to communicate in diverse situations. Both frameworks advocate for an integrated assessment model that aligns closely with actual language use, thereby fostering a more holistic understanding of language proficiency. By situating assessment within meaningful contexts, these theoretical frameworks not only enhance the validity of language assessments but also encourage pedagogical practices that prioritize functional language use, ultimately better preparing learners for effective communication in an interconnected world.

Methodologies for Assessing Integrated Skills

Various methodologies for assessing integrated language skills have emerged as essential tools in contemporary language education. Portfolio assessments, for instance, provide a comprehensive overview of a learner's progress and achievements over time. By compiling a range of work samples, reflections, and feedback, portfolios allow for a nuanced evaluation of language abilities, encompassing reading, writing, speaking, and listening skills within authentic contexts. Similarly, project-based assessments engage learners in collaborative tasks that require the application of language skills to solve real-world problems. This approach not only fosters critical thinking and creativity but also emphasizes the importance of interaction and negotiation of meaning among peers. Performance assessments further enhance the evaluation of integrated skills by simulating real-life scenarios in which learners must demonstrate their language proficiency. Through tasks such as role-plays, presentations, or debates, performance assessments capture the dynamic nature of language use and provide insights into learners' communicative competence. Collectively, these methodologies underscore the significance of assessing integrated skills in a holistic manner, promoting a deeper understanding of learners' abilities and preparing them for effective communication in diverse contexts.

Challenges in Integrating Language Skills in Assessment

Integrating language skills into assessments presents several challenges that educators must navigate to ensure effective evaluation of learners' competencies. One significant obstacle is the alignment of assessments with the curriculum, which often emphasizes discrete language skills rather than their interconnectedness. This misalignment can result in assessments that fail to adequately reflect the complexity of real-world language use, thereby undermining the validity of the evaluation process. Additionally, resource limitations pose a considerable barrier; many educational institutions lack the necessary tools, training, or support systems to develop and implement assessments that address multiple language skills in an integrated manner. Inadequate professional development opportunities can leave educators ill-equipped to design assessments that accurately measure communicative competence across listening, speaking, reading, and writing. Furthermore, the pressure to adhere to standardized testing formats may lead educators to prioritize specific skills over a holistic approach, perpetuating a cycle that diminishes the overall effectiveness of language education. Consequently, overcoming these challenges requires a concerted effort to foster curricular coherence, enhance resource allocation, and promote innovative assessment practices that embrace the multifaceted nature of language proficiency. Addressing these issues is crucial for developing assessments that truly reflect learners' abilities to communicate effectively in diverse contexts. Integrating language skills into assessments presents several challenges for educators, primarily stemming from the need for alignment with existing curricula and the constraints imposed by limited resources. Many educational frameworks prioritize content knowledge over language proficiency, leading to assessments that inadequately measure students' language capabilities. This misalignment can result in a lack of coherence between teaching practices and evaluative measures, ultimately hindering students' language development.

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Furthermore, resource limitations, including insufficient access to training for educators and inadequate materials designed for integrated language assessments, exacerbate these challenges. Educators often find themselves navigating a landscape where the emphasis on standardized testing further complicates the integration of language skills, as such assessments tend to focus narrowly on discrete language components rather than holistic communication abilities. The intersection of these factors necessitates a reevaluation of assessment practices to ensure that they not only align with curricular goals but also adequately capture the complex nature of language use in real-world scenarios. Addressing these challenges requires innovative approaches that prioritize language integration while remaining mindful of the educational context and available resources.

Best Practices in Integrated Language Assessment

Integrated language assessment represents a progressive approach to evaluating learners' language abilities by considering multiple dimensions of language use, including speaking, listening, reading, and writing in interconnected contexts. To effectively implement integrated assessments, the establishment of clear, well-defined rubrics is essential. These rubrics should articulate specific criteria that reflect the various language skills being assessed, promoting transparency and consistency in evaluation. Furthermore, incorporating formative assessments within the integrated framework allows educators to monitor student progress and provide timely feedback. This continuous assessment process not only informs instruction but also empowers learners to engage in self-reflection and self-directed learning. Additionally, integrating authentic tasks that mirror real-life communicative situations enhances the relevance of assessments, thereby increasing student motivation and engagement. By prioritizing collaboration across different language domains, integrated assessments foster a holistic understanding of language proficiency. It is crucial that educators receive adequate training in these best practices to ensure the successful implementation of integrated assessments, thus creating an inclusive and supportive learning environment that acknowledges the diverse linguistic backgrounds of students. Ultimately, these strategies aim to enrich the assessment landscape, aligning it more closely with the dynamic nature of language use in both academic and social contexts.

Case Studies of Successful Integration

This section presents case studies from various educational institutions that have successfully integrated language skills into their assessment practices. At a prominent university, an interdisciplinary approach was adopted where language competencies were embedded within the curriculum of non-language courses. Faculty collaborated to design assessments that evaluated both subject-specific knowledge and language proficiency, ensuring that students were able to demonstrate their understanding through effective communication. Another institution implemented a portfolio-based assessment system, encouraging students to compile a range of work that showcased their language development alongside academic achievements. This approach not only fostered self-reflection but also provided a holistic view of student progress. Additionally, a community college employed peer assessment as a strategy to enhance language skills, allowing students to evaluate each other's work in terms of clarity and coherence. This not only promoted collaborative learning but also reinforced critical language skills in a supportive environment. These case studies illustrate that successful integration of language skills into assessment practices not only enhances academic performance but also prepares students for real-world communication challenges, thereby fostering a more comprehensive educational experience.

Future Directions in Language Skills Assessment

The future of language skills assessment is poised for significant transformation, driven by advancements in technology and a growing understanding of individual learning needs. One

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promising trend is the integration of technology-enhanced assessments, which utilize artificial intelligence and machine learning algorithms to evaluate language proficiency in more nuanced ways. These assessments can provide immediate feedback, allowing learners to identify strengths and areas for improvement in real time. Furthermore, adaptive learning technologies are anticipated to play a pivotal role in customizing assessment experiences, tailoring content and difficulty levels to match the learner's evolving capabilities. Such personalized approaches not only increase engagement but also promote deeper learning by catering to diverse linguistic backgrounds and learning styles. Additionally, the incorporation of multimodal assessment formats, which combine written, spoken, and interactive components, is likely to provide a holistic view of language proficiency, reflecting the complexity of real-world communication. As these innovations continue to emerge, it is essential for educators and policymakers to ensure that assessments remain equitable and accessible, thereby fostering an inclusive environment that supports all learners in developing their language skills effectively. This evolution in assessment practices will ultimately contribute to a more dynamic and responsive educational landscape. Future directions in language skills assessment are poised to be significantly shaped by advancements in technology and pedagogical approaches. The integration of technology-enhanced assessments offers the potential for more engaging and interactive evaluation methods, allowing for real-time feedback and personalized learning experiences. Furthermore, adaptive learning systems are likely to become increasingly prevalent, tailoring assessments to individual learner needs and proficiency levels. This shift not only aims to enhance the accuracy of assessments but also to promote learner autonomy and motivation. As these innovations are implemented, ongoing research and evaluation will be necessary to ensure that these tools effectively measure language skills while maintaining fairness and inclusivity for diverse learner populations. The intersection of technology and assessment practices is expected to redefine how language proficiency is evaluated, paving the way for more comprehensive and nuanced understandings of language acquisition and use in various contexts.

Conclusion

In conclusion, the integration of language skills into assessment frameworks is essential for enhancing educational outcomes across diverse learning environments. This article has highlighted the critical role that comprehensive assessments play in accurately reflecting students' language proficiency and overall academic performance. By recognizing the multifaceted nature of language use, educators can develop assessment strategies that not only evaluate linguistic capabilities but also foster critical thinking and communication skills necessary for success in the 21st century. Furthermore, the incorporation of innovative assessment methods, particularly those leveraging technology, presents an opportunity to create more equitable and accessible evaluation processes. These advancements not only address the varied needs of learners but also promote a deeper understanding of language as a dynamic tool for learning and expression. Ultimately, prioritizing the integration of language skills in assessments will contribute to more effective teaching practices and improved educational outcomes, equipping students with the necessary competencies to thrive in increasingly interconnected and multilingual societies. As educational stakeholders continue to adapt to the evolving landscape of language education, the commitment to inclusive and holistic assessment practices will remain paramount in fostering student achievement and engagement.

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TEACHING ENGLISH TO GENERATION Z AND ALFA STUDENTS

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Annotation. This thesis explores the methodologies and pedagogical approaches for teaching English to Generation Z and Alpha students, who are characterized by their digital nativity and unique learning preferences. The study highlights the importance of integrating technology into language education and adapting traditional teaching methods to cater to the needs of these younger generations. Objectives include identifying effective strategies that engage students, promote active learning, and enhance language acquisition. The findings aim to provide educators with insights into the best practices for fostering an effective English language learning environment for these cohorts, ultimately contributing to improved educational outcomes.

Key words: Generation Z, Generation Alpha, English language teaching, digital learning.

Kirish. The teaching of English as a second language has evolved significantly over the last few decades, driven largely by changes in society, technology, and educational paradigms. The emergence of Generation Z, born approximately between 1997 and 2012, followed by Generation Alpha, born from 2013 onwards, has introduced a new dynamic in the classroom. These students are often referred to as digital natives, having grown up in a world dominated by technology and instant access to information. This unique upbringing influences their learning preferences and necessitates a reevaluation of traditional pedagogical strategies. The relevance of this topic is underscored by the need for educators to adapt their teaching methods to effectively engage these students, who often prefer interactive and technology-enhanced learning environments. The primary objective of this thesis is to investigate the most effective approaches to teaching English to these generations, focusing on their distinct characteristics and learning styles. Additionally, the study aims to identify specific tasks and strategies that can foster a more engaging and productive English language learning experience. By addressing these objectives, the thesis will contribute to the existing body of knowledge in the field of language education and provide valuable insights for teachers seeking to enhance their instructional practices.

Understanding the Characteristics of Generation Z and Alpha. Generation Z and Alpha students exhibit distinct characteristics that set them apart from previous cohorts. These traits are

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shaped by their upbringing in a digital world, where technology is seamlessly integrated into daily life. One prominent characteristic is their preference for visual and interactive content. Research indicates that these students are more likely to engage with materials that incorporate multimedia elements, such as videos, infographics, and interactive quizzes. This preference suggests that traditional text-based instruction may not be as effective in capturing their attention and facilitating learning.

Additionally, Generation Z and Alpha students tend to value collaboration and social interaction in their learning experiences. They thrive in environments that encourage peer-to-peer interaction and group work, which aligns with their experiences in social media and online communication platforms. Furthermore, their ability to process information quickly can lead to shorter attention spans, necessitating the need for teaching strategies that maintain engagement and motivation. Another characteristic is their inclination towards personalized learning experiences. These students often seek opportunities to tailor their educational journeys to their individual interests and goals. Therefore, educators are challenged to create flexible learning environments that allow for differentiation and student choice. Understanding these characteristics is crucial for developing effective teaching methodologies that resonate with Generation Z and Alpha students, thereby enhancing their English language learning outcomes.

Effective Teaching Strategies for English Language Learning. To effectively teach English to Generation Z and Alpha students, educators must employ a variety of innovative strategies that align with their learning preferences. One such strategy is the integration of technology into the classroom. Utilizing online resources, language learning applications, and interactive platforms can significantly enhance student engagement and facilitate language acquisition. For instance, gamified learning experiences, which incorporate game elements into educational activities, have been shown to increase motivation and retention of language skills.

Additionally, project-based learning can be particularly effective for these generations, as it encourages collaboration and problem-solving within real-world contexts. By working on projects that are relevant to their interests, students are more likely to be invested in their learning and apply their English language skills in meaningful ways. Flipped classroom models also present a promising approach, where students access instructional content outside of class and engage in hands-on activities during class time. This method allows for more personalized instruction and fosters active participation. Moreover, formative assessment techniques, such as peer feedback and self-assessment, can empower students to take ownership of their learning and develop metacognitive skills. Lastly, fostering a culturally responsive teaching environment that acknowledges and values the diverse backgrounds of students can enhance their sense of belonging and encourage language use. By implementing these strategies, educators can create a dynamic and effective English language learning experience that meets the needs of Generation Z and Alpha students.

In conclusion. The teaching of English to Generation Z and Alpha students requires a comprehensive understanding of their unique characteristics and preferences. As digital natives, these students thrive in interactive, technology-enhanced learning environments that promote collaboration and personalization. The strategies discussed in this thesis emphasize the importance of integrating technology, utilizing project-based learning, and adopting innovative instructional methods that engage students actively in their language learning journey. By adapting teaching practices to align with the needs of these younger generations, educators can significantly enhance their English language acquisition and overall educational outcomes. The ongoing evolution of language education must continue to reflect the changing dynamics of society and technology to

prepare students for a globalized world.

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TIL O'RGANISHDA O'QUVCHINING MUSTAQILLIGI

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Annotatsiya: Til kishilar o'rtasidagi munosabatning eng muhim quroli bo'lib, jamiyat taraqqiyoti jarayonida shakllangan va umum insoniy manfaatlarni ifoda etadi. Tilning paydo bo'lishi va rivojlanishi insoniyat jamiyati bilan mustahkam bog'liq. Til insoniyat tarixi qadar qadimiydir. Xalq qardosh qabilalar ittifoqi sifatida shakllangan murakkab tarixiy uyushmadir. Ushbu ilmiy maqolada til o'rganish jarayonlari hamda ushbu jarayonda o'quvchining mustaqilligi haqida so'z boradi

Kalit so'zlar: Til, muloqot, jamiyat, o'quvchi, ta'lim, jatraxon, nutq, evolyutsiya, tovush.

INDEPENDENCE OF THE STUDENT IN LANGUAGE LEARNING

Annotation: Language is the most important tool of communication between people, formed in the process of social development and expressing universal human interests. The emergence and development of language is closely connected with human society. Language is as ancient as the history of mankind. The people are a complex historical association formed as a union of fraternal tribes. This scientific article discusses the processes of language learning and the independence of the student in this process

Keywords: Language, communication, society, student, education, conversation, speech, evolution, sound.

НЕЗАВИСИМОСТЬ УЧЕНИКА В ИЗУЧЕНИИ ЯЗЫКА

Аннотация: Язык — важнейший инструмент общения между людьми, сформировавшийся в процессе социального развития и выражающий универсальные человеческие интересы. Возникновение и развитие языка тесно связаны с человеческим обществом. Язык так же древен, как и история человечества. Люди — сложное историческое объединение, сформированное как союз братских племен. В данной научной статье рассматриваются процессы изучения языка и самостоятельность ученика в этом процессе.

Ключевые слова: Язык, общение, общество, ученик, образование, разговор, речь, эволюция, звук.

TIL - insonlar orasidagi aloqa vositasi, jamiyat a'zolarining fikrni ifodalashi va o'zaro fikr almashishi uchun xizmat qiladigan vosita. Tilning tabiiy-ilmiy, diniydunyoviy talqinlari bor. Diniy talqinga ko'ra, Til ilohiy kuch tomonidan yaratilgan va hozirgi holicha insonga berilgan. Dunyoviy talqiniga ko'ra, Til hozirgi ko'rinishi darajasiga yetguncha juda uzoq evolyutsion jarayonlarni, ya'ni insonning o'zining shakllanishi va takomillashuvi jarayonlari bilan teng davrni bosib o'tgan. Ilm-fan inson Tiliining tarixiy taraqqiyot bosqichlarini o'rganishi natijasida shunday xulosaga keldiki, Til aloqa vositasi, nutq sifatida, shubhasiz, faqat inson miyasining mahsulidir. Ayrim boshqa jonivorlar, masalan, shimpanze, to'tiqush, chug'urchiqlar ham insonga xos tovushlar chiqarib "gaplashadi", hatto, ayrim hollarda jumla va iboralarni takrorlaydi. Biroq, ular inson kabi gaplashishga qodir emas. Og'zaki nutqqa o'rganish - insoniyatning evolyutsion taraqqiyotida hal qiluvchi qadam bo'ldi. Nutq qobiliyati unga inson sivilizatsiyasi asoslarini qurish imkoniyatini yaratdi. Dastlabki inson jamoalari og'zaki nutqni birgalikda harakat qilish, mudofaa, umuman faoliyatning hamma turlarida hamjihatlik ko'rsatish, hamkorlik qilish, buyruqlarni ifodalash maqsadiga qaratganlar va bundan uzoq vaqt samarali foydalanganlar. U paytlardagi inson Tiliining so'z boyliklari ko'p miqdorda bo'lmasa-da, davr o'tishi bilan, ayniqsa, kishilar, jamoalar bir-birining Tilini boyitish imkoniyatlari tufayli u tobora boyib, takomillashib bordi

Ma'lumki, har bir tilning davlat miqyosidagi maqomi uning mintaqadagi ijtimoiy-iqtisodiy o'rni, jug'rofiy-siyosiy holati kabi qator omillardan kelib chiqadi. Jumladan, O'zbekistonda umumiy o'rta ta'lim 7 tilda olib borilishi, bular orasida qozoq, qirg'iz, turkman, qoraqalpoq tillari bir oilaga mansub qardosh tillar ekanligi e'tiborga olinsa, ularga nisbatan o'zbek tilini xorijiy til sifatida o'qitish atamasini qo'llash nojoizligi ko'rinadi.

Til og'zaki va yozma nutq sifatida to'la shakllangach, u insonning ham jisman, ham ijtimoiy jihatdan juda tez taraqqiy etishini ta'minladi. Til tufayli insoniyatning ijtimoiy hayoti, uning naslining miqdoriy jihatdan o'sishi ham aql bovar qilmas darajada ilgarilab ketdi. Bir vaqtlar tropik o'rmonlarda oddiy tirikchilik uchun jon berib, jon olib yurgan odamzod nutq sharofati bilan zaminning yakkayu yagona egasiga aylandi. Miqdoriy jihatdan ham o'sdi. Ibtidoiy odamlarning dastlabki muomala vositalari va so'zlaridan tortib, Tilning bugungi darajasiga yetguncha insoniyat 3 mln. yildan kamroq masofani bosib o'tdi.

Mutaxassislarning ta'kidlashicha, xorijiy tilni aniq maqsadsiz, ya'ni shunchaki, "zarar qilmaydi" qabilida o'rganish juda mushkul. Ishni shunday ruhda boshlaganlarning asosiy qismi ta'limning birinchi oyidayoq "taslim" bo'ladi yoki o'zini yuqoridagi kabi bahonalar bilan alday boshlaydi.

Tilni o'rganish uchun insonda ishtiyoq bo'lishi va bu ishtiyoq aniq bir maqsaddan kuch olishi kerak. Aytaylik, o'qishga kirish, magistratuda o'qish, xorijiy davlatda yuqori maoshga ishlash...

Albatta, maqsadning ko'lami ishtiyoq darajasini ham belgilaydi. Masalan, buyuk shifokor

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bo‘laman, davosi yo‘q dardlarga shifo topaman, degan maqsad bilan o‘qigan talaba, hech bo‘lmaganda, o‘z yo‘nalishi bo‘yicha yetuk mutaxassis bo‘lib yetishadi. Shunchaki, odamlarni davolab kun ko‘raman, deb maqsad qilgan talaba esa yaxshi natijaga erishmaydi. Bundaylar uchun o‘z ustida ishlash ham azobdek tuyuladi. Ayni misol “Nima uchun ayrimlar to‘rt yil xorijiy tillarga ixtisoslashgan oliy ta‘lim muassasasida o‘qib ham chet tilida erkin gapira olmaydi, ba‘zilar esa maktabdayoq bir nechta xorijiy tilni o‘zlashtiradi?”, degan savolga javob bo‘la oladi.

Til o‘rganish jarayonida o‘quvchining mustaqilligi muhim pedagogik omillardan biri hisoblanadi. Zamonaviy ta‘lim tizimida til faqat dars jarayonida beriladigan bilimlar majmui sifatida emas, balki o‘quvchining shaxsiy faolligi, qiziqishi va mustaqil izlanishlari orqali egallanadigan murakkab kompetensiya sifatida qaraladi. Shu bois, o‘quvchining mustaqil ishlash ko‘nikmalarini rivojlantirish til o‘qitish samaradorligini oshirishda asosiy vazifalardan biridir.

Til tizimining o‘zini o‘zi boshqarishi til rivojlanishiga ta’sir qiluvchi muhim ichki omillardan biridir. Turli darajadagi innovatsiyalarni idrok etish, to‘plash va o‘zlashtirish uchun turli xil imkoniyatlar mavjud. Fonologik daraja nisbatan ochiq. Fonologik tizim birinchi bo‘lib innovatsiyalarni faol ravishda to‘pladi. Ildiz morfemasiga urg‘uning biriktirilishi va keyinchalik bukilishning bo‘shashishi eng muhim yangiliklardan edi. Fonologik o‘zgarishlar ingliz va nemis tillari tizimlarida morfologik paradigmalarning qayta tuzilishiga olib keldi. Tashqi omillar nemis tili tizimiga qaraganda ingliz tili tizimining diaxronik rivojlanishiga kuchli ta’sir ko‘rsatdi. Skandinaviya vikinglari va normanlarning tillari bilan o‘zaro bog‘liqlik va keyingi aloqalar til o‘zgarishining tez sur‘atlariga olib keldi. Til tizimining o‘z-o‘zini ta’minlash haqiqatini tan olgan holda, tizimli rivojlanish sabablarini kuzatish va uning bosqichlarini ajratib ko‘rsatish mumkin.

O‘quvchining mustaqilligi, avvalo, til materiallarini ongli ravishda o‘zlashtirish, yangi so‘z va grammatik birliklarni mustaqil izlab topish, ularni nutq jarayonida qo‘llay olish bilan namoyon bo‘ladi. Mustaqil o‘rganish jarayonida o‘quvchi o‘z bilim darajasini baholaydi, xatolarini aniqlaydi va ularni tuzatishga intiladi. Bu esa mas’uliyat, o‘z-o‘zini nazorat qilish va tanqidiy fikrlash kabi muhim kompetensiyalarning shakllanishiga xizmat qiladi.

Til o‘rganishda mustaqillikni rivojlantirish uchun turli metod va vositalardan foydalanish muhimdir. Jumladan, mustaqil o‘qish uchun matnlar tanlash, lug‘at bilan ishlash, audio va video materiallardan foydalanish, yozma topshiriqlarni mustaqil bajarish hamda raqamli platformalar orqali mashqlar bajarish o‘quvchining faolligini oshiradi. Bunday faoliyat shakllari o‘quvchini passiv tinglovchidan faol o‘rganuvchiga aylantiradi.

Shuningdek, o‘qituvchining roli bu jarayonda yo‘naltiruvchi va maslahat beruvchi sifatida namoyon bo‘ladi. O‘qituvchi o‘quvchini mustaqil fikrlashga undaydi, unga aniq maqsadlar qo‘yishga yordam beradi va o‘z-o‘zini rivojlantirish strategiyalarini shakllantiradi. Natijada o‘quvchi tilni faqat fan sifatida emas, balki real muloqot vositasi sifatida o‘rganadi.

Xulosa qilib aytganda, til o‘rganishda o‘quvchining mustaqilligi til kompetensiyasini chuqur va barqaror shakllantirishning muhim sharti hisoblanadi. Mustaqil ta’limga yo‘naltirilgan yondashuv o‘quvchining bilimini mustahkamlaydi, o‘rganishga bo‘lgan ichki motivatsiyasini oshiradi va uni kelajakdagi uzluksiz ta‘lim jarayoniga tayyorlaydi.

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TIL O'RGATISH ORQALI TANQIDIY FIKRLASHNI RIVOJLANTIRISH.

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Annotatsiya

Ushbu maqola til o'rgatish jarayonida tanqidiy fikrlashni rivojlantirish masalasiga bag'ishlangan. Maqolada til o'rgatishning ta'limdagi ahamiyati, tanqidiy fikrlash tushunchasi va ularning o'quv jarayonida bir-biriga ta'siri tahlil qilinadi. Shuningdek, maqolada til darslarida tanqidiy fikrlashni samarali rivojlantirish bo'yicha nazariy va amaliy tavsiyalar keltiriladi. Tadqiqot natijalari o'quvchilarda mantiqiy fikrlash, muammolarni hal qilish va ijodiy yondashuvni shakllantirish imkoniyatlarini ko'rsatadi.

Kalit so'zlar: Til o'rgatish, tanqidiy fikrlash, ta'lim metodikasi, o'quv jarayoni, mantiqiy tafakkur, ijodiy fikrlash, va darslarda amaliy metodlar.

Annotation

The present study focuses on the development of critical thinking as a vital component of language education. The research evaluates the interplay between linguistic training and cognitive development, exploring how these elements reinforce each other during instruction. Additionally, the article outlines effective theoretical and empirical recommendations for implementing critical thinking exercises in language lessons. The results demonstrate that such an approach significantly cultivates logical deduction and creative problem-solving skills among learners.

Keywords: Language teaching, analytical skills, teaching techniques, instructional environment, cognitive logic, creativity, applied methodology.

Аннотация

Данная статья посвящена вопросам развития критического мышления в процессе обучения иностранным языкам. В работе анализируется роль языкового образования, концепция критического мышления и их взаимовлияние в учебном процессе. Также приводятся теоретические и практические рекомендации по эффективному формированию аналитических навыков на занятиях. Результаты исследования раскрывают возможности развития у учащихся логического мышления, навыков решения проблем и творческого подхода.

Ключевые слова: Преподавание языков, критическое мышление, методика обучения,

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учебный процесс, логическое мышление, творческий подход, практические методы.

Til o'rgatish nafaqat lug'at va grammatikani o'rgatish jarayoni bo'lib qolmay, balki o'quvchilarda tanqidiy fikrlash qobiliyatini shakllantirishda ham muhim vosita hisoblanadi. Til orqali o'quvchilar o'z fikrlarini aniq ifodalash, mulohaza yuritish, savol berish va muammolarni tahlil qilish imkoniyatiga ega bo'ladilar. Shuningdek, til o'rgatish jarayonida muammolarga kreativ yechim topish, mantiqiy tafakkur va argumentatsiyani rivojlantirishga ham katta e'tibor beriladi. Zamonaviy ta'limning asosiy vazifalaridan biri shundaki, o'quvchilar nafaqat bilim olishlari, balki olingan bilimni tahlil qilib, mustaqil fikrlay olishlari kerak. Shu nuqtai nazardan, til darslarida tanqidiy fikrlash ko'nikmalarini uyg'otish metodlari muhim ahamiyat kasb etadi.

Til o'rgatish jarayonida o'quvchilarda tanqidiy fikrlashni shakllantirish uchun darslarda interaktiv va faol metodlar qo'llanilishi juda muhimdir. Masalan, o'quvchilarga muammoli vaziyatlar berilib, ularni tahlil qilib yechim topishga undash mumkin. Bunday vaziyatlar o'quvchilarda o'z fikrini aniq ifodalash, mantiqiy xulosalar chiqarish va har bir variantning afzallik hamda kamchiliklarini baholash qobiliyatini rivojlantiradi. Shu bilan birga, o'quvchilarni guruh ishlari, munozaralar, loyiha ishlari va rolli o'yinlar orqali fikr almashishga jalb qilish tanqidiy fikrlashni mustahkamlaydi. Bu jarayonda o'quvchilar nafaqat o'z qarashlarini asoslash, balki boshqalar fikrini tinglash, tahlil qilish va baholash ko'nikmalarini ham rivojlantiradilar. Shuningdek, o'qituvchi tomonidan berilgan ochiq savollar, muhokama va qaror qabul qilish vazifalari o'quvchilarda mustaqil tafakkur va mas'uliyat hissini kuchaytiradi. Masalan, matn tahlili, hikoya yoki maqola muhokamasi davomida o'quvchilar turli fikrlarni solishtirib, eng mantiqiy yechimni tanlashga o'rganadilar. Shu tariqa, til o'rgatish faqat lingvistik bilimlarni oshirish bilan cheklanmay, balki o'quvchilarning **analitik fikrlash, muammolarni hal qilish va ijodiy yondashuv** ko'nikmalarini ham rivojlantiradi.

Til o'rgatish jarayonida tanqidiy fikrlashni rivojlantirishda o'quvchilarning faol ishtiroki eng muhim omil hisoblanadi. Darslarda savol-javoblar, guruh ishlari, muammoli vazifalar va muhokamalar orqali o'quvchilar nafaqat bilimni qabul qiladilar, balki uni tahlil qilish, solishtirish va yangi g'oyalar yaratishga o'rganadilar. Masalan, o'quvchilarga biror matnni o'qib chiqib, undagi asosiy fikrlarni aniqlash, dalillar bilan isbotlash va o'z fikrlarini prezentatsiya qilish topshiriqlari berilishi mumkin. Shu orqali ular fikrlarni mantiqan tartibga solish, fikrlar orasidagi bog'liqlikni tushunish va xulosalar chiqarish ko'nikmalarini rivojlantiradilar. Shuningdek, til darslarida tanqidiy fikrlashni rivojlantirish uchun kreativ yozuv, hikoya tuzish, debatlar va loyiha ishlari juda samarali hisoblanadi. Bu usullar o'quvchilarda ijodiy yondashuv, mas'uliyat hissi va muammolarga innovatsion yechim topish qobiliyatini shakllantiradi. Natijada, til o'rgatish jarayoni nafaqat lingvistik bilimlarni oshirishga, balki o'quvchilarning fikrlash, tahlil qilish va qaror qabul qilish qobiliyatlarini rivojlantirishga xizmat qiladi. Til o'rgatish va tanqidiy fikrlash o'rtasidagi bog'liqlikni ilmiy nuqtai nazardan ko'rib chiqish muhimdir. Til nafaqat inson fikrini ifodalash vositasi, balki tafakkur jarayonini shakllantirishda asosiy rol o'ynaydi. O'quv jarayonida o'quvchilarga berilgan topshiriqlar, matn tahlillari, insho va esse yozish ishlari orqali ular o'z fikrlarini tartibga soladi, argumentlar bilan mustahkamlaydi va qarama-qarshi fikrlarni baholashni o'rganadi. Masalan, o'quvchilarga berilgan matn bo'yicha savollar — "Muallifning asosiy g'oyasi nima?", "Siz bu fikrga qo'shilasizmi yoki qarshimisiz?" — ularni tahliliy fikrlashga undaydi. Shuningdek, tanqidiy fikrlashni rivojlantirishda guruh ishlari va muhokamalar katta ahamiyatga ega. O'quvchilar biror mavzuni guruhda muhokama qilganda, ular bir-birining fikrlarini tinglash, solishtirish va eng mantiqiy xulosaga kelishga o'rganadilar. Bu jarayon o'quvchilarda **o'z fikrini ishonch bilan ifodalash, argumentlash va boshqalar fikrini tahlil qilish** kabi ko'nikmalarni shakllantiradi. Shu tariqa, til darslari orqali o'quvchilarning nafaqat lingvistik

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bilimlari, balki tanqidiy fikrlash qobiliyatlari ham sezilarli darajada rivojlanadi. Buning bilan birga, tanqidiy fikrlashni rivojlantirishda guruh ishlari, muhokamalar va loyiha topshiriqlari katta ahamiyatga ega. O'quvchilar biror mavzuni guruhda muhokama qilganda, ular bir-birining fikrlarini tinglash, solishtirish va eng mantiqiy xulosaga kelishga o'rganadilar. Masalan, o'quvchilar turli nuqtai nazarlarga ega bo'lib, har bir guruh a'zosi o'z fikrini asoslab bayon qiladi, boshqa fikrlarni baholaydi va guruh bilan birgalikda qaror qabul qiladi. Bu jarayon o'quvchilarda **o'z fikrini ishonch bilan ifodalash, argumentlash, muammolarni tahlil qilish** va **ijodiy yechimlar topish** ko'nikmalarini shakllantiradi. Bundan tashqari, til darslarida matn tahlili, hikoya yoki maqola asosida esselar yozish ham tanqidiy fikrlashni rivojlantirishning samarali usullaridan biridir. O'quvchilar berilgan matnni o'rganib, asosiy fikrlarni ajratib ko'rsatadi, dalillar bilan isbotlaydi va o'z nuqtai nazarini yozma shaklda ifodalaydi. Shu tariqa, til o'rgatish jarayoni nafaqat lingvistik bilimlarni oshirishga, balki o'quvchilarning **analitik tafakkur, mantiqiy fikrlash** va **ijodiy yondashuv** ko'nikmalarini rivojlantirishga xizmat qiladi.

Bundan tashqari, o'quvchilarda tanqidiy fikrlashni rivojlantirish uchun darslarda interaktiv metodlardan foydalanish katta samaradorlikka ega. Misol uchun, o'quvchilarga turli qarama-qarshi fikrlar berilib, ularni tahlil qilish va eng mantiqiy xulosaga kelish topshirilishi mumkin. Bu jarayon o'quvchilarda **analitik fikrlash, muammolarni yechish** va **mantiqiy tafakkur** ko'nikmalarini mustahkamlaydi. Shu bilan birga, o'quvchilar bir-birining fikrini tinglab, uni baholashni o'rganadi, bu esa ularning ijtimoiy va kommunikativ ko'nikmalarini ham rivojlantiradi. Buning bilan birga, til darslarida debatlar, loyiha ishlari va hikoya yozish kabi faoliyatlar tanqidiy fikrlashni amaliyotda qo'llash imkonini yaratadi. O'quvchilar matnni tahlil qilib, o'z nuqtai nazarini asoslab ifodalaydi, argumentlarni tanlaydi va eng mantiqiy yechimga erishadi. Shu tariqa, til o'rgatish jarayoni nafaqat lingvistik bilimlarni oshirish, balki o'quvchilarning **ijodiy yondashuv, tahliliy tafakkur** va **muammolarni mustaqil hal qilish qobiliyatlarini** rivojlantirishga xizmat qiladi. Bundan boshqa, til o'rgatish jarayonida o'quvchilarda tanqidiy fikrlashni rivojlantirish uchun amaliy mashqlar va vazifalardan foydalanish muhimdir. Masalan, o'quvchilarga berilgan matnlar asosida savol-javoblar, tahliliy vazifalar va insho yozish topshiriqlari berilishi mumkin. Bu jarayon ularni fikrlarni mantiqan tartibga solishga, turli fikrlarni solishtirishga va asosli xulosalar chiqarishga o'rgatadi. Shu bilan birga, o'quvchilar muammoli vaziyatlarni yechishda turli strategiyalarni qo'llashni o'rganadilar, bu esa ularning mustaqil tafakkur va ijodiy yondashuv ko'nikmalarini rivojlantiradi. Bundan tashqari, o'qituvchi tomonidan berilgan ochiq savollar va guruh muhokamalari o'quvchilarni faollikka undaydi. Misol uchun, guruhlar o'z fikrlarini bir-biriga taqdim etib, dalillar bilan asoslashga va eng mantiqiy yechimni tanlashga harakat qiladilar. Shu tarzda, til darslarida amalga oshiriladigan amaliy mashqlar o'quvchilarda nafaqat lingvistik bilimlarni, balki **tanqidiy fikrlash, analitik ko'nikmalar** va **ijodiy tafakkur**ni ham rivojlantiradi.

Tanqidiy fikrlashni rivojlantirishda o'quvchilarning mustaqil ishlash qobiliyati alohida ahamiyatga ega. Til darslarida o'quvchilarga beriladigan mustaqil vazifalar ularni o'z qarashlarini shakllantirishga va tahlil qilishga o'rgatadi. Masalan, o'quvchilarga matn asosida asosiy g'oyani aniqlash, dalillar bilan isbotlash va qarama-qarshi fikrlarni baholash topshiriqlari berilishi mumkin. Bu jarayon nafaqat bilimni chuqur o'zlashtirishga, balki o'quvchilarda **mantiqiy fikrlash, argumentatsiya** va **analitik ko'nikmalarni** rivojlantirishga xizmat qiladi. Shu tariqa, ular olingan bilimlarni mustaqil ravishda tahlil qilib, real hayotiy vaziyatlarda qo'llashga tayyor bo'ladilar. Bundan tashqari, til darslarida interaktiv metodlar, xususan debatlar, loyiha ishlari, rolli o'yinlar va guruh muhokamalari o'quvchilarda tanqidiy fikrlashni amaliyotda qo'llash imkonini beradi. Masalan, guruhlar berilgan muammo yuzasidan turli yechimlarni tahlil qiladi, eng mantiqiy yechimni tanlaydi va qarorini asoslab beradi. Shu jarayon o'quvchilarda **ijodiy tafakkur**,

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muammolarga kreativ yondashuv va **komunikativ ko'nikmalarni** mustahkamlaydi. Shu bilan birga, o'quvchilar bir-birining fikrlarini tinglash va ularni konstruktiv tarzda baholash orqali ham tanqidiy fikrlash ko'nikmalarini rivojlantiradilar. Til darslarida tanqidiy fikrlashni rivojlantirish uchun matn tahlili va yozma ishlar juda samarali vosita hisoblanadi. O'quvchilarga hikoya, maqola yoki ilmiy matn berilib, ular asosiy fikrlarni ajratib, dalillar bilan isbotlaydi va o'z nuqtai nazarini yozma shaklda ifodalaydilar. Bu jarayon o'quvchilarda **mantiqiy tahlil, argumentatsion fikrlash** va **tuzilishga asoslangan yozish ko'nikmalarini** shakllantiradi. Shu bilan birga, o'quvchilar turli fikrlarni solishtirish, qarama-qarshi dalillarni baholash va eng to'g'ri xulosani chiqarishga o'rganadilar, bu esa ularning tanqidiy tafakkurini chuqurlashtiradi. Bundan tashqari, darslarda guruh ishlari va muhokamalar o'quvchilarning mustaqil fikrlash va jamoaviy qaror qabul qilish qobiliyatini kuchaytiradi. Guruh muhokamalari davomida har bir o'quvchi o'z fikrini asoslab taqdim etadi, boshqalar fikrini tinglaydi va konstruktiv tarzda baholaydi. Shu jarayon nafaqat til ko'nikmalarini, balki **ijtimoiy ko'nikmalar, ijtimoiy tafakkur** va **loyiha ishlash qobiliyatini** rivojlantiradi. Shu tariqa, til o'rgatish jarayoni o'quvchilarda tanqidiy fikrlashni samarali shakllantirishga xizmat qiladi va ularning mustaqil tafakkurini mustahkamlaydi.

Til o'rgatish jarayonida tanqidiy fikrlashni rivojlantirish uchun o'quvchilarga beriladigan topshiriqlar turlicha bo'lishi lozim. Masalan, o'quvchilarga mavzu bo'yicha matnlar berilib, ular asosiy g'oyalarni aniqlash, ularni tasniflash va dalillar bilan isbotlashga undaladi. Bu jarayon o'quvchilarda **analitik tafakkur, mantiqiy fikrlash** va **tuzilishga asoslangan yozish ko'nikmalarini** rivojlantiradi. Shu bilan birga, o'quvchilar matnlar orasidagi bog'liqlikni tahlil qilib, qarama-qarshi fikrlarni solishtirishga va eng mantiqiy xulosaga kelishga o'rganadilar. Ushbu faoliyatlar til o'rgatish jarayonini nafaqat lingvistik bilimlar bilan boyitadi, balki o'quvchilarning tanqidiy fikrlash ko'nikmalarini ham mustahkamlaydi. Bundan tashqari, o'qituvchilar tomonidan berilgan ochiq savollar va muammoli vazifalar o'quvchilarni mustaqil fikrlashga undaydi. Masalan, o'quvchilarga "Matnda muallifning asosiy g'oyasi nimada?", "Bu fikrga qo'shilasizmi yoki qarshimisiz?" kabi savollar beriladi. Shu tariqa, ular o'z nuqtai nazarini asoslab bayon etadi, boshqa fikrlarni tahlil qiladi va qaror qabul qilish ko'nikmalarini rivojlantiradi. Bu metodlar o'quvchilarda **ijodiy yondashuv, mantiqiy tahlil** va **muammolarni mustaqil hal qilish qobiliyatlarini** shakllantiradi. Shu bilan birga, til darslarida tanqidiy fikrlashni rivojlantirish uchun interaktiv metodlar, xususan guruh ishlari, rolli o'yinlar va loyiha ishlari samarali vosita hisoblanadi. O'quvchilar turli muammoli vaziyatlarni tahlil qilib, eng mantiqiy yechimni tanlashga harakat qiladilar, shu jarayonda ular o'z fikrlarini asoslash, boshqalarning fikrlarini tinglash va konstruktiv tarzda baholash ko'nikmalarini egallaydilar. Ushbu faoliyatlar nafaqat til ko'nikmalarini, balki **ijtimoiy ko'nikmalar, ijodiy tafakkur** va **analitik fikrlash** qobiliyatlarini ham rivojlantiradi. Qo'shimcha ravishda, darslarda matn yozish, esselar tuzish va hikoya yaratish kabi topshiriqlar o'quvchilarda mustaqil fikrlashni shakllantiradi. Masalan, o'quvchilar berilgan matnni tahlil qilib, undagi asosiy g'oyani aniqlaydi, dalillar bilan asoslab o'z nuqtai nazarini yozadi va qarama-qarshi fikrlarni baholaydi. Shu tariqa, til o'rgatish jarayoni o'quvchilarning **tanqidiy fikrlash, mantiqiy tahlil** va **ijodiy yondashuv** ko'nikmalarini mustahkamlaydi, ularni mustaqil tafakkurga tayyorlaydi. Bundan ortiq, tanqidiy fikrlashni rivojlantirish jarayonida o'quvchilarga beriladigan loyiha ishlari va muammoli vazifalar alohida ahamiyatga ega. Masalan, o'quvchilar guruhda yoki yakka holda real hayotiy muammolarni tahlil qilib, turli yechimlarni ishlab chiqadilar va eng mantiqiy variantni tanlaydilar. Bu jarayon ularni o'z fikrini asoslash, turli dalillarni solishtirish va qarama-qarshi fikrlarni baholashga o'rgatadi. Shu tariqa, til darslari nafaqat lingvistik bilimlarni oshirishga, balki **analitik tafakkur, mantiqiy fikrlash** va **muammolarni mustaqil hal qilish qobiliyatlarini** shakllantirishga xizmat qiladi. Buning bilan birga, darslarda interaktiv

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metodlardan foydalanish o'quvchilarda ijodiy va tanqidiy fikrlash ko'nikmalarini kuchaytiradi. Masalan, o'quvchilar turli matnlarni tahlil qilib, o'z qarashlarini yozma yoki og'zaki ifodalaydilar, bir-birining fikrlarini tinglaydilar va konstruktiv tarzda baholaydilar. Shu tarzda, til o'rgatish jarayoni o'quvchilarning **ijtimoiy ko'nikmalar, argumentatsion fikrlash** va **ijodiy tafakkurni** rivojlantirishga yordam beradi, ularni mustaqil va mantiqiy fikrlay oladigan shaxslar sifatida tarbiyalaydi. Bundan tashqari, tanqidiy fikrlashni rivojlantirishda o'quvchilarning mustaqil ish faoliyati muhim rol o'ynaydi. Til darslarida o'quvchilarga beriladigan yozma ishlar, esse va hikoya tuzish topshiriqlari ularda **mantiqiy tartib, argumentatsiya** va **analitik tafakkur** ko'nikmalarini rivojlantiradi. Masalan, o'quvchilar matnni o'rganib, undagi asosiy fikrlarni ajratib ko'rsatadi, qarama-qarshi fikrlarni baholaydi va o'z nuqtai nazarini dalillar bilan asoslab yozadi. Shu tarzda ular mustaqil fikrlashni o'rganadi va olingan bilimlarni amalda qo'llashga tayyor bo'ladi. Buning ustiga, til darslarida debatlar, guruh muhokamalari va loyiha ishlari o'quvchilarda tanqidiy fikrlashni amaliyotda qo'llash imkonini beradi. Masalan, guruhlar berilgan muammo bo'yicha turli yechimlarni ishlab chiqadi, eng mantiqiy yechimni tanlaydi va qarorini asoslab beradi. Shu jarayon o'quvchilarda **ijtimoiy ko'nikmalar, ijodiy tafakkur, muammolarni hal qilish qobiliyatini** mustahkamlaydi va ularni mantiqan fikrlay oladigan shaxslar sifatida shakllantiradi.

Til o'rgatish jarayonida tanqidiy fikrlashni rivojlantirish nafaqat o'quvchilarning lingvistik bilimlarini oshirishga, balki ularning **analitik tafakkur, mantiqiy fikrlash, ijodiy yondashuv** va **muammolarni mustaqil hal qilish qobiliyatlarini** shakllantirishga xizmat qiladi. Darslarda turli interaktiv metodlar, jumladan, guruh muhokamalari, debatlar, loyiha ishlari, muammoli vazifalar va matn tahlillari orqali o'quvchilar turli vaziyatlarda qaror qabul qilish, fikrlarni solishtirish va dalillar bilan asoslash ko'nikmalarini rivojlantiradilar. Masalan, matn asosida berilgan topshiriqlarda o'quvchilar asosiy g'oyani ajratib, uni dalillar bilan mustahkamlaydi, qarama-qarshi fikrlarni tahlil qiladi va eng mantiqiy xulosaga keladi. Shu tariqa, til o'rgatish jarayoni o'quvchilarning tanqidiy fikrlash qobiliyatlarini yanada chuqurlashtiradi. Bundan tashqari, tanqidiy fikrlashni rivojlantirish o'quvchilarning shaxsiy va ijtimoiy ko'nikmalarini mustahkamlaydi. O'quvchilar o'z fikrini asoslab ifodalashni, boshqalar fikrini tinglashni va konstruktiv tarzda baholashni o'rganadilar. Bu jarayon ularni nafaqat akademik jihatdan muvaffaqiyatli qiladi, balki ularni **mustaqil, mas'uliyatli va mantiqan fikrlay oladigan shaxslar** sifatida tarbiyalaydi. Shu bois, til o'rgatish orqali tanqidiy fikrlashni rivojlantirish ta'lim jarayonining ajralmas qismi bo'lib, kelajakdagi metodik va pedagogik ishlanmalar bu jarayonni yanada samarali qilish imkonini beradi. Shu tariqa, o'quvchilar bilimni o'zlashtirish bilan birga uni tahlil qilishi, baholashi va amaliyotda qo'llashi mumkin bo'ladi.

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**THE USE OF REFLECTIVE WRITING TO IMPROVE STUDENTS' WRITING AND
CRITICAL THINKING SKILLS**

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Abstract. In modern English language education, reflective writing has become an effective pedagogical tool for enhancing students' writing proficiency and developing their critical thinking abilities. This approach encourages learners to analyze their own learning experiences, organize their thoughts, and express ideas in a structured and meaningful way. Reflective writing tasks such as journals, essays, and self-assessment reports are widely used to promote deeper engagement with learning content. This article examines the educational value of reflective writing in English classes and demonstrates how it contributes to the improvement of writing skills, learner autonomy, and critical thinking development.

Key words: reflective writing, critical thinking, writing skills, self-assessment, learner autonomy, metacognition.

Аннотация. В современном преподавании английского языка рефлексивное письмо рассматривается как эффективный педагогический инструмент для развития письменной речи студентов и формирования их критического мышления. Данный подход способствует анализу собственного учебного опыта, структурированию мыслей и выражению идей в логичной форме. Такие виды рефлексивного письма, как дневники, эссе и самооценка, широко используются для углубления учебного процесса. В статье рассматривается образовательная ценность рефлексивного письма и его влияние на развитие письменных навыков, автономии учащихся и критического мышления.

Ключевые слова: рефлексивное письмо, критическое мышление, письменные навыки, самооценка, автономия учащихся, метакогниция.

Annotatsiya. Zamonaviy ingliz tili ta'limida reflektiv yozuv talabalar yozma nutqini rivojlantirish va tanqidiy fikrlash ko'nikmalarini shakllantirishda samarali pedagogik vosita sifatida keng qo'llanilmoqda. Ushbu yondashuv o'quvchilarga o'z o'rganish tajribalarini tahlil qilish, fikrlarini tartibga solish va mazmunli ifodalash imkonini beradi. Kundalik yozuvlar, esse va o'z-o'zini baholash kabi reflektiv yozuv turlari o'quv jarayonini chuqurlashtirishda muhim ahamiyatga ega. Mazkur maqolada reflektiv yozuvning ingliz tili darslaridagi ahamiyati hamda uning yozish ko'nikmalari, mustaqil o'rganish va tanqidiy fikrlashni rivojlantirishdagi roli yoritiladi.

Kalit so'zlar: reflektiv yozuv, tanqidiy fikrlash, yozish ko'nikmalari, o'z-o'zini baholash, o'quvchi mustaqilligi, metakognitsiya.

In modern English language education, writing is not merely a productive skill but also a complex intellectual process that involves generating, organizing, and evaluating ideas. It plays a crucial role in academic success and professional communication. Among various instructional approaches, reflective writing has emerged as a highly effective method for improving both writing proficiency and critical thinking skills. This approach encourages students to engage actively with their learning experiences and develop a deeper understanding of the knowledge they acquire. Reflective writing differs significantly from traditional writing tasks. While conventional exercises often focus on grammar, vocabulary, and structure, reflective writing requires learners to analyze their own experiences, evaluate their learning processes, and express their thoughts in a meaningful and organized way. This shift from mechanical writing to analytical writing enhances students' cognitive engagement and helps them develop higher-order thinking skills.

One of the primary advantages of reflective writing is its ability to foster deeper learning. When students reflect on their experiences, they do not simply recall information; instead, they interpret it, connect it with prior knowledge, and apply it in new contexts. This process promotes meaningful learning and long-term retention. In addition, reflective writing allows learners to identify gaps in their understanding and take corrective actions, which contributes to continuous improvement.

According to John Dewey, reflective thinking involves the active and careful consideration of beliefs or knowledge in light of supporting evidence (Dewey, 1933)[1]. He emphasized that reflection transforms experience into genuine learning. His perspective highlights that students learn more effectively when they actively engage with their experiences rather than passively receiving information.

Building on Dewey's theory, reflective writing helps students develop metacognitive awareness, which refers to the ability to think about one's own thinking. Through regular reflection, learners become more aware of their cognitive processes, including how they understand, analyze, and apply information. This awareness enables them to use more effective learning strategies and become more independent learners. For example, students who engage in reflective journaling can recognize patterns in their mistakes and adjust their approaches accordingly. Furthermore, reflective writing enhances students' ability to organize and present their ideas logically. Since learners are required to structure their reflections coherently, they develop important writing skills such as paragraph organization, cohesion, and clarity. Over time, this leads to improved academic writing performance. Students become more capable of constructing well-developed arguments and expressing their ideas with precision and confidence.

Another significant benefit of reflective writing is its role in promoting learner autonomy. In traditional classrooms, students often depend heavily on teachers for guidance and evaluation. However, reflective writing shifts the responsibility of learning to the students themselves. By analyzing their progress and setting personal goals, learners become active participants in their education. This autonomy not only increases motivation but also encourages lifelong learning habits.

Donald Schön introduced the concept of the reflective practitioner, emphasizing that individuals improve their performance through reflection on their actions (Schön, 1983)[2]. He argued that reflection enables learners to critically evaluate their experiences and make informed decisions for future improvement. His theory demonstrates that reflection is essential for both academic growth and professional development.

In addition to fostering autonomy, reflective writing plays a crucial role in developing

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critical thinking skills. Critical thinking involves analyzing information, evaluating different perspectives, and making reasoned judgments. Reflective writing encourages students to question assumptions, explore alternative viewpoints, and justify their opinions with evidence. These skills are particularly important in higher education, where students are expected to demonstrate independent thinking and problem-solving abilities. Moreover, reflective writing supports the development of emotional and intellectual awareness. When students reflect on their learning experiences, they often consider not only what they have learned but also how they felt during the process. This emotional dimension of reflection helps learners understand their attitudes toward learning and develop a more positive mindset. As a result, students become more resilient and better prepared to academic challenges.

Jennifer Moon noted that reflection helps learners make sense of their experiences and promotes deeper learning (Moon, 2006)[3]. She emphasized that reflective writing encourages students to explore the meaning behind their actions and thoughts. Her perspective highlights the importance of reflection in developing analytical and interpretive skills.

Reflective writing also contributes to the development of a personal voice in writing. In many traditional writing tasks, students focus primarily on accuracy and correctness, often neglecting creativity and self-expression. However, reflective writing allows learners to express their thoughts, opinions, and experiences in a more personal and meaningful way. This not only improves their writing fluency but also increases their confidence in using the language. Another important aspect of reflective writing is its flexibility. It can be integrated into various classroom activities, including reading, listening, and speaking tasks. For instance, students can write reflections after reading a text, listening to a lecture, or participating in a discussion. This integration reinforces learning and helps students connect different language skills. Additionally, reflective writing provides opportunities for learners to practice vocabulary and grammar in authentic contexts.

David Boud highlighted that reflection transforms experience into learning and is a key component of experiential education (Boud et al., 1985)[4]. He explained that meaningful learning occurs when individuals analyze their experiences and derive insights from them. His theory reinforces the idea that reflective writing is essential for deeper understanding and knowledge construction. In modern educational settings, technology has further enhanced the effectiveness of reflective writing. Digital tools such as blogs, online journals, and e-portfolios provide students with new opportunities to engage in reflection. These platforms allow learners to share their reflections, receive feedback, and track their progress over time. As a result, reflective writing becomes a more interactive and collaborative process.

Ken Hyland emphasized that writing is both a cognitive and social process that requires organization, clarity, and awareness of audience (Hyland, 2003)[5]. He argued that effective writing involves understanding the purpose and context of communication. Reflective writing supports this development by encouraging students to think critically about how they present their ideas. In addition, reflective writing creates a student-centered learning environment. Instead of focusing solely on teacher-led instruction, this approach encourages active participation and engagement. Teachers play a supportive role by providing guidance, feedback, and opportunities for discussion. This collaborative environment enhances learning and helps students develop both linguistic and cognitive skills.

To conclude, reflective writing is a powerful pedagogical tool that significantly improves students' writing proficiency and critical thinking abilities. By encouraging learners to analyze their experiences, evaluate their progress, and express their ideas clearly, this approach promotes deeper

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learning and greater learner autonomy. The integration of reflective writing into English language teaching not only enhances academic performance but also prepares students for future challenges in both academic and professional contexts. Therefore, educators are strongly encouraged to incorporate reflective writing into their teaching practices to create more effective and meaningful learning experiences.

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ADAPTATION OF FOREIGN EXPERIENCE IN THE PROCESS OF NATIONAL EDUCATION: INTRODUCTION OF ADVANCED METHODS AND TECHNOLOGIES IN THE EDUCATION SYSTEM OF UZBEKISTAN

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Annotatsiya: Xalqaro tajribani milliy ta'lim tizimlariga integratsiya qilish ta'lim sifatini oshirish va raqobatbardosh mutaxassislarni tayyorlashda muhim rol o'ynaydi. So'nggi yillarda O'zbekiston ta'lim tizimini modernizatsiya qilish va ilg'or xorijiy pedagogik tajribalarni joriy etishga qaratilgan islohotlarni faol amalga oshirmoqda. Ushbu maqolada xorijiy ta'lim tajribasini milliy ta'lim jarayoniga moslashtirish tahlil qilinadi hamda O'zbekistonda zamonaviy o'qitish usullari va texnologiyalarini joriy etish ko'rib chiqiladi. Tadqiqotda nazariy tahlil, qiyosiy usullar va zamonaviy ta'lim amaliyotlarini kuzatishdan foydalanildi. Natijalar shuni ko'rsatadiki, xalqaro ta'lim standartlari, innovatsion o'qitish texnologiyalari va talaba markazli yondashuvlarni integratsiya qilish ta'lim jarayoni samaradorligini oshirishga xizmat qiladi. Maqolada xulosa qilinishicha, xorijiy tajribani muvaffaqiyatli moslashtirish metodik rejalashtirishni, o'qituvchilarni tayyorlashni va milliy ta'lim an'alarini hisobga olishni talab etadi. **Kalit so'zlar:** lug'at boyligini o'zlashtirish, innovatsion o'qitish usullari, chet tillarini o'qitish, raqamli ta'lim, interaktiv faoliyatlar.

Аннотация : Интеграция международного опыта в национальные образовательные системы играет важную роль в повышении качества образования и подготовке конкурентоспособных специалистов. В последние годы Узбекистан активно реализует реформы, направленные на модернизацию системы образования и внедрение передовых зарубежных педагогических практик. В данной статье анализируется адаптация зарубежного

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образовательного опыта в национальном образовательном процессе, а также рассматривается внедрение современных методов и технологий обучения в Узбекистане.

Результаты показывают, что интеграция международных образовательных стандартов, инновационных технологий обучения и ориентированных на студента подходов способствует повышению эффективности образовательного процесса. В статье делается вывод о том, что успешная адаптация зарубежного опыта требует методического планирования, подготовки преподавателей и учета национальных образовательных традиций.

Ключевые слова: усвоение словарного запаса, инновационные методы обучения, обучение иностранным языкам, цифровое обучение, интерактивные виды деятельности.

Abstract: The integration of international experience into national education systems plays an important role in improving the quality of education and preparing competitive specialists. In recent years, Uzbekistan has been actively implementing reforms aimed at modernizing the education system and introducing advanced foreign pedagogical practices. This article analyzes the adaptation of foreign educational experience in the national education process and examines the implementation of advanced teaching methods and technologies in Uzbekistan. The research uses theoretical analysis, comparative methods, and observation of modern educational practices. The results show that the integration of international educational standards, innovative teaching technologies, and student-centered approaches contributes to improving the effectiveness of the educational process. The article concludes that successful adaptation of foreign experience requires methodological planning, teacher training, and consideration of national educational traditions.

Keywords: vocabulary acquisition, innovative teaching methods, foreign language education, digital learning, interactive activities.

In the modern world, the development of education systems is closely connected with the exchange of international experience and the introduction of innovative teaching methods. Countries around the world are actively studying foreign educational models in order to improve the quality of education and adapt to global educational standards. Uzbekistan has also initiated a number of educational reforms aimed at modernizing the national education system. These reforms focus on integrating international standards, improving teaching methodologies, and introducing advanced educational technologies.

The adaptation of foreign experience requires careful analysis and consideration of national traditions, cultural values, and educational needs. Therefore, the process of integrating international practices should be based on scientific research and practical evaluation. The purpose of this article is to analyze the role of foreign educational experience in the development of the national education system of Uzbekistan and to examine the ways of implementing advanced pedagogical methods and technologies.

Many researchers emphasize the importance of international cooperation in education. According to educational scholars, studying foreign educational practices helps countries modernize their education systems and improve teaching quality.

The research is based on qualitative analysis of educational reforms and international practices in the field of education. The following research methods were used:

- Theoretical analysis
- Comparative analysis
- Observation
- Policy analysis

The integration of international experience into national education systems has become an

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important factor in improving education quality. Uzbekistan has implemented reforms such as curriculum modernization, digital learning, and international cooperation. One of the most important conditions for successfully adapting foreign educational experience into the national education system is the professional development of teachers. Even the most effective international teaching methods and technologies cannot bring expected results if teachers are not sufficiently prepared to apply them in practice. Therefore, teacher training plays a central role in the modernization of education in Uzbekistan.

Today, many developed countries focus on continuous teacher education, practical workshops, digital literacy, and student-centered methodologies. These approaches help teachers not only improve their subject knowledge but also learn how to organize interactive, motivating, and inclusive lessons. In the context of Uzbekistan, such practices are becoming increasingly relevant as the country is implementing educational reforms aimed at raising the quality of

teaching and learning. Foreign educational systems often emphasize learner autonomy, critical thinking, problem-solving, and collaborative learning. These principles can significantly enrich the national education process when adapted properly. For example, instead of relying only on traditional teacher-centered instruction, educators can involve students in pair work, group discussions, project tasks, presentations, and independent research. Such activities develop communication skills, creativity, responsibility, and deeper understanding of the subject. In addition, the use of modern educational technologies has become an essential part of foreign teaching practice. Digital tools such as online platforms, multimedia presentations, educational applications, virtual classrooms, and interactive quizzes can increase students' motivation and participation. In Uzbekistan, the gradual introduction of such technologies into schools and universities creates new opportunities for both teachers and learners. However, the successful use of these tools depends on the digital competence of teachers and the availability of technical

resources. Another important issue is the adaptation of foreign methods to national values and local educational conditions. Not all international practices can be transferred directly without modification. Some methods may need to be adjusted according to students' age, language level, classroom size, curriculum goals, and cultural background. For this reason, teachers should be trained not only to copy foreign experience but also to critically evaluate it and select the most appropriate elements for their own teaching context.

Moreover, professional development programs should include practical components such as classroom observation, peer teaching, microteaching, and reflection. These forms of training allow teachers to test innovative methods in real situations and analyze their effectiveness. Cooperation with international institutions, participation in exchange programs, and access to global educational resources can also contribute to teachers' methodological growth. As a result, the adaptation of foreign educational experience should be viewed not only as a policy reform but also as a pedagogical transformation that begins with the teacher. A modern teacher is expected to be flexible, creative, technologically competent, and open to innovation. Therefore, strengthening teacher professional development is one of the key steps toward improving the quality and competitiveness of the national education system. Modern education requires innovative teaching methods and digital technologies. These include project-based learning, collaboration, and interactive learning.

The analysis shows that integrating foreign experience has improved education quality and student engagement. However, teacher training and proper implementation remain essential.

The adaptation of foreign educational experience improves national education systems. Successful implementation requires planning, training, and alignment with national traditions.

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**“THE EFFECTIVENESS OF USING FOREIGN EXPERIENCE IN PRIMARY
EDUCATION SYSTEM OF UZBEKISTAN”**

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Annotatsiya: Ushbu maqolada O'zbekiston boshlang'ich ta'lim tizimiga xorijiy ta'lim tajribasini joriy etish samaradorligi tahlil qilinadi. Mustaqillikka erishganidan so'ng O'zbekistonda ta'lim tizimini modernizatsiya qilish maqsadida ilg'or xalqaro tajribalarni joriy etishga qaratilgan keng ko'lamli islohotlar amalga oshirildi. Mazkur tadqiqot normativ hujjatlar, ilmiy adabiyotlar va xalqaro ta'lim modellari asosida sifat jihatdan tahlil qilinib, o'quvchiga yo'naltirilgan ta'lim, kompetensiyaga asoslangan o'quv dasturlari hamda innovatsion o'qitish metodlarining milliy amaliyotga qanday joriy etilgani o'rganiladi. Tadqiqot natijalari shuni ko'rsatadiki, xorijiy tajribadan foydalanish o'qitish sifatining oshishiga, o'quvchilarning faolligi ortishiga, shuningdek, tanqidiy fikrlash va global kompetensiyalarning rivojlanishiga xizmat qilmoqda. Shu bilan birga, madaniy farqlar, infratuzilmaning yetarli emasligi hamda o'qituvchilarning malakasini oshirish zarurati kabi muammolar ham mavjud. Maqolada ta'kidlanishicha, xorijiy ta'lim modellarini muvaffaqiyatli joriy etish ularni bevosita ko'chirib olish emas, balki milliy sharoitga moslashtirishga bog'liq. Xulosa qilib aytganda, xalqaro ilg'or tajribalarni milliy an'analar va qadriyatlar bilan uyg'unlashtirgan muvozanatli yondashuv O'zbekiston boshlang'ich ta'lim tizimini barqaror rivojlantirishning muhim omili hisoblanadi.

Kalit so'zlar: Boshlang'ich ta'lim; xorijiy tajriba; ta'lim islohotlari; qiyosiy ta'lim; o'quvchiga yo'naltirilgan ta'lim; kompetensiyaga asoslangan yondashuv; innovatsion o'qitish metodlari; ta'lim siyosati; O'zbekiston ta'lim tizimi; global kompetensiyalar.

Аннотация: В данной статье рассматривается эффективность внедрения зарубежного образовательного опыта в систему начального образования Узбекистана. С момента обретения независимости Узбекистан осуществил значительные реформы, направленные на модернизацию системы образования посредством заимствования передовых международных практик. На основе качественного анализа нормативных документов, научной литературы и мировых образовательных моделей в исследовании рассматривается, каким образом такие

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элементы, как ориентированное на ученика обучение, компетентностный подход и инновационные методы преподавания, были интегрированы в национальную практику. Результаты показывают, что использование зарубежного опыта способствует повышению качества преподавания, увеличению вовлеченности учащихся, а также развитию критического мышления и глобальных компетенций. В то же время выявлены определенные проблемы, включая культурные различия, ограниченность инфраструктуры и необходимость повышения квалификации учителей. В статье подчеркивается, что успешное внедрение зарубежных образовательных моделей зависит от их адаптации к национальному контексту, а не от прямого заимствования. В целом делается вывод о том, что сбалансированный подход, сочетающий международный опыт с национальными традициями и ценностями, является ключевым фактором устойчивого развития системы начального образования Узбекистана.

Ключевые слова: Начальное образование; зарубежный опыт; образовательные реформы; сравнительное образование; ориентированное на ученика обучение; компетентностный подход; инновационные методы обучения; образовательная политика; система образования Узбекистана; глобальные компетенции.

Annotation. This article examines the effectiveness of integrating foreign educational experience into the primary education system of Uzbekistan. Since independence, Uzbekistan has undertaken significant reforms aimed at modernizing its education system through the adoption of international best practices. Drawing on a qualitative analysis of policy documents, academic literature, and global education models, the study explores how elements from advanced systems, such as student-centered learning, competency-based curricula, and innovative teaching methods, have been incorporated into national practice. The findings indicate that the use of foreign experience has contributed to improved teaching quality, increased student engagement, and the development of critical thinking and global competencies. At the same time, the study identifies key challenges, including cultural differences, limited infrastructure, and the need for enhanced teacher training. The article argues that the successful implementation of foreign educational models depends on their careful adaptation to the local context rather than direct adoption. Overall, the study concludes that a balanced approach – combining international best practices with national traditions and values – is essential for achieving sustainable improvements in the primary education system of Uzbekistan.

Keywords: Primary education; foreign experience; education reform; comparative education; student-centered learning; competency-based approach; innovative teaching methods; educational policy; Uzbekistan education system; global competencies.

Introduction

Since gaining independence, the Republic of Uzbekistan has implemented significant reforms in its education system, aiming to integrate international experience and innovative approaches. The intellectual and scientific development of a nation is widely recognized as a key indicator of its overall progress. Historically, Uzbekistan has been a center of knowledge and enlightenment, with great scholars such as Al-Bukhari, Al-Biruni, Al-Farghani, Ibn Sina, and Al-Khwarizmi making substantial contributions to global science and culture.

This rich intellectual heritage continues to influence modern educational reforms. In recent years, the process of enriching national pedagogy with modern innovations has been elevated to the level of state policy. One of the key strategies in this process is the study and adaptation of foreign educational experience, particularly from countries with highly developed education systems.[3]

Literature Review

The integration of foreign experience into national education systems is closely related to the field of comparative education. This approach allows researchers and policymakers to analyze successful international models and apply relevant elements within their own contexts. According to Darling-Hammond (2017), effective education systems share common features such as student-centered learning, well-trained teachers, and competency-based curricula.[1]

For instance, the Finnish education system emphasizes equality, student well-being, and holistic development, while Singapore's system focuses on structured learning and high academic performance, particularly in mathematics and science. These examples highlight the importance of fostering higher-order thinking skills rather than relying solely on memorization.

Methodology

This study is based on qualitative analysis of educational reforms in Uzbekistan and the examination of international best practices. It draws on policy documents, academic literature, and reports from the Ministry of Public Education to evaluate the effectiveness of integrating foreign experience into primary education.[2]

Discussion

In recent years, Uzbekistan has actively incorporated elements of foreign educational systems into its primary education. These efforts include curriculum modernization, the introduction of interactive teaching methods, and the implementation of new educational standards. The use of internationally developed textbooks and teaching materials has also become more widespread.

One of the most significant outcomes of these reforms is the shift from traditional rote learning to a student-centered approach. This transformation encourages students to actively participate in the learning process, develop critical thinking skills, and apply knowledge in real-life situations. Innovative methods such as project-based learning and interactive classroom activities have made education more engaging and effective.

Additionally, the integration of digital technologies has enhanced the learning environment by providing access to diverse educational resources. Teacher training has also improved, with greater emphasis on professional development and modern pedagogical competencies.

Another important result is the development of global competencies among students, including communication skills, collaboration, and intercultural awareness. These skills are essential in today's interconnected world. Furthermore, the influence of foreign experience has contributed to the gradual implementation of inclusive education practices, ensuring equal access to quality education for all students.

Despite these positive developments, several challenges remain. Cultural differences may limit the applicability of certain foreign methods, as they do not always align with national traditions and values. In addition, insufficient infrastructure and limited resources in some schools hinder the effective implementation of modern approaches. Teachers may also face difficulties adapting to new methodologies due to a lack of adequate training and support[2]

Conclusion

In conclusion, the integration of foreign experience into the primary education system of Uzbekistan has led to significant improvements in teaching practices, curriculum development, and student learning outcomes. However, the effectiveness of these reforms largely depends on their adaptation to the national context.

A balanced approach that combines international best practices with local traditions and

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values is essential for sustainable development. Future reforms should focus on strengthening teacher training, improving infrastructure, and ensuring that imported educational models are carefully adapted rather than directly adopted.

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INTEGRATION OF UPBRINGING IN DIGITAL EDUCATION: PEDAGOGICAL APPROACHES AND CHALLENGES.

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Annotatsiya: Ushbu maqolada raqamli ta'lim muhitida tarbiyaning ro'li va uni o'quv jarayoniga integratsiya qilish masalalari ko'rib chiqiladi. Tadqiqotda raqamli texnologiyalar kontekstida ma'naviy-axloqiy tarbiyaga zamonaviy pedagogik yondashuvlar, virtual muhitda xulq-atvor madaniyati va duch keladigan qiyinchiliklar tahlil qilinadi. Tadqiqot natijalari raqamli dunyoda yoshlarning milliy o'ziga xosligini saqlab qolish va kibermadaniyatni shakllantirish bo'yicha tavsiyalarni o'z ichiga oladi.

Kalit so'zlar: raqamli ta'lim, tarbiya integratsiyasi, pedagogik yondashuv, kiberetika, masofaviy ta'lim, axloqiy tarbiya, raqamli avlod, axborot xavfsizligi.

Аннотация: В данной статье исследуется роль воспитания в цифровой образовательной среде и вопросы его интеграции в учебный процесс. Анализируются современные педагогические подходы к духовно-нравственному воспитанию в условиях цифровых технологий, культура поведения в виртуальной среде и возникающие трудности. Результаты исследования включают рекомендации по сохранению национальной идентичности молодёжи в цифровом мире и формированию киберкультуры.

Ключевые слова: цифровое образование, интеграция воспитания, кибере́тика, педагогический подход, цифровая культура, информационная безопасность, духовно-нравственное воспитание

Annotation: This article examines the role of upbringing in the digital educational environment and the issues of its integration into the learning process. The study analyses modern

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pedagogical approaches to spiritual and moral education in the context of digital technologies, behavioral culture in the virtual environment, and the challenges encountered. The findings include recommendations for preserving the national identity of youth in the digital world and forming cyber-culture.

Keywords: digital education, integration of upbringing, cyber-ethics, pedagogical approach, digital culture, information security, moral education.

INTRODUCTION

In today's era of globalization, the digitalization of education is fundamentally changing not only teaching methods but also the system of upbringing. For students in the field of music and art, aesthetic and moral education is of great importance, and implementing it through digital platforms requires innovative approaches.

In the era of rapid globalization and technological advancement, the education system is undergoing a profound transformation. The transition to digital education is not merely a change in tools but a fundamental shift in how we approach both teaching and upbringing. For future specialists in music and social sciences, the integration of traditional values with digital competencies has become a strategic priority. While digital platforms offer unprecedented access to information, they also demand new pedagogical strategies to ensure that the moral and aesthetic development of students remains a core component of the educational process.

Moreover, the use of modern technologies allows educators to create more interactive and engaging learning environments. Students are no longer passive recipients of knowledge but active participants in the learning process. This shift encourages critical thinking, creativity, and independent learning skills. At the same time, it is important to maintain a balance between technological innovation and humanistic values. Teachers play a crucial role in guiding students not only academically but also morally.

In addition, digital tools can support personalized learning, taking into account the individual needs and abilities of each student. This helps to improve learning outcomes and increase student motivation. However, excessive reliance on technology may lead to a decrease in face-to-face communication, which is essential for social development. Therefore, combining traditional teaching methods with digital approaches is the most effective strategy.

Furthermore, the development of aesthetic appreciation through music and art should not be neglected in the digital era. These disciplines help shape students' emotional intelligence and cultural awareness. By integrating digital resources with creative subjects, educators can foster a more holistic development of learners. Ultimately, the goal of modern education is not only to provide knowledge but also to form well-rounded individuals who are capable of adapting to the challenges of a rapidly changing world.

Main Body: The process of upbringing in digital education should be carried out in the following directions:

Cyber-ethics and Culture: Developing communication etiquette in the global network.

National Values: Promoting national art and music through digital content.

Responsibility: Developing skills for filtering information and its proper use.

Challenges: The primary challenges include the lack of direct emotional contact, the risk of negative ideological influence, and the difficulty of controlling independent student behavior in a virtual space.

PEDAGOGICAL APPROACHES TO DIGITAL UPBRINGING

Effective integration of upbringing in digital education requires a balanced approach that combines international best practices with national traditions. Key pedagogical approaches include:

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Student-Centered Digital Interaction: Focusing on the individual needs and psychological well-being of the student in a virtual space.

Aesthetic and Cultural Integration: Utilizing digital tools to promote national music and arts, ensuring that students maintain their cultural identity while mastering global technologies.

CONCLUSION

The integration of upbringing into digital education is an inevitable and essential process for the 21st century. It offers the opportunity to prepare professionals who are not only technically proficient but also morally sound and globally competitive.

At the same time, it is essential to guide students in managing their time effectively while using digital tools. Without proper guidance, technology can become a source of distraction rather than learning. Therefore, self-control and awareness are key elements of modern upbringing.

Another important point is that digital platforms allow access to various educational resources, including music, art, and literature. These resources contribute to the aesthetic development of students and broaden their worldview.

Teachers should also encourage students to use technology creatively, not just for consuming information but for producing meaningful content. This approach increases engagement and builds confidence.

In conclusion, the successful combination of upbringing and digital education ensures the formation of a balanced personality. Such individuals are not only knowledgeable but also responsible, ethical, and ready to face future challenges.

The key to success lies in a balanced approach: embracing international innovation while firmly standing on the ground of national educational values.

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**EFFECTIVENESS OF INTERACTIVE TEACHING METHODS IN IMPROVING
LANGUAGE SKILLS**

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Abstract

This article examines the effectiveness of interactive teaching methods in improving students' language skills in foreign language education. The study focuses on methods such as role-play, pair work, and group discussions, which promote active student participation and communicative competence. As noted by Brown, "language learning is a process of active communication rather than passive reception". The theoretical framework is based on communicative and task-based approaches. According to Nunan, meaningful tasks help learners use language more effectively. In addition, Vygotsky emphasized the importance of social interaction in learning. The results show that interactive methods increase student engagement, improve speaking skills, and enhance motivation. These methods contribute to better language acquisition and should be widely implemented in modern education.

Keywords: interactive teaching, language skills, student engagement, communicative competence, foreign language learning

Аннотация

В данной статье рассматривается эффективность интерактивных методов обучения в развитии языковых навыков студентов при изучении иностранного языка. Основное внимание уделяется таким методам, как ролевая игра, работа в парах и групповые обсуждения. Как отмечает Brown, «изучение языка является процессом активного общения». Теоретическую основу составляют коммуникативный и деятельностный подходы. По мнению Nunan, выполнение значимых заданий способствует более эффективному использованию языка. Также учитывается теория социального взаимодействия Vygotsky. Результаты показывают рост мотивации и развитие коммуникативных навыков студентов.

Ключевые слова: интерактивное обучение, языковые навыки, вовлечённость студентов, коммуникативная компетенция, изучение иностранного языка

Annotatsiya

Ushbu maqolada interaktiv o‘qitish metodlarining til ko‘nikmalarini rivojlantirishdagi samaradorligi tahlil qilinadi. Rolli o‘yinlar, juftlikda ishlash va guruh muhokamalari asosiy metodlar sifatida ko‘rib chiqiladi. Brown fikricha, til o‘rganish faol muloqot jarayonidir. Nunan esa mazmunli topshiriqlar muhimligini ta’kidlaydi. Vygotsky nazariyasiga ko‘ra, ijtimoiy o‘zaro ta’sir muhim rol o‘ynaydi. Natijalar interaktiv metodlarning samaradorligini ko‘rsatadi.

Kalit so‘zlar: interaktiv o‘qitish, til ko‘nikmalari, talaba faolligi, kommunikativ

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kompetensiya, chet tilini o'rganish

Introduction

In the modern world, knowledge of foreign languages has become an essential part of education and professional development. It is necessary not only for communication, but also for access to information, education, and career growth. In this regard, the system of foreign language teaching is constantly evolving and requires the implementation of more effective teaching methods.

Traditional teaching methods, based on teacher explanation and passive student perception, often do not produce the desired results. Students may know grammatical rules well but experience difficulties in real communication. This is due to the fact that such methods do not sufficiently develop practical language skills, especially speaking and listening [1, p. 45].

Modern researchers emphasize that successful language learning requires active student participation in the learning process. Language is better acquired through practice, interaction, and use in real or near-real situations [8, p. 67]. That is why in recent years increasing attention has been paid to interactive teaching methods.

Interactive methods make students active participants in the learning process. They contribute to the development of communicative skills, increase motivation, and create a more favorable learning environment. Such methods help students not only memorize information but also use the language in practice [2, p. 84].

Thus, the relevance of this topic is determined by the need to improve the effectiveness of foreign language teaching.

The aim of this study is to analyze the effectiveness of interactive teaching methods in developing students' language skills.

The concept of interactive learning is widely discussed in modern pedagogy. Interactive methods are understood as forms of teaching in which students actively interact with each other and with the teacher, participate in discussions, perform collaborative tasks, and solve communicative problems [3, p. 102].

One of the key characteristics of interactive learning is its student-centered orientation. Unlike the traditional approach, where the teacher plays the main role, here the emphasis is on student activity, participation, and independent thinking. This corresponds to the communicative approach in language teaching, which aims to develop the ability to use language in real life [7, p. 56].

Research shows that interaction plays an important role in language learning. According to the theory of social interaction proposed by Lev Vygotsky, learning occurs more effectively through communication and collaboration with others [9, p. 88]. This means that students better absorb material when they work in pairs or groups, discuss topics, and solve tasks together.

In addition, the concept of active learning emphasizes the importance of student engagement in the learning process. Active participation contributes to better understanding of the material, development of critical thinking, and formation of practical skills [10, p. 3]. Interactive methods create the conditions for such engagement.

Methods such as task-based learning also confirm the effectiveness of the interactive approach. Within this method, students perform tasks close to real-life situations, which helps them use the language naturally and meaningfully [4, p. 15].

Thus, the analysis of scientific literature shows that interactive teaching methods have a strong theoretical foundation and are considered an effective tool for developing language skills. They contribute not only to knowledge acquisition but also to the formation of communicative competence, which is the key goal of learning a foreign language.

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Interactive teaching methods include various forms of work aimed at active student participation in the learning process. Unlike traditional approaches, students do not simply listen to the teacher but are constantly involved in tasks, discussions, and practical language use.

One of the most common methods is role-play. In this method, students simulate real-life situations, such as conversations in a shop, at work, or while traveling. This helps them develop speaking skills and learn to use language in context. According to researchers, such situations make learning more meaningful and closer to real communication [2, p. 275].

Another important method is pair work and group work. This approach allows each student to participate in the process rather than remain a passive listener. Through interaction, students learn to express their thoughts, ask questions, and respond to others, which contributes to the development of communicative competence [1, p. 178].

Group discussions also play a significant role. They help students not only practice the language but also develop critical thinking. During discussions, learners learn to argue their opinions, agree or disagree with others, which makes the learning process deeper [3, p. 110].

In addition, task-based methods are widely used. In this case, students complete specific tasks requiring language use, such as solving problems or preparing projects. This approach promotes natural language use and increases motivation for learning [4, p. 23]. Thus, various types of interactive methods are aimed at one goal — to make learning more active, practice-oriented, and effective. They create conditions in which language is used as a means of communication rather than just a subject of study. This study uses a descriptive approach aimed at analyzing the effectiveness of interactive teaching methods in the process of foreign language learning. The main focus is on how the use of such methods influences the development of students' language skills.

The participants are second-year humanities students studying a foreign language. This level is particularly important, as students already have basic knowledge but still need to develop practical communication skills.

During the learning process, various interactive methods are applied, such as role-play, pair and group work, and discussions. These methods create conditions for active student participation and the use of language in real communicative situations. As researchers note, the most effective language acquisition occurs through interaction and practice [8, p. 74]. Data collection can be carried out through observation of student activities, analysis of their participation in classes, and assessment of their language skill development. Special attention is paid to aspects such as student activity, their ability to express thoughts, and their level of engagement in the learning process.

It is important to note that even without complex experimental methods, observation and analysis of the learning process allow conclusions to be drawn about the effectiveness of the applied approaches. Active learning contributes to better material retention and increases students' interest in language learning [10, p. 5].

Thus, the chosen methodology makes it possible to assess the impact of interactive methods on the learning process and determine their role in developing students' language skills.

The analysis of the use of interactive teaching methods shows that they have a positive impact on the development of students' language skills. During classes, students become more active, participate more frequently in discussions, and show initiative. This is especially important for the development of speaking skills, which are often insufficiently developed in traditional teaching.

One of the notable results is the improvement of communicative skills. When using methods such as role-play and pair work, students have the opportunity to regularly practice the language in conditions close to real life. This helps them overcome the language barrier and feel more confident in communication [2, p. 289].

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In addition, interactive methods contribute to better acquisition of vocabulary and grammatical structures. When students use language in communication rather than simply memorizing rules, knowledge becomes more stable. Studies show that active participation in the learning process improves memory and understanding of the material [1, p. 62].

There is also an increase in motivation to learn the language. Interactive tasks make lessons more interesting and varied, which positively affects students' attitudes toward learning. They begin to perceive the language not as a difficult subject but as a means of communication and self-expression [8, p. 91].

From a theoretical perspective, these results are explained by the importance of interaction in the learning process. According to the ideas of Lev Vygotsky, learning is more effective in a social environment where students can exchange knowledge and support each other [9, p. 94]. This confirms that interactive methods create favorable conditions for the development of language skills. Thus, the obtained results show that interactive teaching methods are an effective tool in foreign language teaching. They contribute not only to the development of language skills but also to overall student engagement.

Conclusion

The analysis conducted has shown that interactive teaching methods play an important role in the development of students' language skills. Unlike traditional approaches, they make the learning process more dynamic and focused on practical language use. Interactive methods allow students to actively participate in learning, develop communication skills, and apply their knowledge in real situations. This is especially important in modern education, where the main focus is on developing communicative competence. The results of the study show that the use of such methods as role-play, pair work, and group discussions contributes to improved speaking skills, increased motivation, and deeper learning. This is confirmed by both practical observations and scientific research in the field of language teaching [3, p. 115].

In this regard, it is recommended to expand the use of interactive methods in foreign language teaching. Teachers should create conditions for active student participation and encourage them to use the language in communication. Thus, interactive teaching methods are an effective means of improving the quality of language education and should occupy an important place in modern pedagogical practice.

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“MUVOZANAT” ROMANI SYUJETIDA RETROSPEKTIVALAR O'RNI

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Annotatsiya. Ushbu maqolada mustaqillik davri adabiyoti ijodkori, adabiyotshunos Ulug'bek Hamdamovning “Muvozanat” romani syujetida uchrovchi retrospektiv parchalar keltiriladi va tahlil qilinadi.

Kalit so'zlar: Ulug'bek Hamdam, syujet, roman, retrospektiva, Yusuf, retrospektiv xotira, o'tmishga qaytish.

Аннотация. В данной статье приводятся и анализируются ретроспективные фрагменты в сюжете романа “Равновесие” (Muvozanat) литературоведа и писателя периода независимости Улугбека Хамдамова.

Ключевые слова: Улугбек Хамдам, сюжет, роман, ретроспектива, Юсуф, ретроспективная память, возвращение в прошлое.

Abstract. This article presents and analyzes retrospective fragments found in the plot of the novel “Balance” (Muvozanat) by Ulug'bek Hamdamov, a prominent scholar and writer of the independence period.

Keywords: Ulug'bek Hamdam, plot, novel, retrospective, Yusuf, retrospective memory, flashback.

Odatda yozuvchilar asarlarining voqealarini tartib bilan ifoda etishadi. Fanda – bu “Xronologik uslub” deyiladi. Ba'zi paytlarda tartib buziladi. Ketma-ketlik buzilishi “Retrospektiva” deyiladi. Bu uslub N.Norqobilovning “Oqbo'yin” qissasida, O'lmas Umarbekovning “Qiyomat qarz” hikoyasida va Ulug'bek Hamdamning “Muvozanat” asari syujetida uchraydi.

“Muvozanat” asari qo'lyozmasini Ulug'bek Hamdam 1997-yilda yozib tugallagan. Ijod namunasi 2003-yilda kitob holatida nashr etilgan. Asar roman janrida yozilgan. Qahramonlar ham, ularning hayoti ham XX asrda ro'y bergan voqealar asosida gavalantirilgan. Syujetga retrospektiv xotiralar (o'tmishga qaytish) kiritilgan. Roman tili davr ruhida yaratilgan. Retrospektivalar asarning badiiy poydevorini tashkil etgan. Bu usul qahramonlarning ichki dunyosini ochish, ularning bugungi kundagi tanlovlari va ma'naviy inqirozlarining sabablarini ko'rsatishga xizmat qilgan. Retrospektiva uslubidan turli yo'nalishlarda foydalanish mumkin. Hozirgi kunga kelib, tasviriy san'at, adabiyot va psixologiyada keng qo'llanadi.

Adabiyot sohasida, badiiy asar syujetini tahlil qilish jarayonida alohida o'ringa ega. Jumladan, “Muvozanat” romanida bosh qahramon Yusufning o'tmish xotiralarni eslashi:

“Saidning tug'ilgan kuni edi. Talabalar yotoqxonasida ko'ngilga yaqin jo'ralar to'planishdi. Yusuf osh qildi. Allamahalgacha yeyishdi, ichishdi. Nihoyat, mehmonlar tarqalishib, xonada uchovlon qolishdi. Ozgina kayflari bor edi. Said shundoq yon tomondagi xiyobonga chiqib, qizlarga gap otishni taklif qildi. — Shu paytda pishirib qo'yibdimi, yaxshisi, yotaylik, — e'tiroz, bildirdi Mirazim. — Qizlarga gap otish-otmaslikni bilmadim-u, lekin yegan ovqatimiz hazm bo'lsin, kechasi yaxshi uxlaylik, desak, aylanib kelganimiz ma'qul. Soat ham endi o'ndan oshibdi, — Saidni

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quvvatladi Yusuf. Mirazim nochor do'stlariga ergashdi. Ular yengilgina kiyinishdi. Faqat Yusuf shippagining bog'ichi uzilib ketgani bois, o'tirib olib botinka kiya boshladi. —Ma, manavini kiyib ol, keyin berarsan, — Said bugun kimdir hadya qilgan qalin tagli shippakni Yusufning oldiga tashladi... Kuzning so'lim kechasi edi. Boshlarida ulug'vor shovullab daraxtlar mangu qo'shiqlarini baralla aytar, oyoqlari ostida endi-endi to'kilib, yer yuzini hali qoplab ulgurmagan xazonlar mayin shitirlar, quloqlari tagida sarrin shaboda esib turar, yosh va baquvvat vujudlari sharobning yengil kayfidan mastona tebranib borardilar... Xiyobonda odam siyrak edi. [Muvozanat.,2021; 40.]

Roman voqealari xronologik tartibda emas, balki qahramonning ruhiy holatiga qarab xotiralar bilan uzilib turadi. Bu o'quvchining diqqatini voqeaga emas, qahramonning ichki dunyosiga qaratishga xizmat qiladi.

Roman syujeti Ulug'tog'da qor yoqqan, Yusufning bolalik xotiralaridan boshlanadi. Keyingi voqealar onasining tog'asi Muhammadjon aka hayotiga ulanib, uning vasiyati lavhalari bilan davom etadi. Voqealar Yusufning oilasi bilan hayotini tasvirlaydi. Yusuf shahardan qishloqqa qaytadi. U roman davomida o'tgan xotiralarni eslaydi. Bu retrospektiv uslub orqali o'quvchi asarni faqat tashqi tomondan emas, qahramon ongi va ruhiyati tomonidan ham tahlil qilish imkoniga ega bo'ladi. Retrospektiv tahlil orqali yozuvchining bir vaqtning o'zida ham hozirgi, ham o'tmishdagi voqealarni parallel ravishda tasvirlashini kuzatish mumkin:

"Yusuf xotini Oygul va o'g'li Muhammad bilan katta yo'ldan qatnovchi avtobuslarning biridan tushdi. Endi ular to uyga yetguncha besh-olti chaqirim yo'lni piyoda bosishlari kerak. Bu Yusufga yoqadi. Axir o'z qishlog'ining bir cheti xuddi shu yerdan boshlanadi va u mana, qariyb bir yildan beri ko'rmagan ona yurti diydoridan bahramand bo'lib bo'lib boryapti... Atrofdan hali ham qishning turqi qochmagan esada, baribir havoda ko'lam nafasi kezayotganday. Bu fasl Yusufni hamisha hayajonga soladi, ko'nglida bitmas-tuganmas orzu-umidlar uyg'otadi. Ilon po'st tashlab, boshqa – yap-yangi libosga kirgani kabi odamzod ham bahor kelishi bilan bir tozarib-yangilanib oladi, deb o'ylardi Yusuf. Huv ana, Ulug'tog' — hanuz o'sha- o'sha, sersalobat, serviqor... Qish tikib bergan oq do'ppisini hali yechmabdi. "Uzoqroq turganimda edi, qizg'aldoq va lola ochilgan mahal bir toqqa chiqardim", — armon qilgan bo'ldi Yusuf.

– Bolajon, huv tog'ni ko'rdingmi, tog'ni? — quchog'ida atrofga qiziqsinib qarab borayotgan o'g'lining e'tiborini toqqa qaratmoqchi bo'ldi u. — To-o, — dadasiga taqlid qildi Muhammad. — Ha, tog'. Borasanmi o'sha toqqa?.." [Muvozanat.,2021; 46.]

" —Tur, Yusuf tur, toqqa borasanmi? Ulug'toqqa? Yusuf uyqusiragan ko'yi qarasa, o'zidan boshqa hamma, hatto ukalari ham choy ichib o'tirishibdi. Birdan esiga tog' safari tushdiyu irg'ib o'rnidan turdi. Derazaga qaradi — qorong'ulik. — Iya, kechasi ketamizmi? — Yusuf onasiga qaradi. — Ha, bo'laqol, bolam, bir piyola choy ichvol, bo'lmasa yo'lda ochqab qolasan, — o'g'lini ham shoshirib, ham ogohlantirdi Halima aya. Yusufning quvonchi ichiga sig'masdi. Nahotki, u shu choqqacha huv anavi yerda savlat to'kib, xayolini uzoq-uzoqlarga olib qochib yurgan afsonaviy tog' — Ulug'toqqa bugun borsa!.." [Muvozanat., 2021; 46-47.]

Ulug'tog' voqealari qahramon tomonidan eslanishi retrospektiv xotirani yuzaga keltirgan. Bu jarayon badiiy vaqt va makon uzviyligining ifodasi. O'tmish xotiralar eslanishi syujetni kengaytirishga ham xizmat qiladi. Asar qisqa vaqt ichida sodir bo'lsa-da, retrospektiva orqali qahramonning butun hayot yo'lini qamrab olish mumkin:

"...Shu vaqt yelkasiga kelib tekkan qor parchasidan seskanib tushdi. Qarasa — Sodiqlik ekan... Ular qorbo'ron o'ynashga kirishdilar. Dam Yusuf Sodiqni tagiga bosib, qorga ko'mib tashlar, dam esa Sodiq Yusufni. O'yin qizigandan qizirdi. Saldan so'ng ular ikki kishi emas, yigirmatacha bo'lib, ikki guruhga ayrilganicha o'yinni davom ettirishdi. Avvaliga uzoqdan turib bir-birlariga

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yumaloqlangan qor otishgan bo‘lsa, bora-bora o‘yin avj olib, bir-birlari bilan kurash tushmoqqa, kiyimlarining uchlarigacha qorga to‘ldirmoqqa boshlashdi. Yusuf o‘yinning zavqiga shu darajada berilgandiki, boshqa hamma narsani – mollarga o‘t qirqishu somon ivitish kabi kundalik vazifalarini-da unutgandi. Uning qor ishqalangan quloqlari lov-lov yonar, hatto ichkarisi yengil shang‘illab ham qo‘yardi, bu esa bolani atrofga chalg‘ishdan qo‘rib, o‘yinga, uning jon-joniga kirib singib ketishiga ko‘maklashardi...”[Muvozanat., 2021; 55]

Har qanday asar sujetini retrospektivalarini aniqlash orqali tahlil qilganda uning voqealar tartibi o‘rganiladi. Retrospektivalar aniqlangach, turi belgilanadi. “Muvozanat” romanida xotira retrospektivalar ko‘p kuzatiladi. Eng ko‘p qo‘llanadigan usul sifatida muallif qahramonning biror narsa haqida o‘yga tolganini yoki biror buyum, hid, ovoz, voqea, joylar uni o‘tmishga qaytarganini uchratish mumkin.

Qish manzarasi bilan boshlangan roman yana qor retrospektivasi bilan yakunlanadi:

“...Bu o‘sha yo‘l, o‘sha qor, o‘sha manzara edi. Yusufning botinida kuchli portlash yuz berdi va u zunda bolaga do‘ndi... Hali bosilmagan, tep-tekis maydondek, hadsiz-hisobsiz imkonlardek bo‘lib yotgan momiq qorni tepkilagancha birinchi iz – birinchi yo‘lni solgan ko‘yi ilgariladi. Atrof qishning zumrad xayoli – qorga g‘arq bo‘ganidek, uning murg‘ak qalbi o‘z kelajagining oydinligiga to‘lgandi...”[Muvozanat.,2021;333.]

Xulosa qilib aytganda, romandagi retrospektiv epizodlar qahramonning yo‘qotilgan “ichki muvozanati”ni topishga bo‘lgan urinishidir. O‘tmishdagi qadriyatlar va e‘tiqod bilan bugungi reallik o‘rtasidagi ziddiyat aynan xotiralar yordamida yuzaga chiqadi.

Foydalanilgan adabiyotlar:

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TEACHING ENGLISH THROUGH SONGS AND STORIES

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Abstract

English as a foreign language requires innovative and engaging methods to enhance learners' comprehension and retention. Traditional teaching approaches often fail to maintain students' interest and do not always provide meaningful context for language use. This article examines the effectiveness of using songs and stories as pedagogical tools in English language teaching. Drawing on international and Uzbek research, the study demonstrates how these methods improve vocabulary acquisition, listening skills, motivation, and cultural awareness. The findings indicate that integrating songs and stories into language instruction creates a more dynamic and effective learning environment.

Keywords: teaching English, songs in language learning, storytelling, vocabulary acquisition, listening skills, motivation, cultural awareness

Annotatsiya

Ingliz tilini o'qitishda samarali va qiziqarli metodlardan foydalanish muhim ahamiyatga ega. An'anaviy o'qitish usullari ko'pincha o'quvchilarning qiziqishini pasaytiradi va tilni mazmunli o'rganishga yetarli imkon bermaydi. Ushbu maqolada ingliz tilini o'qitishda qo'shiqlar va hikoyalardan foydalanish samarali pedagogik vosita sifatida tahlil qilinadi. Xalqaro va o'zbek tadqiqotlariga asoslanib, maqolada ushbu usullar so'z boyligini oshirish, tinglab tushunish ko'nikmalarini rivojlantirish, motivatsiyani kuchaytirish hamda madaniy ongni shakllantirishga qanday yordam berishi ko'rsatiladi. Natijalar qo'shiqlar va hikoyalarni o'quv jarayoniga integratsiya qilish o'qitish samaradorligini oshirishini ko'rsatadi.

Kalit so'zlar: ingliz tilini o'qitish, qo'shiqlar orqali o'rganish, hikoya qilish, so'z boyligini oshirish, tinglab tushunish, motivatsiya, madaniy ong

Аннотация

Преподавание английского языка требует использования эффективных и увлекательных методов обучения. Традиционные подходы часто не поддерживают интерес учащихся и не обеспечивают достаточный контекст для практического использования языка. В данной статье рассматривается использование песен и рассказов как эффективных педагогических инструментов в обучении английскому языку. На основе международных и узбекских исследований показано, что данные методы способствуют развитию словарного запаса, навыков аудирования, мотивации и культурной осведомлённости. Результаты свидетельствуют о том, что интеграция песен и историй в учебный процесс делает обучение более эффективным и интересным.

Ключевые слова: преподавание английского языка, обучение через песни, рассказывание историй, развитие словарного запаса, аудирование, мотивация, культурная осведомлённость
Teaching English effectively requires methods that engage learners both cognitively and

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emotionally. In recent years, educators have increasingly turned to creative approaches such as songs and storytelling to make language learning more meaningful and enjoyable. These methods provide authentic language input, contextual learning, and opportunities for repetition, all of which are essential for successful language acquisition. Songs and stories are particularly valuable because they combine linguistic, cultural, and emotional elements, making them powerful tools in the classroom.

A substantial body of international research supports the use of songs in language learning. Stephen Krashen’s Input Hypothesis emphasizes the importance of comprehensible input in language acquisition. Songs naturally provide such input in a repetitive and engaging format. Similarly, Murphey (1992) explains the “song-stuck-in-my-head” phenomenon, which helps learners memorize language subconsciously through repeated listening. Medina (1993) found that students who learned English through songs demonstrated better vocabulary retention compared to those who used traditional methods. Songs also improve pronunciation, rhythm, and intonation, helping learners develop more natural speech patterns.

Storytelling, on the other hand, plays a crucial role in developing comprehension and communication skills. Stories present language in context, allowing learners to understand how words and structures are used in real-life situations. According to Wright (1995), stories help learners develop imagination, listening skills, and narrative competence. Through stories, students are exposed to meaningful language input that enhances both vocabulary and grammar acquisition.

Uzbek researchers have also highlighted the effectiveness of songs and stories in language teaching. Xayrulloeva (2024) notes that interactive and culturally relevant teaching methods significantly improve learners’ motivation and engagement. In the Uzbek educational context, songs and stories provide a familiar and enjoyable learning experience, which helps reduce anxiety and encourages active participation.

Songs contribute to language learning through several key mechanisms. First, they provide natural repetition, which is essential for memorization. Unlike mechanical drills, repetition in songs is enjoyable and motivating. Second, songs create a multisensory learning experience by combining melody, rhythm, and lyrics. This aligns with Paivio’s Dual Coding Theory, which suggests that information processed through multiple channels is more easily retained. Third, songs evoke emotions, which enhance memory and motivation. Learners are more likely to remember words and expressions associated with positive feelings.

Storytelling also offers multiple benefits for language learners. It improves listening comprehension by exposing learners to continuous speech. It enhances vocabulary acquisition by presenting words in meaningful contexts. Additionally, storytelling develops critical thinking and creativity, as learners interpret and retell stories in their own words. This process strengthens both productive and receptive language skills.

Another important advantage of using songs and stories is the development of cultural awareness. Both forms reflect the traditions, values, and social norms of the target language community. Through songs and stories, learners gain insights into cultural contexts, idiomatic expressions, and authentic language use. This not only improves language proficiency but also enhances intercultural competence.

Moreover, songs and stories help create a low-anxiety learning environment. According to Krashen’s Affective Filter Hypothesis, learners acquire language more effectively when they are relaxed and motivated. Music and storytelling reduce stress and make the learning process more enjoyable, allowing learners to participate more actively.

In conclusion, teaching English through songs and stories is a highly effective approach that

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enhances vocabulary acquisition, listening skills, motivation, and cultural awareness. These methods provide meaningful and engaging language input, making learning more enjoyable and effective. Both international and Uzbek research confirm their pedagogical value. Therefore, educators are encouraged to incorporate songs and storytelling into their teaching practices to create a more dynamic and successful language learning environment.

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THE ROLE OF TECHNOLOGY IN MODERN TEACHING

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ABSTRACT

In recent decades, technology has become an essential component of education, transforming traditional teaching practices and learning environments. Conventional methods, which primarily relied on textbooks and lectures, are increasingly being supplemented by digital tools and online platforms. This article examines the role of technology in modern teaching, focusing on its impact on student engagement, personalized learning, and access to education. It also discusses the challenges associated with technological integration, including inequality, distraction, and the need for teacher training. The analysis suggests that while technology significantly enhances the learning experience and prepares students for a digital world, its effectiveness depends on thoughtful implementation and a balanced combination with traditional teaching methods.

Keywords

technology in education, digital learning, student engagement, personalized learning, online education, teaching methods, educational technology

INTRODUCTION

In the modern era, technology has become an integral part of everyday life, influencing various sectors, including education. Traditional teaching approaches, which focused mainly on teacher-centered instruction and textbook-based learning, are gradually evolving due to the integration of digital tools and online resources. This transformation has significantly changed how knowledge is delivered, accessed, and understood in educational settings.

The integration of technology in teaching not only enhances the quality of instruction but also prepares learners for the demands of a rapidly developing digital society. It enables educators to adopt innovative teaching strategies and create more interactive and inclusive learning environments. As a result, understanding the role of technology in modern teaching has become increasingly important. The purpose of this article is to analyze the role of technology in contemporary education, highlighting its benefits, challenges, and its impact on both teachers and learners.

LITERATURE REVIEW

The integration of technology in education has been widely discussed in the field of applied linguistics and pedagogy. Research highlights several important dimensions, including student engagement, personalized learning, access to education, and the evolving role of teachers. These aspects provide a theoretical foundation for understanding how technology influences modern teaching practices.

Technology and Student Engagement One of the most significant contributions of technology to modern education is its ability to enhance student engagement. Today's learners are often referred to as digital natives, as they grow up surrounded by technology and are naturally attracted to interactive digital environments. Technological tools such as multimedia presentations, interactive quizzes, and educational games allow teachers to present information in more dynamic and engaging ways. For example, instead of relying solely on verbal explanations, educators can use videos, animations, and simulations to clarify complex concepts and maintain student interest. In addition, approaches such as gamification increase motivation by incorporating elements of competition, achievement, and rewards into the learning process. Virtual classrooms and online discussion platforms also encourage participation, particularly among students who may feel less confident in traditional classroom settings. As a result, technology promotes active involvement and deeper engagement in learning.

Personalized Learning through Technology Another important aspect of technology in education is its ability to support personalized learning. Digital platforms and data-driven tools enable teachers to monitor student performance and identify individual learning needs. Through this information, instruction can be adapted to suit each learner's pace and level of understanding. Students who learn quickly can progress further, while those who require additional support can review materials and practice at their own speed. This flexibility reduces learning anxiety and improves overall comprehension. Personalized learning also accommodates different learning styles, such as visual, auditory, and kinesthetic preferences. By providing varied instructional formats, technology ensures that education becomes more inclusive and effective for diverse learners.

Expanding Access to Education Technology plays a crucial role in making education more accessible. Online learning platforms, digital libraries, and video-based instruction allow students to access educational resources regardless of their geographical location. This is particularly beneficial for learners in remote or underdeveloped areas, where access to quality education may be limited. Distance learning has also proven essential during global crises, such as the COVID-19 pandemic,

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when traditional classroom instruction was disrupted. Even beyond emergency situations, online education continues to serve as an alternative or supplement to face-to-face learning, offering flexibility and convenience to learners worldwide.

Challenges of Technology Integration Despite its advantages, the use of technology in education presents several challenges. One major issue is unequal access to digital devices and reliable internet connections, which can create disparities among students and limit the effectiveness of online learning. Another concern is the potential for distraction. Digital devices, while useful for educational purposes, can also divert students' attention toward non-academic activities. Excessive reliance on technology may also reduce face-to-face interaction, which is essential for developing communication and social skills. Furthermore, teachers may face difficulties in adapting to new technologies. Not all educators are adequately trained to use digital tools effectively, and integrating technology into teaching requires both time and professional development.

The Changing Role of Teachers The integration of technology has significantly transformed the role of teachers in modern education. Rather than serving solely as sources of knowledge, teachers now act as facilitators, guiding students in accessing and evaluating information. Educators are responsible for selecting appropriate technological tools that enhance learning and support educational objectives. This requires continuous professional growth and adaptability to new teaching methods. A successful modern teacher combines traditional pedagogical skills with technological competence, creating a balanced and effective learning environment.

In conclusion, technology plays a vital role in modern teaching by enhancing student engagement, supporting personalized learning, and expanding access to education. It has transformed traditional educational practices and created new opportunities for both teachers and learners. However, the integration of technology also presents challenges, including inequality, distraction, and the need for teacher training. To maximize its benefits, technology must be used thoughtfully and in combination with traditional teaching methods. Overall, technology is not merely an addition to education but a fundamental component of its future, shaping the way knowledge is delivered and acquired in the modern world.

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THE IMPACT OF GAMIFICATION ON WRITING SKILL DEVELOPMENT IN ESL LEARNERS

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ABSTRACT

Developing writing skills is one of the most challenging aspects of learning English as a Second Language (ESL). Traditional writing instruction often relies on repetitive exercises and teacher-centered feedback, which can reduce student motivation and limit active engagement. As a result, learners may struggle to develop fluency, creativity, and confidence in writing. Gamification, defined as the integration of game elements into educational contexts, has emerged as a promising approach to address these challenges. This article examines the role of gamification in enhancing writing skill development among ESL learners. Through a review of relevant literature and classroom-based examples, the study highlights how gamified learning environments can increase motivation, encourage participation, and improve writing performance. The findings suggest that gamification not only makes writing activities more engaging but also supports the development of essential writing skills in ESL contexts.

Keywords

gamification, writing skills, ESL learners, motivation, language learning, student engagement, digital learning

INTRODUCTION

Writing is a fundamental component of language learning and plays a crucial role in academic and communicative competence. In ESL and EFL contexts, learners are expected to express ideas clearly, organize thoughts logically, and use appropriate grammar and vocabulary. However, writing is often considered one of the most difficult skills to master due to its complex cognitive and linguistic demands. The purpose of this article is to examine the impact of gamification on writing skill development in ESL learners. It aims to explore how gamified instruction can enhance motivation, engagement, and overall writing performance in language classrooms.

LITERATURE REVIEW

The use of gamification in education has gained increasing attention in recent years, particularly in the field of language learning. Research highlights several key dimensions, including learner motivation, engagement, and skill development. These perspectives provide a theoretical foundation for understanding how gamification can support writing instruction in ESL contexts.

Gamification in Language Learning

Gamification refers to the application of game-design elements in non-game contexts, such as education. These elements may include points, levels, leaderboards, rewards, and challenges, all of which are designed to increase user engagement and motivation. In language learning, gamification creates an interactive environment where learners actively participate in tasks rather than passively receiving information. This approach aligns with motivational theories proposed by Edward Deci and Richard Ryan, who emphasize the importance of intrinsic motivation in learning. When learners feel a sense of achievement, autonomy, and progress, they are more likely to remain engaged and committed to the learning process. Overall, gamification represents a learner-centered approach that enhances motivation and creates a positive learning environment, making it particularly effective for developing language skills.

Writing Skill Development in ESL Contexts

Writing is a complex skill that requires the integration of multiple linguistic and cognitive processes, including idea generation, organization, grammar usage, and vocabulary selection. In ESL contexts, learners often face additional challenges due to limited language exposure and insufficient practice opportunities. Research in second language acquisition highlights that effective writing development requires meaningful practice, feedback, and opportunities for revision. However, traditional classroom practices often emphasize correctness over creativity, leading to passive learning and reduced student interest. Gamification addresses these needs by providing a dynamic environment where learners can practice writing in engaging and meaningful ways. Through structured challenges, immediate feedback, and interactive tasks, students are encouraged to experiment with language, revise their work, and improve their writing skills over time.

Gamification and Writing Skill Development

The integration of gamification into writing instruction has emerged as an effective strategy for addressing common challenges faced by ESL learners. By combining elements of game design with pedagogical objectives, gamification transforms writing tasks into interactive and motivating experiences that encourage active participation and sustained engagement.

One of the key advantages of gamification in writing instruction is its ability to reduce anxiety and increase learner confidence. Writing in a second language often вызывает hesitation due to fear of making mistakes. Gamified environments, however, create a low-risk space where errors are seen as part of the learning process rather than failures. Through points, rewards, and progress tracking, learners are encouraged to experiment with language and take risks in their writing. In addition, gamification promotes continuous practice, which is essential for developing writing skills. Repeated exposure to writing tasks, combined with immediate feedback, allows learners to refine their language use over time. For example, students may participate in timed writing challenges, collaborative storytelling activities, or digital platforms where they receive instant feedback on grammar and vocabulary usage. These activities not only reinforce language structures but also improve fluency and coherence.

Overall, gamification provides a powerful framework for enhancing writing instruction in ESL

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contexts. By increasing motivation, promoting practice, encouraging creativity, and supporting collaboration, it contributes significantly to the development of writing skills.

CONCLUSION

Writing skill development remains a significant challenge in ESL education due to its complex nature and the limitations of traditional teaching methods. Conventional approaches often fail to engage learners actively and do not provide sufficient opportunities for meaningful practice, which can result in low motivation and limited progress.

This article has examined the role of gamification as an innovative approach to improving writing skills among ESL learners. The discussion highlights that gamification enhances student engagement, reduces anxiety, and encourages consistent practice through interactive and rewarding learning experiences. By integrating game elements into writing instruction, educators can create dynamic environments that support both linguistic development and learner motivation.

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THE EFFECTIVENESS OF INTERACTIVE TEACHING METHODS IN MODERN EDUCATION

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ABSTRACT

In modern education, traditional teacher-centered approaches are increasingly being replaced by more dynamic and learner-centered methods. Interactive teaching methods, which emphasize active participation, collaboration, and critical thinking, have emerged as an effective alternative to passive learning. However, many classrooms still rely on lecture-based instruction, limiting student engagement and deeper understanding. This article examines the effectiveness of interactive teaching methods in contemporary education. It explores various types of interactive strategies, their advantages, and the challenges associated with their implementation. Through a review of pedagogical perspectives and classroom practices, the study demonstrates that interactive teaching significantly improves student motivation, engagement, and learning outcomes. The findings suggest that, despite certain challenges, interactive methods are essential for developing both academic knowledge and essential life skills.

Keywords

interactive teaching, student engagement, collaborative learning, critical thinking, active learning, teaching methods, modern education

INTRODUCTION

Education in the 21st century is undergoing significant transformation as traditional teaching methods are gradually being replaced by more innovative and learner-centered approaches. For many years, the dominant model of teaching involved the teacher delivering information while students passively listened and took notes. Although this method allows for efficient content delivery, it often fails to engage students actively or develop higher-order thinking skills. In response to these limitations, interactive teaching methods have gained increasing attention in modern pedagogy. These methods emphasize active student involvement, collaboration, and communication, transforming the classroom into a more dynamic learning environment. By encouraging participation and interaction, they promote deeper understanding and long-term retention of knowledge.

The purpose of this article is to examine the effectiveness of interactive teaching methods in modern education. It aims to analyze different types of interactive strategies, their benefits, challenges, and their impact on both teaching and learning processes.

LITERATURE REVIEW

The concept of interactive teaching has been widely explored in educational research, particularly in relation to student-centered learning and constructivist theory. Scholars emphasize that learning is most effective when students actively engage with content, participate in discussions, and collaborate with others. The following sections examine key aspects of interactive teaching and its

effectiveness.

1. Interactive Teaching in Educational Contexts

Interactive teaching methods refer to instructional approaches that actively involve students in the learning process. Unlike traditional lecture-based teaching, these methods create a two-way communication environment where students interact with the teacher, their peers, and the learning material. This approach is closely related to the sociocultural theory of Lev Vygotsky, which emphasizes the importance of social interaction in learning. According to this perspective, knowledge is constructed through communication and collaboration rather than passive reception. Interactive teaching encourages students to ask questions, express opinions, and engage in meaningful discussions. As a result, learners develop not only academic knowledge but also important skills such as communication, problem-solving, and critical thinking.

Types of Interactive Teaching Methods

There are several types of interactive teaching methods that are widely used in modern classrooms, each contributing to active learning in different ways. Group work and collaborative learning allow students to work together on tasks, share ideas, and learn from one another. This method promotes teamwork and helps students develop social and interpersonal skills.

Role play is another effective strategy, particularly in language learning contexts. By acting out real-life situations, students can practice communication skills in meaningful and realistic scenarios. This method also enhances creativity and empathy. Classroom discussions and debates encourage students to express their opinions and defend their ideas. These activities develop critical thinking and help learners understand multiple perspectives.

Problem-based learning focuses on solving real-world problems. Students analyze situations, propose solutions, and apply theoretical knowledge in practical contexts. This approach strengthens analytical and decision-making skills. Finally, technology-based interactive learning incorporates digital tools such as quizzes, educational applications, and online platforms. These tools make learning more engaging and provide immediate feedback, supporting independent and flexible learning.

Advantages of Interactive Teaching Methods

Interactive teaching methods offer numerous benefits that contribute to effective learning. One of the most significant advantages is increased student engagement. When students actively participate in lessons, they are more motivated and attentive, which leads to improved academic performance. These methods also enhance understanding and retention. According to John Dewey, learning through experience is more effective than passive listening. When students discuss, practice, and apply knowledge, they are more likely to remember it.

In addition, interactive teaching develops critical thinking skills. Students learn to analyze information, evaluate different viewpoints, and make informed decisions. This prepares them for real-life challenges and academic success. Furthermore, interactive methods improve communication and collaboration skills. By working in groups and participating in discussions, students learn how to express their ideas clearly and cooperate with others. Finally, these methods help build student confidence. Active participation allows learners to overcome fear and become more comfortable sharing their thoughts and ideas.

Challenges of Interactive Teaching

Despite its many benefits, interactive teaching also presents several challenges. One of the main issues is time management, as interactive activities often require more time than traditional lectures. Classroom management can also be difficult, especially in large classes where ensuring equal participation is challenging. Some students may dominate discussions, while others may remain

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passive. Additionally, not all students feel comfortable participating in interactive activities. Shy or less confident learners may hesitate to engage unless teachers create a supportive and inclusive environment. Teachers themselves may face difficulties, particularly if they lack training in interactive methods. Effective implementation requires careful planning, creativity, and flexibility.

The Role of the Teacher in Interactive Learning

In interactive teaching, the role of the teacher shifts from knowledge provider to facilitator. Teachers guide students, organize activities, and support learning rather than simply delivering information.

CONCLUSION

In conclusion, interactive teaching methods play a crucial role in modern education by transforming the learning process into an active and engaging experience. These methods enhance student motivation, improve understanding, and develop essential skills such as critical thinking, communication, and collaboration. Although there are challenges in implementing interactive teaching, such as time constraints and classroom management issues, the benefits significantly outweigh the difficulties. With proper planning and teacher training, these challenges can be effectively addressed. Overall, interactive teaching methods represent a powerful approach to education that prepares students not only for academic success but also for the demands of the modern world.

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THE DEVELOPMENT OF STUDENTS' VOCABULARY COMPETENCE THROUGH MOBILE APPLICATIONS

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Abstract: This article examines the role of mobile applications in enhancing students' vocabulary skills in foreign language learning. With the rapid development of digital technologies, mobile learning has become an essential tool in modern education. Applications such as Quizlet, Duolingo, and Memrise provide interactive and engaging environments for vocabulary acquisition. The study highlights how mobile apps support independent learning, increase motivation, and improve retention of new words. Additionally, the article discusses advantages and potential challenges of using mobile technologies in language classrooms.

Key words: mobile learning, vocabulary development, language learning apps, digital education, autonomous learning.

Аннотация: В статье рассматривается роль мобильных приложений в развитии словарных навыков студентов при изучении иностранных языков. Подчеркивается значение цифровых технологий в современном образовании. Рассматриваются такие приложения, как Quizlet, Duolingo и Memrise, которые способствуют эффективному усвоению лексики. Анализируются преимущества мобильного обучения, включая повышение мотивации и развитие самостоятельного обучения.

Ключевые слова: мобильное обучение, развитие словарного запаса, языковые приложения, цифровое образование

Annotatsiya: Mazkur maqolada mobil ilovalar yordamida talabalarning lug'at (vocabulary) ko'nikmalarini rivojlantirish masalasi yoritilgan. Zamonaviy texnologiyalar ta'lim jarayoniga keng kirib kelgani sababli mobil o'qitish muhim ahamiyat kasb etmoqda. Quizlet, Duolingo va Memrise kabi ilovalar orqali talabalar yangi so'zlarni samarali o'rganishlari mumkin. Ushbu maqolada mobil ilovalarning afzalliklari, motivatsiyani oshirishdagi roli hamda mustaqil o'qish ko'nikmalarini rivojlantirishdagi o'rni tahlil qilinadi.

Kalit so'zlar: mobil o'qitish, lug'at boyligini oshirish, til o'rganish ilovalari, mustaqil ta'lim.

Introduction: Vocabulary knowledge plays a crucial role in learning a foreign language. Without sufficient vocabulary, learners may face difficulties in expressing their thoughts, understanding texts, and participating in communication. In recent years, the integration of technology into education has created new opportunities for vocabulary development. Among various technological tools, mobile applications have become one of the most effective and accessible resources for language learners.

Mobile-assisted language learning (MALL) allows students to learn anytime and anywhere. This flexibility supports continuous exposure to the target language, which is essential for vocabulary acquisition. As smartphones have become widely used among students, mobile learning is now considered a practical and efficient approach in language education.

Theoretical background of mobile learning

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Mobile learning is based on the idea that learning can take place beyond traditional classroom settings. It emphasizes flexibility, accessibility, and learner autonomy. According to modern educational theories, vocabulary is best acquired through repeated exposure, contextual use, and active engagement.

Mobile applications provide these conditions by offering: spaced repetition systems, multimedia input (audio, images), interactive exercises, immediate feedback

These features help learners retain new vocabulary more effectively compared to traditional memorization methods.

Types of mobile applications for vocabulary learning. There are various mobile applications designed specifically for vocabulary development. Some of the most popular include:

Quizlet – allows students to create flashcards and practice through games and tests.

Duolingo – provides vocabulary through gamified lessons. Memrise – uses spaced repetition and real-life examples. These applications support different learning styles and make vocabulary learning more engaging and interactive. Advantages of using mobile applications. The use of mobile applications offers several significant benefits:

1. Accessibility and flexibility

Students can learn vocabulary anytime and anywhere, which increases learning time and exposure. 2. Increased motivation. Gamification elements such as points, levels, and rewards make learning enjoyable and encourage regular practice. 3. Personalized learning. Mobile apps allow learners to study at their own pace and focus on their individual needs. 4. Improved retention. Features like repetition and visual aids help students remember words more effectively. 5. Development of autonomous learning. Students become independent learners and take responsibility for their own progress. Challenges of mobile learning. Despite its advantages, mobile learning also presents certain challenges: Distraction: Students may use phones for non-educational purposes. Lack of discipline: Not all learners can manage self-study effectively. Technical issues: Internet access or device limitations may affect learning. Over-reliance on technology: Students may neglect traditional learning methods. Teachers should guide students on how to use mobile applications effectively to overcome these challenges. Role of the teacher In mobile-assisted learning, the teacher acts as a facilitator rather than a knowledge provider. The teacher’s responsibilities include: recommending suitable applications, monitoring students’ progress, integrating apps into classroom activities, providing feedback and support. Proper guidance ensures that mobile learning becomes productive and goal-oriented.

Furthermore, mobile applications often incorporate gamification elements, including points, badges, leaderboards, and progress tracking. These features increase learner motivation and engagement by transforming vocabulary learning into an enjoyable and competitive process. Research in educational psychology suggests that gamified environments enhance intrinsic motivation, which is crucial for sustained language acquisition. Another critical aspect is contextualized learning. Many advanced applications provide vocabulary in authentic contexts through example sentences, dialogues, and even video-based content. This aligns with the principles of usage-based language theory, which emphasizes that vocabulary is best acquired through meaningful exposure rather than isolated word lists. For instance, learners encounter words within real-life situations, enabling them to understand nuances such as connotation, register, and collocation. Mobile applications also support multimodal learning, combining visual, auditory, and textual inputs. This is particularly

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beneficial for vocabulary acquisition, as dual coding theory suggests that information processed through multiple channels is more easily retained. Learners can hear pronunciation, see images, read definitions, and interact with the word simultaneously, creating stronger cognitive associations. In addition, the integration of artificial intelligence (AI) and adaptive learning technologies allows mobile applications to personalize the learning experience. These systems analyze user behavior, identify strengths and weaknesses, and provide tailored content accordingly. As a result, learners receive targeted practice on problematic vocabulary, which enhances efficiency and effectiveness. From a sociocultural perspective, mobile applications facilitate collaborative learning through features such as discussion forums, peer challenges, and social sharing. This aligns with Vygotskian theory, which emphasizes the importance of social interaction in cognitive development. By engaging with peers, learners can negotiate meaning, clarify misunderstandings, and reinforce their vocabulary knowledge.

In conclusion, mobile applications play a significant role in developing students' vocabulary skills. They provide flexible, engaging, and effective learning opportunities that support both classroom and independent study. Although some challenges exist, they can be minimized through proper planning and guidance. The integration of mobile technologies into language education contributes to more dynamic and student-centered learning environments.

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CURRENT ISSUES OF THE INTEGRATIVE APPROACH IN FOREIGN LANGUAGE EDUCATION

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ABSTRACT

In modern education, the integrative approach in foreign language teaching has become highly important due to globalization and technological development. This article discusses current issues related to the integrative approach in foreign language education. It analyzes both the advantages and challenges of integrating international teaching methods, technologies, and experiences into local educational systems. The study highlights problems such as cultural differences, lack of resources, language barriers, and the need for proper adaptation. It also suggests possible solutions for effective implementation.

Key words: integrative approach, foreign language education, globalization, teaching methods, educational challenges, innovation

INTRODUCTION

Education plays a key role in the development of society. Today, foreign language education is especially important because people need to communicate globally. As a result, many countries try to use an integrative approach, which combines local and foreign teaching methods. The integrative approach means using different teaching strategies, technologies, and international experiences together to improve learning. It helps students develop language skills, critical thinking, and intercultural communication. However, applying this approach is not always easy, and there are several issues that need attention.

Advantages of the Integrative Approach

One of the main advantages of the integrative approach is improving the quality of teaching. Modern foreign methods focus on communication, practice, and student activity. For example, interactive methods like group work, discussions, and project-based learning help students use the language in real situations. Another benefit is the development of global competence. Students learn not only a language but also culture, traditions, and ways of thinking in other countries. This helps them become more open-minded and confident in communication. The integrative approach also supports the use of modern technologies. Online platforms, digital tools, and multimedia resources make learning more interesting and effective. Students can practice listening, speaking, reading, and writing through different activities.

Current Issues in the Integrative Approach

Despite its advantages, there are several important issues in using the integrative approach in foreign language education. First, cultural differences can create difficulties. Some teaching methods used in foreign countries may not fit local traditions and educational systems. For example, student-centered learning may be new and challenging for some teachers and learners.

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Second, there is a lack of resources. Many schools do not have enough technology, materials, or trained teachers to apply modern methods effectively. This limits the success of integration. Another issue is the language barrier. Many educational materials are in English or other foreign languages, which can be difficult for both teachers and students to understand. In addition, some teachers may resist change. They are used to traditional methods and may feel uncomfortable using new approaches. This slows down the process of educational reform. Finally, there is a risk of copying foreign methods without adaptation. If methods are not adjusted to local needs, they may not work effectively.

Possible Solutions

To solve these problems, it is important to use a balanced approach. Foreign methods should not be copied directly but adapted to local conditions. Teacher training is very important. Teachers should learn how to use modern methods through seminars, workshops, and practice. Educational institutions should also invest in technology and resources to support effective learning. Cooperation with international organizations can also help improve the quality of education.

The integrative approach in foreign language education is necessary in the modern world. It offers many benefits, such as improving teaching quality and developing global skills. However, there are also several challenges, including cultural differences, lack of resources, and resistance to change.

To achieve success, educational systems must carefully adapt foreign experience to local conditions and provide proper support for teachers and students. With the right strategies, the integrative approach can greatly improve foreign language education.

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INGLIZ TILINI O'RGANISHDA UCHROVCHI TO'SIQLARNI YENGISH

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Annotatsiya: Ingliz tili ingliz xalqining milliy hamda Avstraliya, AQSh, Buyuk Britaniya, Hindiston, BAA, Kanada, Irlandiya, Yangi Zellandiya va bir qancha mamlakatlar hamda 75000dan ortiq mahalliy aholining rasmiy tili hisoblanadi. U eng ko'p foydalaniladigan tillar ro'yhatida uchinchi o'rinda turadi. Insonlar tomonidan muvaffaqiyatlar egallangan turli til ko'rsatkichlariga ega bo'lgan jahon tili sifatida ko'plab rivojlangan hamda rivojlanayotgan davlatlar tomonidan o'rganilmoqda. Ingliz tilini o'quvchilarga tanishtirish, o'rgatish jarayoni va kuzatilgan pedagogic yoki ijtimoiy til omillariga aloqador bo'lgan sabablar tufayli, ayniqsa har bir mamlakatda o'zining iqtisodiy va texnologik aloqalarini dunyo bo'ylab o'stirishga qaratilgan ta'sirli ta'lim rivoji tufayli tadqiqotchilar diqqatini jalb qiladi. Ko'plab tashabbuskorlar ingliz tilini ikkinchi til sifatida o'qitish va o'rganish jarayonini qo'llab-quvvatlashni boshlab yubordilar. Mazkur maqolada ingliz tilini o'rganish jarayonida o'quvchilar tomonidan uchratilgan to'siqlarni va ularni qanday yengish usullari haqida gap boradi.

Kalit so'zlar: Ingliz tilining ahamiyati, O'zbekistondagi o'qitish jarayoni, Ingliz tili o'rganishdagi to'siqlar.

Various people have different perspective. In general, it is observed that education as a concept which many misinterpretation. However, it's clear that education is a complicated system, including the parts "both teaching and learning." These three concepts: education, teaching actions and process of learning is related to each other in inseparable way. Therefore, majority of organizations and institutions have launched important furniture and gadgets, high-educated staffing group in order to execute the teaching-learning process. Even though English lessons are available in schools as an obligatory international language in Uzbekistan, pupils do not pay attention sufficiently to integral views of the subject. The Republic of Uzbekistan has incurred huge social, global, economic or political issues. Then The Ministry of Education has announced

English as an international language in schools. The main essence of teaching-learning activity is to supply individuals who live in Uzbekistan with education of foreign language at least in order to communicate with foreigners in comfortable way. Additionally, wide expanse of interest is available for learning English because of plenty of chances which supply its learners in various situations. However, some find that process of learning English is not uncomplicated and several barriers are available that faced by learners during studying. Many barriers work as external which you can supervise, and also others are available which may be known as interfering the affect of which can continue being in the process of learning. Unless, we do not lose such barriers in special way, eventually detrimental influences will be observed in our teaching-learning activity. In this

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article, we analyzed some of our surveys and observations from the learners who are freshmen at university. They faced some obstacles during learning English as an ESL. According to Khan(2016), these barriers may be classified as habitual barriers, linguistic barriers, personal or physiological barriers and pedagogic barriers. I obviously can give both explanation and example for each groups of barriers, and also add financial, social and other ones. The main aim of this research is to identify certain obstacles that influence the teaching-learning English in Uzbekistan.

Any student who is leaving the secondary school in Uzbek community must know at least 2 languages as a second language”, -The President of the Republic of Uzbekistan Shavkat Mirziyoyev said on May, 2021. With the circle of these attempts the government of Uzbekistan identified 10 languages which is being expected to increase its own competitive degree. At the top of the list the English language, then Russian, German, French, Chinese, Korean, Japan, Turkish, Arabic and Persian were chosen for the next places. The main aim of this choice is that students must know The English Language at least at the elementary degree. Despite of the fact that there is no any obstacle when students begin their own first year at universities if they have knowledge about English or can communicate with someone in this language. So, it is clear that, the teaching of The English language have an integral role in our near prospective. Barriers in learning something are generally found by many. It is ordinary that anyone try to extinguish them. The government of Uzbekistan tend to create comfortable positions and it does not have any hesitation in using the capacity of finance on hiring workers and staffing group for teaching-learning activity, particularly of English to execute more opportunities, planning curriculum, training courses, special groups and others like that. It is observed that several barriers are faced in the process of learning:

Wrong daily regime. In this modern days and ages, it is sometimes tough to keep right existence principle for humanity. Following sentences can cause for this situation: high amount of detrimental and oily food that is full of canned food and pigment stuffs;

Spending time freely on utilizing telephone or watching television the whole day and night; disorderly made timetable of work and etc. As a result, daily routine will be confusing. Consequently the people might have steady fatigue, indifference, headache felt often, sleeplessness and even depression are observed in different individuals respectively.

The importance of having a healthy lifestyle. The person that conducts wrong daily basis, does not have sleep regime is known in a short time. Mutual dependence on daily routine of general physical and mental peace is observed by a wide range of scientists in various fields more than hundred years before. With knowing biological age of every individual, it can approximately have an opinion about ideal daily routine. The main parts of healthy lifestyle: To follow a definite sleeptime; To feed balanced constantly; Adequate the amount of physical activities that are detrimental for human's organism; To follow main hygienic rules; General psychological situation; Not to have bad habits; The danger of not following to daily regime.

Individuals who follow to the healthy life style and conduct daily regime feel sick less than others who don't. With measured life, the body of people also start working like a "clock." Physical activity, hunger, fatigue and sleep are occurred in the same time, so physiologic mechanisms are never held in care way. Usually, stomach is accustomed to fast to feed and right daily basis, so those who have right daily routine don't encounter regardingly any problems in digesting food.

These conditions are stuffs that leads one not to be busy with your teaching-learning activity. The impact of the external environment. External environment - social, financial and moral condition that surrounds people in attempt to inhabit, labour or study. Widely, environment includes socio-financial system the figures of productivity, social intercommunications and the set of orders and rules, social consciousness and the culture of public. On the other hand, it is understood that

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environment consists of directly family that surrounds inhabitants, groups of educational and etc.

Environment influences individuals accurately to develop and be successful one. Respectively, with creative activeness and action, people can change the environment for the goods. Learners several groups that have the same aim in both of sides. However, Different people have different taste. I mean, everyone can impact on others. During learning lessons or doing tasks, learners work together in the circle surrounded with their friends who have a positive character, or on the contrary, others who have influencial detrimental habits. Those who are taken in the second category are able to modify people's opinion or discourage others' aims. Great Russian writer Leo Tolstoy also illustrated in his story *After the Ball* that a detrimental environment can negatively influence and even desolate individuals. In the context of teaching and learning, this idea highlights how external factors can act as serious barriers. One such barrier is the presence of unreliable online resources. Research shows that not all information found on social networks can be trusted. Even popular Telegram channels, which are often perceived as reliable, may share false information under pressure or for popularity. Learning activities are increasingly conducted on social platforms, especially through Telegram groups and channels. While some channels appear trustworthy due to high ratings or subscriber counts, these indicators are often misleading and designed to attract students. As a result, many learners waste valuable time on unhelpful sources instead of engaging with reliable ones. This can lead to confusion and a lack of clear understanding, making it essential for learners to verify information before beginning their studies.

Another significant issue is multilingualism. The demand for learning foreign languages is increasing every year, and governments invest substantial resources into developing language education systems. Many individuals can now communicate in multiple languages such as Russian, German, or French, which is undoubtedly beneficial. English, in particular, is widely studied as a foreign language. However, there is an observed downside: as learners focus on acquiring several languages, they may begin to forget aspects of their mother tongue. In some cases, individuals may remember the form of words but forget their meanings or feel hesitant to speak their native language confidently. This can lead to broader social issues. Additionally, when learning multiple languages, students often memorize large amounts of vocabulary, which can create confusion and difficulty in proper usage. This cognitive overload may result in discomfort and challenges in communication, suggesting that bilingualism or multilingualism, while beneficial, can also present obstacles in the language learning process.

Lack of investment is another major barrier. In Uzbekistan, students are eager to achieve success in English on a global level, and the language is becoming increasingly important among learners. However, there are limited specialized government schools that provide education in English. While efforts are being made to improve access, many learners who are not enrolled in such institutions miss out on these opportunities. Private educational centers and courses offer structured learning, but they are often expensive. For example, courses in Tashkent may cost between \$180 and \$200 for three months, while the minimum monthly salary is around \$90. This financial gap makes it difficult for many individuals to afford quality education. This issue is not unique to Uzbekistan but is a global concern, as financial limitations can significantly hinder access to language learning.

Finally, the attitude of the teacher plays a crucial role in the teaching-learning process. Education is a shared responsibility between teacher and student, but the teacher has a strong influence on how effectively lessons are delivered. A supportive and encouraging teacher can inspire students, improve their confidence, and accelerate their progress. Conversely, a negative or discouraging attitude can diminish students' motivation and hinder their learning. At the same time,

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students are expected to respect their teachers and maintain appropriate behavior. Understanding individual student characteristics is essential for effective teaching, as it allows teachers to adapt their methods accordingly. Without this mutual respect and awareness, various problems may arise during the learning process. Therefore, the teacher’s attitude is one of the key factors that can either facilitate or obstruct success in learning the English language.

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CURRENT ISSUES OF THE INTEGRATIVE APPROACH IN FOREIGN EDUCATION

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Abstract: The integrative approach has become a central paradigm in modern foreign language pedagogy, emphasizing the interconnected development of linguistic skills, cultural awareness, and communicative competence. However, despite its theoretical appeal and alignment with contemporary educational goals, its implementation presents numerous challenges. This article critically examines the current issues surrounding the integrative approach, including theoretical ambiguity, teacher preparedness, assessment limitations, institutional constraints, learner variability, and socio-cultural factors. It also proposes possible solutions for improving its effectiveness in diverse educational contexts.

Аннотация: Интегративный подход стал одним из ключевых направлений современной методики преподавания иностранных языков, подчеркивая взаимосвязанное развитие языковых навыков, культурной осведомленности и коммуникативной компетенции. Однако, несмотря на его теоретическую значимость и соответствие современным образовательным целям, его практическая реализация сопровождается рядом трудностей. В данной статье рассматриваются актуальные проблемы интегративного подхода, включая теоретическую неопределенность, уровень подготовки преподавателей, ограничения в системе оценивания, институциональные барьеры, различия среди обучающихся и социокультурные факторы. Также предлагаются возможные пути повышения его эффективности в различных образовательных условиях.

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Annotatsiya: Integrativ yondashuv zamonaviy xorijiy til o'qitish metodikasida muhim yo'nalishlardan biriga aylangan bo'lib, til ko'nikmalari, madaniy ong va kommunikativ kompetensiyaning o'zaro bog'liq holda rivojlanishini ta'kidlaydi. Biroq, uning nazariy jihatdan ahamiyatli ekanligiga va zamonaviy ta'lim maqsadlariga mos kelishiga qaramay, amaliyotda qo'llash jarayoni bir qator muammolarni yuzaga keltiradi. Ushbu maqolada integrativ yondashuv bilan bog'liq dolzarb muammolar, jumladan, nazariy noaniqlik, o'qituvchilarning tayyorgarlik darajasi, baholash tizimidagi cheklovlar, institutsional to'siqlar, o'quvchilar farqlari va ijtimoiy-madaniy omillar tahlil qilinadi. Shuningdek, turli ta'lim sharoitlarida uning samaradorligini oshirish bo'yicha takliflar beriladi.

Keywords: Integrative approach, foreign language teaching, communicative competence, skill integration, task-based learning, content-based instruction, language pedagogy, learner-centered approach, assessment challenges, teacher training, curriculum design, educational context, classroom interaction, language skills, ELT methodology

Ключевые слова: Интегративный подход, обучение иностранным языкам, коммуникативная компетенция, интеграция навыков, обучение на основе заданий, обучение на основе содержания, языковая педагогика, ориентированный на учащегося подход, проблемы оценивания, подготовка преподавателей, разработка учебных программ, образовательная среда, взаимодействие в классе, языковые навыки, методика преподавания английского языка.

Kalit so'zlar : Integrativ yondashuv, xorijiy til o'qitish, kommunikativ kompetensiya, ko'nikmalar integratsiyasi, vazifaga asoslangan o'qitish, mazmunga asoslangan o'qitish, til pedagogikasi, o'quvchiga yo'naltirilgan yondashuv, baholash muammolari, o'qituvchi tayyorgarligi, o'quv dasturi tuzish, ta'lim muhiti, sinfdagi o'zaro muloqot, til ko'nikmalari, ELT metodologiyasi

Foreign language teaching has undergone a significant transformation over the past decades, shifting from grammar-translation and audio-lingual methods to more communicative and learner-centered approaches. Among these, the integrative approach has emerged as a holistic framework that seeks to combine language skills, content knowledge, and real-life communication.

The integrative approach is not a single method but rather a broad pedagogical orientation that includes:

Content-Based Instruction (CBI)

Task-Based Language Teaching (TBLT)

Communicative Language Teaching (CLT)

Cross-curricular integration

Its main objective is to develop learners' communicative competence by engaging them in meaningful and authentic language use.

However, the transition from theory to practice has revealed multiple issues that limit its success, especially in formal educational systems.

Theoretical Ambiguity and Conceptual Overlap

One of the most significant challenges is the lack of a clearly defined theoretical foundation. The integrative approach overlaps with several other approaches, making it difficult to distinguish its core principles.

Key Problems:

No standardized definition across academic literature

Confusion between "integration of skills" and "integration of content"

Blurred boundaries with CLT and TBLT

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Example:

A teacher may believe they are applying an integrative approach simply by combining reading and writing tasks, while ignoring communicative or cultural aspects.

Insufficient Teacher Competence and Training

The success of the integrative approach heavily depends on the teacher’s professional competence.

Required Skills:

Designing multi-skill lessons

Managing interactive classrooms

Integrating authentic materials

Facilitating student-centered learning

Current Issues:

Many teachers are trained in traditional methods

Limited exposure to integrative pedagogy during pre-service training

Lack of continuous professional development programs

Result:

Teachers may:

Avoid complex integrative tasks

Focus on grammar and textbook exercises

Experience burnout due to increased workload.

Misalignment Between Teaching and Assessment

Assessment remains one of the weakest areas in implementing the integrative approach.

Problems:

Standardized tests focus on discrete skills (grammar, vocabulary)

Difficulty in assessing communicative competence objectively

Lack of clear rubrics for integrated tasks

Example:

A student may perform well in communicative classroom activities but fail in traditional written exams.

Consequences:

Teachers teach “to the test”

Integrative activities are minimized

Students prioritize memorization over communication.

Conclusion

The integrative approach represents a progressive and comprehensive model of foreign language teaching that aligns with the demands of globalization and real-world communication. However, its implementation is far from straightforward. The challenges identified in this article—ranging from theoretical ambiguity to institutional constraints—highlight the complexity of applying this approach in practice.

Addressing these issues requires coordinated efforts from educators, institutions, and policymakers. With proper support, training, and reform, the integrative approach has the potential to significantly enhance the quality of foreign language education.

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CURRENT ISSUE OF THE INTEGRATIVE APPROACH IN FOREIGN LANGUAGE EDUCATION

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Abstract. This article examines the current issues of the integrative approach in foreign language education. In the context of globalization and educational modernization, the integrative approach has become an important method that combines language skills, content, and communicative practices in a unified learning process. It aims to develop learners' communicative competence, critical thinking, and ability to use language in real-life situations. However, despite its advantages, the implementation of this approach faces several challenges. These include insufficient teacher training, lack of methodological guidance, limited educational resources, and the persistence of traditional teaching methods. Additionally, differences in students' language proficiency levels and cognitive overload may reduce the effectiveness of integration. The article argues that successful application of the integrative approach requires careful planning, adaptation to local educational contexts, and continuous professional development for teachers. It also highlights the importance of using modern technologies and interactive methods to enhance learning outcomes. Overall, the study emphasizes that addressing current issues is essential for improving the quality of foreign language education and preparing learners for global communication.

Аннотация. Данная статья рассматривает современные проблемы интегративного подхода в обучении иностранным языкам. В условиях глобализации и модернизации образования интегративный подход становится важным методом, объединяющим языковые навыки, содержание и коммуникативные практики в едином процессе обучения. Он направлен на развитие коммуникативной компетенции обучающихся, критического мышления и способности использовать язык в реальных жизненных ситуациях. Однако, несмотря на свои преимущества, внедрение данного подхода сталкивается с рядом трудностей. К ним относятся недостаточная подготовка преподавателей, отсутствие методических рекомендаций, ограниченные образовательные ресурсы и сохранение традиционных методов обучения. Кроме того, различия в уровне владения языком у студентов и когнитивная перегрузка могут снижать эффективность интеграции. В статье подчеркивается, что успешное применение интегративного подхода требует тщательного планирования, адаптации к локальным образовательным условиям и постоянного профессионального развития преподавателей. Также отмечается важность использования современных технологий и интерактивных методов для повышения качества обучения. В целом исследование показывает, что решение существующих проблем является ключевым фактором повышения эффективности обучения иностранным языкам и подготовки студентов к глобальному общению.

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Annotatsiya . Ushbu maqola chet tilini o'qitishda integrativ yondashuvning dolzarb muammolarini o'rganadi. Globallashuv va ta'limni modernizatsiya qilish sharoitida integrativ yondashuv til ko'nikmalari, mazmun va kommunikativ amaliyotlarni yagona o'quv jarayoniga birlashtiruvchi muhim metod hisoblanadi. Ushbu yondashuv o'quvchilarning kommunikativ kompetensiyasini, tanqidiy fikrlashini va tilni real hayotiy vaziyatlarda qo'llash qobiliyatini rivojlantirishga qaratilgan. Biroq, uning afzalliklariga qaramay, amaliyotga joriy etishda bir qator muammolar mavjud. Jumladan, o'qituvchilarning yetarli darajada tayyor emasligi, metodik qo'llanmalar yetishmasligi, ta'lim resurslarining cheklanganligi hamda an'anaviy o'qitish usullarining ustunligi shular jumlasidandir. Bundan tashqari, talabalarning til darajasidagi farqlar va kognitiv yuklama integratsiya samaradorligini pasaytirishi mumkin. Maqolada integrativ yondashuvni samarali qo'llash uchun puxta rejalashtirish, mahalliy ta'lim sharoitlariga moslashtirish va o'qituvchilarning doimiy kasbiy rivoji muhim ekani ta'kidlanadi. Shuningdek, zamonaviy texnologiyalar va interaktiv metodlardan foydalanishning ahamiyati qayd etiladi. Umuman olganda, mavjud muammolarni hal etish chet tilini o'qitish sifatini oshirish va talabalarni global muloqotga tayyorlashda muhim omil hisoblanadi.

Keywords. integrative approach, foreign language education, communicative competence, language skills integration, student-centered learning, interdisciplinary learning, modern pedagogy

Ключевые слова. интегративный подход, обучение иностранным языкам, коммуникативная компетенция, интеграция языковых навыков, студентоориентированное обучение, междисциплинарное обучение, современная педагогика

Kalit so'zlar. integrativ yondashuv, chet tilini o'qitish, kommunikativ kompetensiya, til ko'nikmalarini integratsiyalash, talaba markazli ta'lim, fanlararo ta'lim, zamonaviy pedagogika

Foreign language education plays a crucial role in the modern world, where globalization and international communication are rapidly increasing [5]. Today, learners are expected not only to know a foreign language but also to use it effectively in real-life situations. This shift has led to the development of innovative teaching approaches, among which the integrative approach has gained significant attention. The integrative approach in foreign language education refers to the combination of different language skills—listening, speaking, reading, and writing—within a unified learning process [1]. It also involves the integration of content, communication, and cultural elements, making language learning more meaningful and practical. Unlike traditional methods that often focus on isolated grammar rules and memorization, the integrative approach emphasizes interaction, context, and real-life application. In recent years, this approach has been widely promoted as an effective way to improve communicative competence and learner engagement. However, despite its growing popularity, there are still several issues related to its implementation in educational practice. These include methodological difficulties, lack of teacher training, and limited resources. Therefore, this article aims to analyze the current issues of the integrative approach in foreign language education and to explore possible ways of improving its effectiveness in modern teaching contexts.

Theoretical Basis of the Integrative Approach) . The integrative approach in foreign language education is based on the idea that language should be learned as a whole system rather than as separate elements [6]. It emphasizes the simultaneous development of the four main language skills: listening, speaking, reading, and writing. This approach reflects real-life communication, where these skills are naturally interconnected and used together. One of the key principles of the integrative approach is communicative competence. Learners are encouraged not only to understand grammatical structures but also to use language appropriately in different social and cultural contexts [4]. This makes learning more practical and meaningful. In addition, the integrative

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approach supports student-centered learning, where learners actively participate in the educational process through discussions, problem-solving tasks, and collaborative activities. Another important aspect of this approach is the integration of content and language. For example, Content and Language Integrated Learning (CLIL) allows students to learn subject matter such as history or science through a foreign language [3]. This not only improves language proficiency but also broadens students' knowledge and critical thinking skills. Furthermore, task-based learning is widely used within the integrative approach. It focuses on completing meaningful tasks that reflect real-world situations, such as presentations, projects, or group work. These activities help learners develop both linguistic and cognitive abilities. Overall, the theoretical foundation of the integrative approach highlights the importance of interaction, context, and the practical use of language, making it one of the most effective methods in modern foreign language education.

Advantages of the Integrative Approach). The integrative approach offers a number of significant advantages in foreign language education, making it highly effective in modern teaching practice. One of its main benefits is the development of communicative competence. By combining different language skills in one learning process, students learn how to use the language naturally and appropriately in real-life situations rather than relying on memorization of isolated rules. Another important advantage is the promotion of student-centered learning. The integrative approach encourages active participation, where learners engage in discussions, group work, and problem-solving activities. This not only increases motivation but also helps students become more independent and responsible for their own learning process. In addition, the approach supports the development of critical thinking and creativity. Through tasks such as project work, case studies, and interactive exercises, students are required to analyze information, express their opinions, and find solutions to real-world problems. This makes the learning process more meaningful and intellectually stimulating. The integrative approach also reflects authentic language use. Since real communication involves the simultaneous use of multiple skills, integrating these skills in the classroom prepares students for real-life communication. Moreover, it helps learners build confidence in using the language in various contexts. Finally, this approach allows for the integration of modern technologies and innovative teaching methods. Digital tools, multimedia resources, and online platforms can be effectively used to support interactive and collaborative learning environments [2]. Overall, the integrative approach enhances both the quality and effectiveness of foreign language education by making learning more engaging, practical, and relevant to the needs of modern learners.

In conclusion, the integrative approach plays a significant role in improving the effectiveness of foreign language education in the modern world. By combining different language skills and focusing on real-life communication, it helps learners develop communicative competence, critical thinking, and practical language use. This approach also supports student-centered learning and increases learners' motivation and engagement. However, despite its advantages, several issues still affect its successful implementation. These include insufficient teacher training, lack of methodological support, limited educational resources, and the dominance of traditional teaching methods. In addition, differences in students' proficiency levels and the complexity of integrating multiple skills can create further challenges in the learning process. To address these problems, it is important to ensure continuous professional development for teachers, adapt integrative methods to local educational contexts, and gradually implement innovative teaching strategies. The use of modern technologies and interactive methods can also enhance the effectiveness of this approach. Overall, the integrative approach remains a перспективный and effective direction in foreign

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language education. Its successful application depends on a balanced combination of innovation, adaptation, and practical implementation in the classroom.

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ADVANTAGES AND CHALLENGES OF INTEGRATING FOREIGN EXPERIENCE IN EDUCATION

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Abstract. This article explores the importance of integrating foreign educational experience into national education systems. In the context of globalization, many countries aim to improve their education by adopting international teaching practices, technologies, and academic standards. The study discusses the major benefits such as improving teaching quality, encouraging student-centered learning, and developing global competencies. At the same time, it examines challenges like cultural differences, language barriers, financial limitations, and resistance to change. The article argues that successful integration depends on careful adaptation rather than direct imitation. It also provides practical strategies for effective implementation in local educational contexts.

Аннотация. Данная статья рассматривает важность интеграции зарубежного образовательного опыта в национальные системы образования. В условиях глобализации многие страны стремятся совершенствовать свое образование путем внедрения международных педагогических практик, технологий и академических стандартов. В исследовании обсуждаются основные преимущества, такие как повышение качества преподавания, развитие ориентированного на студента обучения и формирование глобальных компетенций. В то же время анализируются такие проблемы, как культурные различия, языковые барьеры, финансовые ограничения и сопротивление изменениям. В статье утверждается, что успешная интеграция зависит от тщательной адаптации, а не от прямого заимствования. Также предлагаются практические стратегии для эффективной реализации в локальных образовательных контекстах.

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Annotatsiya. Ushbu maqola xorijiy ta'lim tajribasini milliy ta'lim tizimlariga integratsiya qilishning ahamiyatini o'rganadi. Globallashuv sharoitida ko'plab mamlakatlar xalqaro o'qitish amaliyotlari, texnologiyalar va akademik standartlarni joriy etish orqali ta'lim tizimini takomillashtirishga intilmoqda. Tadqiqotda o'qitish sifatini oshirish, talaba markazli ta'limni rivojlantirish va global kompetensiyalarni shakllantirish kabi asosiy afzalliklar muhokama qilinadi. Shu bilan birga, madaniy farqlar, til to'siqlari, moliyaviy cheklovlar va o'zgarishlarga qarshilik kabi muammolar ham tahlil qilinadi. Maqolada muvaffaqiyatli integratsiya to'g'ridan-to'g'ri ko'chirish emas, balki puxta moslashtirishga bog'liq ekanligi ta'kidlanadi. Shuningdek, mahalliy ta'lim sharoitlarida samarali joriy etish bo'yicha amaliy strategiyalar taklif etiladi.

Main focus areas: international teaching practices, educational modernization, student-centered learning, cultural adaptation in education, global academic cooperation.

Основные направления исследования: международные педагогические практики, модернизация образования, студентоориентированное обучение, культурная адаптация в образовании, глобальное академическое сотрудничество.

Asosiy yo'nalishlar: xalqaro o'qitish amaliyotlari, ta'limni modernizatsiya qilish, talaba markazli ta'lim, ta'limda madaniy moslashuv, global akademik hamkorlik.

Education is one of the most important elements of social and economic development. A strong education system helps countries prepare skilled specialists, improve innovation, and compete in the global world. In recent years, globalization has created new opportunities for countries to cooperate in education and share knowledge and experience. Foreign educational experience includes teaching methods, curriculum design, assessment systems, and the use of technology developed in other countries. Many developed countries have effective education systems that focus on creativity, critical thinking, and practical skills. Therefore, other countries try to learn from these systems and apply similar approaches in their own context (Deterding et al., 2011). For example, many universities have started using interactive teaching methods such as group discussions, case studies, and project-based learning. These methods are widely used in international education and help students become more active participants in the learning process (Kapp, 2012).

Advantages of Integrating Foreign Experience. One of the most important advantages of integrating foreign experience is the improvement of teaching quality. In many developed countries, education focuses on student-centered learning. This approach encourages students to think independently, ask questions, and participate actively in lessons (Deci & Ryan, 1985). For instance, project-based learning allows students to work on real-life problems and develop practical skills. Similarly, collaborative learning helps students work in teams, share ideas, and improve communication skills. These methods make education more engaging and effective compared to traditional lecture-based teaching (Hamari et al., 2014).

Another advantage is the development of global competencies. In the modern world, students need to interact with people from different cultural backgrounds. By learning through international practices, students can develop intercultural communication skills and a broader worldview.

Integrating foreign experience also supports curriculum modernization. Educational programs must be updated regularly to reflect new scientific discoveries and technological advancements. Moreover, foreign experience promotes the use of modern educational technologies. Digital tools such as online learning platforms and virtual classrooms are widely used in advanced education systems (Zichermann & Cunningham, 2011). Another significant benefit is academic mobility and international cooperation. Many universities establish partnerships with foreign institutions. These partnerships allow student exchange programs, joint research, and teacher training.

Challenges of Integrating Foreign Experience. Despite its many benefits, integrating foreign experience also presents several challenges. One of the main difficulties is cultural difference. Educational methods are closely connected to social and cultural values. Another challenge is the lack of financial and material resources. Introducing new teaching methods and technologies often requires significant investment. Language barriers are also an important issue. Many international educational resources are available in English or other widely used languages. Institutional resistance is another obstacle. Some teachers and administrators prefer traditional teaching methods and may be unwilling to change (Nicholson, 2015). Another risk is the direct imitation of foreign models without proper adaptation. Each education system has its own needs and conditions.

Furthermore, differences in assessment systems and academic standards can create difficulties. To overcome these challenges, educational institutions should follow several important strategies. First, adaptation is essential. Instead of copying foreign practices directly, institutions should modify them according to local conditions. Second, teacher training plays a key role. Teachers need to develop new skills and understand modern teaching methods (Landers & Callan, 2011).

Another important strategy is gradual implementation. Educational reforms should be introduced step by step. Collaboration with international institutions is also very useful. Exchange programs and joint research projects can strengthen educational development. Finally, continuous evaluation is important. Institutions should regularly assess the effectiveness of new practices (Sheldon, 2011).

In conclusion, integrating foreign experience into the educational process is an important step toward improving education quality. It offers many advantages such as better teaching methods, modernized curricula, and development of global competencies. However, it also presents challenges including cultural differences and resistance to change.

Successful integration requires a balanced approach and careful adaptation to local conditions (Csikszentmihalyi, 1990).

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS IN MODERN EDUCATION

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Abstract. This article explores new innovative teaching methods and their effectiveness in modern education. It focuses on approaches such as blended learning, flipped classroom, gamification, project-based learning, task-based enhance student engagement, motivation, and active participation in the learning process. The study highlights how innovative strategies shift education from traditional teacher-centered instruction to a learner-centered approach, improving communication, creativity, and critical thinking skills.

Key words. Innovative methods, blended learning, flipped classroom, gamification, project-based learning, task-based learning, artificial intelligence, student engagement.

Аннотация. В данной статье рассматриваются новые инновационные методы обучения и их эффективность в современном образовании. Особое внимание уделяется таким подходам, как смешанное обучение, перевёрнутый класс, геймификация, проектное обучение, обучение на основе задач и использование искусственного интеллекта в образовании. Эти методы способствуют повышению вовлечённости студентов, мотивации и активного участия в учебном процессе. В статье подчеркивается, что инновационные стратегии превращают образование из традиционно ориентированного на преподавателя в личностно-ориентированный процесс, развивая коммуникативные, творческие и критические навыки.

Ключевые слов. Инновационные методы, смешанное обучение, перевёрнутый класс, геймификация, проектное обучение, обучение на основе задач, искусственный интеллект, вовлечённость студентов.

Annotatsiya. Ushbu maqolada zamonaviy ta'limda yangi innovatsion o'qitish metodlari va ularning samaradorligi tahlil qilinadi. Unda aralash ta'lim, "flipped classroom" (teskari sinf), gamifikatsiya, loyiha asosida o'qitish, vazifaga asoslangan ta'lim hamda sun'iy intellektdan foydalanish kabi yondashuvlar ko'rib chiqiladi. Ushbu metodlar talabalarning faolligini, motivatsiyasini va o'quv jarayonida ishtirokini oshiradi. Maqolada innovatsion strategiyalar an'anaviy o'qituvchiga yo'naltirilgan tizimni o'quvchiga yo'naltirilgan ta'limga aylantirib, kommunikativ, ijodiy va tanqidiy fikrlash ko'nikmalarini rivojlantirishi ta'kidlanadi.

Kalit so'zlar: Innovatsion metodlar, aralash ta'lim, teskari sinf, gamifikatsiya, loyiha asosida o'qitish, vazifaga asoslangan ta'lim, sun'iy intellekt, o'quvchilarning faolligi

In recent years, education has undergone significant transformation due to technological development and changing pedagogical needs. Traditional teaching methods, which mainly focused on memorization and teacher-centered instruction, are no longer sufficient to meet the demands of modern learners. Today, students are expected not only to gain theoretical knowledge but also to develop critical thinking, creativity, collaboration, and communication skills.

Innovative teaching methods have emerged as a response to these needs. These approaches aim to make learning more interactive, engaging, and effective by integrating technology, real-life tasks,

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and student-centered strategies. The effectiveness of such methods lies in their ability to involve learners actively in the educational process and connect classroom learning with real-world applications.

The concept of innovative teaching methods: Innovative teaching methods refer to modern instructional approaches that differ from traditional lecture-based teaching. They focus on active learning, student participation, and the use of digital tools. In these methods, the teacher acts as a facilitator, while students take responsibility for their own learning process.

One of the main characteristics of innovative methods is flexibility. Learning is no longer limited to classroom walls or fixed schedules. Students can access materials online, collaborate with peers, and complete tasks at their own pace. This flexibility helps learners develop independence and self-regulation skills.

Another important feature is interactivity. Innovative methods encourage communication between students and teachers, as well as among students themselves. This interaction helps learners practice language, exchange ideas, and improve understanding through collaboration.

Blended learning and its effectiveness. Blended learning combines traditional face-to-face instruction with online learning activities. This method allows students to benefit from both classroom interaction and digital resources.

The effectiveness of blended learning lies in its balance. Students can learn theoretical material online and then practice it in the classroom through discussions, exercises, and group work. This approach increases learning efficiency and saves classroom time for practical activities.

Blended learning also supports individualized learning. Students can revisit online materials as many times as needed, which helps them learn at their own pace. As a result, weaker students can improve their understanding, while stronger students can move ahead faster.

Flipped classroom approach. The flipped classroom model reverses the traditional teaching structure. In this approach, students first study new material at home through videos or online resources, and then apply their knowledge in the classroom through activities and discussions.

This method is highly effective because it transforms classroom time into an interactive space. Instead of passively listening to lectures, students actively solve problems, discuss ideas, and work in groups.

The flipped classroom also increases student responsibility. Since learners must prepare before class, they become more independent and motivated. Teachers, on the other hand, can focus on supporting students and clarifying difficult points during class time.

Gamification in education. Gamification refers to the use of game elements in non-game educational contexts. These elements may include points, badges, levels, challenges, and rewards.

One of the main advantages of gamification is increased motivation. Students are naturally attracted to games, and when learning activities are designed in a game-like format, their interest and engagement increase significantly.

Gamification also improves participation. Even shy students are more willing to take part in activities when they are presented in a playful and competitive way. Additionally, it helps learners develop problem-solving skills and encourages continuous progress through rewards and feedback.

Project-based learning. Project-based learning (PBL) is an approach where students learn by working on real-world projects over an extended period of time. These projects require research, collaboration, and presentation of results.

The effectiveness of PBL is seen in the development of practical skills. Students learn how to collect information, analyze data, and present their findings clearly. This method also improves teamwork and communication skills because students must work together to complete tasks.

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Furthermore, project-based learning increases creativity. Students are encouraged to think independently and find innovative solutions to real-life problems. This makes learning more meaningful and relevant to their future careers.

Task-based learning. Task-based learning focuses on completing meaningful tasks using the target language or subject knowledge. These tasks may include solving problems, conducting interviews, or performing simulations. This method is effective because it reflects real-life communication. Students use language or skills in practical situations rather than just learning theory. As a result, they develop fluency and confidence. Task-based learning also encourages interaction among students. While completing tasks, learners negotiate meaning, share ideas, and support each other. This improves both cognitive and social skills.

Use of artificial intelligence in education. Artificial intelligence (AI) is becoming an important part of modern education. AI-based tools can personalize learning, provide instant feedback, and support both teachers and students. One of the main benefits of AI is adaptive learning. Systems can analyze student performance and provide materials that match their level. This ensures that each learner receives appropriate support. AI also saves teachers' time by automating assessment and providing detailed progress reports. Additionally, interactive AI tools such as chatbots help students practice language skills anytime and anywhere.

Effectiveness of innovative methods. The effectiveness of innovative teaching methods can be observed in several key areas. First, they increase student motivation by making learning more interesting and interactive. Second, they improve communication and collaboration skills through group activities and discussions. Third, these methods support deeper understanding of the subject because students actively participate in the learning process. Instead of memorizing information, they analyze, apply, and evaluate knowledge.

Fourth, innovative methods develop digital literacy skills, which are essential in modern society. Students become familiar with online tools, platforms, and technologies that are widely used in education and workplaces.

Finally, these approaches create a learner-centered environment where students take responsibility for their own learning. This increases independence and prepares them for lifelong learning.

Conclusion

Innovative teaching methods have become an essential part of modern education. Approaches such as blended learning, flipped classrooms, gamification, project-based learning, task-based learning, and artificial intelligence integration significantly improve the quality of education. These methods make learning more engaging, interactive, and effective. They help students develop not only academic knowledge but also essential life skills such as communication, creativity, collaboration, and critical thinking. In conclusion, the shift from traditional to innovative teaching methods is necessary for meeting the demands of the modern world. Proper implementation of these strategies can greatly enhance the effectiveness of the educational process and prepare learners for future challenges.

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“THE EFFECTS OF GAMIFICATION AND TPR-BASED LEARNING ON ACTION VERB RETENTION IN PRIMARY EFL LEARNERS”

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Abstract. This article examines the effectiveness of gamification combined with Total Physical Response (TPR)-based learning in enhancing action verb retention among primary English as a Foreign Language (EFL) learners. Drawing on a classroom-based quasi-experimental design, the study explores how the integration of physical movement and game elements into instructional activities contributes to improved vocabulary learning and learner engagement. Particular attention is given to the role of interactive and movement-based strategies in supporting memory retention and active participation. The findings suggest that the combined use of gamification and TPR may serve as an effective pedagogical approach for improving vocabulary acquisition among young EFL learners.

Keywords. Gamification; Total Physical Response (TPR); vocabulary retention; action verbs; primary EFL learners

Аннотация. В статье рассматривается эффективность геймификации в сочетании с методом полного физического реагирования (TPR) в повышении запоминания глаголов действия у учащихся начальных классов, изучающих английский язык как иностранный (EFL). На основе квазиэкспериментального исследования, проведенного в условиях класса, анализируется влияние интеграции физических действий и игровых элементов в учебный процесс на усвоение лексики и вовлеченность учащихся. Особое внимание уделяется роли интерактивных и двигательных стратегий в поддержании запоминания и активного участия обучающихся. Результаты исследования показывают, что сочетание геймификации и TPR может служить эффективным педагогическим подходом для улучшения усвоения словарного запаса у младших изучающих английский язык.

Ключевые слова: геймификация; метод полного физического реагирования (TPR); запоминание лексики; глаголы действия; учащиеся начальных классов EFL

Annotatsiya. Mazkur maqolada ingliz tilini chet tili sifatida o'rganuvchi boshlang'ich sinf o'quvchilarida harakat fe'llarini eslab qolishni rivojlantirishda gamifikatsiya va To'liq Jismoniy Javob (TPR) metodining samaradorligi tahlil qilinadi. Sinf sharoitida o'tkazilgan kvazi-eksperimental tadqiqot asosida jismoniy harakatlar va o'yin elementlarini o'quv jarayoniga

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integratsiya qilishning so'z boyligini o'zlashtirish hamda o'quvchilar faolligiga ta'siri o'rganiladi. Shuningdek, eslab qolish va faol ishtirokni ta'minlashda interaktiv va harakatga asoslangan strategiyalarning o'zni alohida yoritiladi. Tadqiqot natijalari gamifikatsiya va TPR metodlarining birgalikda qo'llanilishi boshlang'ich bosqichdagi EFL o'quvchilarida so'z boyligini samarali rivojlantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: gamifikatsiya; to'liq jismoniy javob (TPR); so'z boyligini eslab qolish; harakat fe'llari; boshlang'ich sinf EFL o'quvchilari

Vocabulary knowledge plays a central role in foreign language acquisition, particularly at the primary school level, where learners rely heavily on lexical understanding to comprehend input and produce meaningful output [4]. For young learners of English as a foreign language (EFL), action verbs constitute a foundational component of early vocabulary development, as they are closely linked to daily activities, classroom instructions, and communicative interaction. However, traditional vocabulary instruction in many EFL contexts remains dominated by rote memorization, translation-based techniques, and decontextualized word lists, which often result in limited learner engagement and poor long-term retention.

In recent years, increasing attention has been paid to learner-centered and cognitively engaging approaches that support vocabulary retention among young learners. One such approach is **Total Physical Response (TPR)**, which emphasizes the connection between language and physical movement [1]. Rooted in theories of embodied cognition, TPR facilitates vocabulary learning by linking lexical items to bodily actions, thereby enhancing comprehension and memory through multisensory input. Research has shown that TPR is particularly effective for teaching action verbs to young learners, as it aligns with their developmental characteristics, short attention spans, and preference for kinesthetic activities.

Against this background, the present study aims to investigate the effects of **gamification combined with TPR-based learning on action verb retention** among primary EFL learners. By comparing gamified TPR-based instruction with traditional vocabulary teaching methods, the study seeks to determine whether this approach enhances learners' immediate and delayed recall of action verbs. In addition, the study explores learners' engagement and participation during gamified TPR activities, providing insight into the pedagogical implications of integrating physical movement and digital or non-digital games into primary EFL vocabulary instruction.

Accordingly, the present study was guided by the following research questions:

RQ1. What effect does gamification combined with TPR-based learning have on primary EFL learners' retention of action verbs compared to traditional vocabulary instruction?

RQ2. To what extent do gamified TPR activities improve learners' immediate and delayed recall of action verbs among primary EFL learners?

RQ3. How do primary EFL learners respond to gamified TPR-based vocabulary activities in terms of engagement and participation?

Vocabulary Learning and Retention in Primary EFL Contexts. Vocabulary acquisition is widely recognized as a fundamental component of foreign language learning, particularly for young learners in EFL contexts. At the primary level, vocabulary serves as the foundation for developing listening, speaking, reading, and writing skills. Research indicates that young learners benefit most from instructional approaches that provide meaningful exposure, repetition, and contextualized use of lexical items. However, vocabulary retention remains a persistent challenge, as learners often forget newly introduced words when instruction relies heavily on memorization or translation

without sufficient cognitive engagement.

Retention, commonly defined as the ability to recall and use learned vocabulary over time, is influenced by several factors, including frequency of exposure, depth of processing, and emotional involvement [3]. Studies in second language acquisition suggest that vocabulary items learned through active participation and multisensory input are more likely to be retained than those learned through passive methods. This has led researchers to explore instructional approaches that move beyond traditional techniques toward more interactive and learner-centered practices.

Total Physical Response (TPR) in Vocabulary Instruction. Total Physical Response (TPR), introduced by Asher, is a language teaching method based on the coordination of speech and physical movement. The central principle of TPR is that language comprehension precedes production and that learners can acquire vocabulary more effectively when verbal input is accompanied by physical actions [1]. TPR is particularly well-suited to teaching action verbs, as these lexical items can be easily demonstrated through movement. Previous studies have consistently reported positive effects of TPR on young learners’ vocabulary acquisition. TPR-based instruction has been shown to enhance comprehension, reduce learner anxiety, and increase classroom participation [7]. From a cognitive perspective, TPR aligns with theories of embodied cognition, which argue that learning is grounded in bodily experiences. By linking words to actions, TPR creates strong mental associations that facilitate memory storage and retrieval. Despite these advantages, some studies note that TPR alone may become repetitive if not supplemented with varied activities, highlighting the need for complementary instructional strategies.

Gamification in EFL Vocabulary Learning. Gamification has gained increasing attention in educational research as a means of enhancing learner motivation and engagement [2]. In language education, gamification refers to the use of game elements—such as points, competition, rules, challenges, and immediate feedback—within instructional activities[6]. Numerous studies have demonstrated that gamified learning environments can increase learners’ interest, promote active participation, and foster positive attitudes toward language learning.

In the context of EFL vocabulary instruction, gamification has been associated with improved learning outcomes, particularly when learners are required to actively process and apply new lexical items. Digital gamification tools, such as online quiz platforms, have been shown to support vocabulary practice through repetition and instant feedback. At the same time, non-digital games remain effective in classroom settings, especially where technological resources are limited. Importantly, research suggests that the effectiveness of gamification depends not on the tool itself but on how game elements are pedagogically integrated into instruction. Research Design. The present study employed a quasi-experimental classroom-based research design to investigate the effects of gamification combined with TPR-based learning on action verb retention among primary EFL learners. A pre-test–post-test design was used to compare learners’ vocabulary retention before and after the instructional intervention. In addition, a delayed post-test was administered to measure longer-term retention. Learner engagement during the instructional process was examined through systematic classroom observation. This design was selected due to its suitability for authentic educational settings, where random assignment is often impractical. Conducting the study within a natural classroom environment allowed for the investigation of instructional effectiveness under real teaching conditions.

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Participants. The participants of the study were **20 primary school students** learning English as a foreign language. The learners ranged from **Grades 3 to 5**, reflecting a mixed-level primary classroom commonly found in EFL contexts. The group consisted of **10 female and 10 male students**. All participants had received prior English instruction and were studying English as part of an exam-oriented learning program.

The students were taught by the same instructor throughout the study, which helped control for teacher-related variables. Participation in the study was voluntary, and all instructional activities were integrated into regular classroom practice to ensure ethical consistency and minimize disruption to the learning process.

Instructional Materials and Target Vocabulary. The instructional content focused on a set of **action verbs** commonly introduced at the primary level, such as *run, jump, sit, stand, open, close, write, and clap*. These verbs were selected due to their suitability for physical demonstration and frequent use in classroom communication.

Teaching materials included:

- teacher-prepared activity cards containing written action verbs,
- visual prompts,
- non-digital classroom games,
- and digital quiz platforms such as **Kahoot** and **Wordwall**.

All materials were designed to align with the learners’ proficiency level and instructional objectives.

Instructional Procedure. **The study was conducted over a four-week instructional period during regular English lessons. The procedure consisted of three main stages: pre-testing, instructional intervention, and post-testing.**

Pre-test

Prior to the intervention, a vocabulary pre-test was administered to assess learners’ existing knowledge of the target action verbs. The test included recognition and recall items designed to measure baseline vocabulary knowledge.

Instructional Intervention

During the intervention phase, learners were taught action verbs through **gamified TPR-based activities**. These activities required learners to physically perform actions in response to verbal prompts while participating in structured games. Examples of instructional activities included:

- command-based games similar to *Simon Says*,
- action demonstration tasks where learners acted out verbs shown on cards,
- peer-guessing games in which students identified actions performed by classmates.

Gamification elements such as points, team competition, turn-taking, and immediate feedback were incorporated to enhance motivation and engagement. In addition to physical games, digital quiz platforms (Kahoot and Wordwall) were used periodically to reinforce vocabulary learning through interactive practice. These digital activities were conducted in small groups to ensure equal participation.

Post-test and Delayed Post-test

At the end of the instructional period, an immediate post-test identical in structure to the pre-test was administered to measure vocabulary gains. To assess retention, a delayed post-test was conducted one week after the completion of instruction. This allowed for the examination of learners’ ability to retain action verbs over time.

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Instruments

Three main instruments were used for data collection:

1. **Vocabulary Tests:** Pre-test, immediate post-test, and delayed post-test consisting of recognition and recall items related to the target action verbs.
2. **Observation Checklist:** A structured classroom observation checklist was used to record learners' engagement, participation, and responsiveness during gamified TPR activities.
3. **Instructional Records:** Lesson notes and activity logs were maintained to ensure consistency in instructional delivery.

Data Analysis

Quantitative data from the vocabulary tests were analyzed using **descriptive statistics**, including mean scores and percentage gains, to compare learners' performance across testing stages. Improvements in immediate and delayed recall were examined to determine the effectiveness of the instructional intervention.

Qualitative data from classroom observations were analyzed descriptively to identify patterns of learner engagement and participation during gamified TPR-based activities. These observations provided supplementary insights into learners' behavioral responses to the instructional approach.

Ethical Considerations

The study adhered to ethical principles of educational research. All activities were conducted as part of regular instruction, and no learners were disadvantaged as a result of participation. Student anonymity was maintained in all data reporting, and results were used solely for research purposes.

Results

This section presents the findings related to learners' action verb retention and classroom engagement following the gamified TPR-based instructional intervention. The results are organized according to the research questions and focus on learners' performance across the pre-test, immediate post-test, and delayed post-test, as well as observed engagement during instruction.

Effects of Gamified TPR-Based Learning on Action Verb Retention

Analysis of the vocabulary test results indicated a clear improvement in learners' performance following the instructional intervention. The **pre-test results** showed that learners had limited prior knowledge of the target action verbs, with overall scores reflecting partial recognition and weak recall.

Following the four-week gamified TPR-based instruction, learners demonstrated a noticeable increase in vocabulary knowledge on the **immediate post-test**. Most participants showed improvement in both recognition and recall items, suggesting that the instructional approach had a positive effect on short-term vocabulary learning.

Results from the **delayed post-test**, administered one week after the intervention, revealed that learners retained a substantial portion of the newly learned action verbs. Although a slight decrease in scores was observed compared to the immediate post-test, performance remained considerably higher than pre-test levels. This finding indicates that gamified TPR-based learning supported not only immediate learning but also **retention over time**.

Overall, the comparison of test scores across the three testing stages suggests that the combination of gamification and TPR-based instruction was effective in enhancing learners' action verb retention.

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Immediate and Delayed Recall of Action Verbs

A comparison between immediate and delayed post-test results showed that learners were able to recall most of the target action verbs after a one-week interval. While some reduction in recall accuracy was evident, the majority of learners maintained correct responses for frequently practiced verbs, particularly those repeatedly reinforced through physical actions and game-based activities. These findings suggest that the integration of physical movement and gamified repetition contributed to stronger memory traces, supporting learners’ ability to retrieve vocabulary beyond the immediate instructional period.

Learner Engagement and Participation

Classroom observation data indicated high levels of learner engagement during gamified TPR-based activities. Most students actively participated in physical demonstrations, peer-guessing tasks, and team-based games. Learners appeared motivated to take turns, respond to commands, and compete in a supportive manner.

Observation records also showed increased attentiveness and reduced off-task behavior during gamified activities compared to more traditional instructional moments. Both male and female learners, as well as students from different grade levels, participated actively, suggesting that the instructional approach was inclusive and appropriate for mixed-level primary classrooms.

Summary of Findings

In summary, the results indicate that:

- Gamified TPR-based instruction led to improved action verb learning compared to learners’ initial vocabulary knowledge.
- Learners retained a significant number of action verbs over a one-week period.
- Gamified physical activities promoted high levels of engagement and participation among primary EFL learners.

These findings provide empirical support for the effectiveness of combining gamification with TPR-based learning in primary EFL vocabulary instruction.

Discussion

The present study set out to investigate the effects of gamification combined with TPR-based learning on action verb retention among primary EFL learners. These findings extend previous research by suggesting that the combined use of gamification and TPR-based learning may be particularly beneficial for teaching action verbs to primary EFL learners. The findings indicate that this instructional approach positively influenced learners’ vocabulary development, particularly in terms of both immediate learning and short-term retention. These results support the growing body of research advocating for interactive, learner-centered approaches in primary foreign language education.

The observed improvement in learners’ post-test performance suggests that integrating physical movement with game elements facilitates deeper lexical processing [7]. This finding is consistent with previous research on **Total Physical Response**, which emphasizes the role of embodied cognition in vocabulary learning. By linking action verbs to physical movements, learners were able to form strong associations between form and meaning, which likely contributed to improved recall. The results also align with studies reporting that multisensory input enhances memory retention in young learners.

The retention outcomes observed in the delayed post-test further highlight the effectiveness of gamified TPR-based instruction. Although a slight decline in performance was noted compared to

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the immediate post-test, learners retained a substantial proportion of the target vocabulary after one week. This pattern is consistent with earlier findings suggesting that repeated, meaningful engagement with vocabulary items supports longer-term retention [5]. The use of games and physical actions appears to have reinforced memory traces, enabling learners to retrieve lexical items beyond the immediate instructional context.

Learner engagement, as observed during the instructional intervention, played a significant role in the success of the approach. High levels of participation and attentiveness were evident across learners of different grades and genders. Gamification elements such as competition, turn-taking, and immediate feedback appeared to increase motivation and sustain interest throughout the lessons [2]. These findings support existing literature that identifies engagement as a key mediator between instructional methods and learning outcomes in primary EFL classrooms.

Importantly, the results demonstrate that effective vocabulary instruction does not necessarily require complex or costly resources. The combination of simple TPR-based games and accessible digital tools created an interactive learning environment that supported both cognitive and affective aspects of language learning. This has practical implications for teachers working in exam-oriented or resource-limited contexts.

This study investigated the impact of gamification combined with TPR-based learning on action verb retention among primary EFL learners. The findings indicate that this instructional approach enhanced learners’ vocabulary knowledge, supported retention over time, and promoted high levels of classroom engagement. By actively involving learners through physical movement and game-based activities, the approach addressed both cognitive processing and motivational factors essential for young language learners.

The study contributes to the existing literature by providing classroom-based empirical evidence on the combined use of gamification and TPR for teaching a specific lexical category—action verbs. Unlike studies that examine vocabulary learning in general terms, this research highlights the value of targeted, movement-based instruction in facilitating retention among primary learners.

Despite its positive findings, the study has certain limitations. The retention period was relatively short, and the absence of a control group limits the generalizability of the results. Therefore, the findings should be interpreted with caution and cannot be generalized beyond similar instructional contexts. Future research could involve larger participant groups, longer intervention periods, and comparative designs to further examine the long-term effects of gamified TPR-based instruction.

In conclusion, the findings suggest that gamification combined with TPR-based learning may contribute positively to action verb retention among primary EFL learners. Teachers are encouraged to incorporate movement-based games and simple digital tools into vocabulary instruction to enhance learner engagement and retention. The study underscores the importance of interactive and meaningful learning experiences in early foreign language education.

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ADVANTAGES AND CHALLENGES OF INTEGRATING FOREIGN EXPERIENCE IN THE EDUCATIONAL PROCESS

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Abstract: This article examines the advantages and challenges of integrating foreign experience into the educational process. In the context of globalization, many countries adopt international teaching methods, technologies, and curricula to improve the quality of education. The study highlights key benefits such as the development of critical thinking, access to modern technologies, improvement of teachers' professional skills, and preparation of students for global cooperation. At the same time, the article discusses major challenges, including cultural differences, financial limitations, language barriers, lack of infrastructure, and the risk of losing national identity. The paper concludes that successful integration requires a balanced approach, where foreign practices are carefully adapted to local conditions and cultural values.

Аннотация: В данной статье рассматриваются преимущества и трудности интеграции зарубежного опыта в образовательный процесс. В условиях глобализации многие страны заимствуют международные методы обучения, технологии и учебные программы с целью повышения качества образования. В статье выделяются такие преимущества, как развитие критического мышления, доступ к современным технологиям, повышение профессионального уровня преподавателей и подготовка студентов к глобальному взаимодействию. Одновременно анализируются основные проблемы, включая культурные различия, финансовые ограничения, языковые барьеры, недостаток инфраструктуры и риск утраты национальной идентичности. Делается вывод о том, что успешная интеграция требует сбалансированного подхода и адаптации зарубежного опыта к местным условиям.

Annotatsiya: Ushbu maqolada ta'lim jarayoniga xorijiy tajribani integratsiya qilishning afzalliklari va muammolari ko'rib chiqiladi. Globallashuv sharoitida ko'plab davlatlar ta'lim sifatini oshirish maqsadida xalqaro o'qitish usullari, texnologiyalar va o'quv dasturlarini joriy etmoqda. Maqolada tanqidiy fikrlashni rivojlantirish, zamonaviy texnologiyalardan foydalanish, o'qituvchilarning kasbiy malakasini oshirish hamda talabalarni global hamkorlikka tayyorlash kabi afzalliklar yoritilgan. Shu bilan birga, madaniy farqlar, moliyaviy cheklovlar, til to'siqlari, infratuzilma

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yetishmasligi va milliy o'zlikni yo'qotish xavfi kabi muammolar ham tahlil qilinadi. Xulosa sifatida, xorijiy tajribani muvaffaqiyatli integratsiya qilish uchun uni mahalliy sharoit va qadriyatlarga moslashtirish zarurligi ta'kidlanadi.

Keywords: education, globalization, foreign experience, teaching methods, educational technology, cultural differences, global skills

Ключевые слова: образование, глобализация, зарубежный опыт, методы обучения, образовательные технологии, культурные различия, глобальные навыки.

Kalit so'zlar: ta'lim, globallashuv, xorijiy tajriba, o'qitish usullari, ta'lim texnologiyalari, madaniy farqlar, global ko'nikmalar.

Today education is developing very quickly, and countries are no longer improving their education systems alone. Instead, they learn from each other and exchange ideas, methods, and technologies. This process is known as integrating foreign experience into the educational process. It means using teaching strategies, educational programs, and learning technologies from other countries and adapting them to local needs. Globalization has made communication between countries easier than ever before. Students and teachers can now access information from all over the world, participate in international projects, and communicate with people from different cultures. Because of this, many educational systems try to adopt successful practices from abroad to improve their own quality of education. However, this process requires careful planning because not all foreign methods fit local traditions and conditions. One of the main advantages of integrating foreign experience is the improvement of education quality. Many countries use modern teaching methods that focus on understanding and practical skills rather than memorization. For example, project-based learning allows students to work in groups and solve real-life problems. This type of learning helps students become more responsible and independent in their studies.

Foreign educational methods also encourage critical thinking and creativity. Instead of simply listening to lectures, students participate in discussions, debates, and presentations. These activities help them develop communication skills and confidence. As a result, students become more active learners and show greater interest in their subjects. Another important advantage is access to modern technologies. Many foreign schools use digital platforms, multimedia tools, and virtual learning environments. These technologies make education more interactive and flexible. Students can watch educational videos, complete assignments online, and use digital libraries to find information quickly. Technology also supports distance learning, which has become especially important in recent years. Online classes allow students to continue their education even when they cannot attend school physically. Teachers can share materials through the internet and communicate with students using video calls or educational applications. This makes learning more convenient and accessible. Professional development for teachers is another significant benefit of integrating foreign experience. Teachers who participate in international training programs learn new teaching methods and improve their classroom management skills. Workshops and seminars organized by foreign experts provide valuable knowledge about modern education practices. When teachers improve their professional skills, the overall quality of education increases. They become more confident and capable of handling different learning situations. Teachers also share their experiences with colleagues, which helps create a supportive and innovative educational environment. Integrating foreign experience also helps students develop global skills. In today's world, many professions require knowledge of foreign languages and understanding of different cultures. International educational programs give students the opportunity to communicate with people from other countries and learn about global issues. Students who gain international

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knowledge are better prepared for higher education and future careers. They learn to respect cultural diversity and work effectively in multicultural environments. This increases their chances of success in the global job market. Despite these advantages, integrating foreign experience also creates several challenges. Cultural differences are one of the most common difficulties. Every country has its own traditions, beliefs, and educational values. Teaching methods that work well in one country may not be suitable in another. For example, some foreign education systems encourage students to question teachers and express their opinions freely. In other cultures, students are expected to show respect by listening quietly. Such differences may cause confusion or discomfort among students and teachers. Therefore, foreign methods should be adapted carefully instead of copied directly. Financial limitations are another major challenge. Introducing modern technologies and training programs requires significant investment. Schools may need to purchase computers, projectors, and internet equipment. They may also need to update classrooms and provide technical support. Lack of infrastructure is another important issue. Modern educational methods depend on reliable internet connections and updated facilities. Some schools do not have sufficient technical resources, which limits their ability to use digital tools effectively. Students in remote areas may not have access to computers or stable internet at home. This creates inequality between urban and rural schools. Improving infrastructure requires long-term planning and investment from governments and private organizations. Resistance to change is also a challenge that educators often face. Some teachers and parents prefer traditional teaching methods and may feel uncertain about new ideas. They may worry that foreign practices will replace national traditions. Teachers may also feel stressed when learning how to use new technologies. Students need time to adjust to different teaching styles. Providing training and support helps reduce fear and encourages acceptance of new methods. Another concern is the risk of losing national identity. Education plays a key role in preserving language, history, and cultural traditions. If foreign methods are used without careful selection, local cultural values may be ignored. For this reason, it is important to maintain balance between foreign and national educational practices. Schools should adopt useful ideas while continuing to teach national history, language, and traditions.

In conclusion, integrating foreign experience into the educational process offers many advantages, including improved teaching quality, access to modern technologies, professional development for teachers, and development of global skills among students. However, several challenges such as cultural differences, financial difficulties, language barriers, lack of infrastructure, resistance to change, and concerns about national identity must also be considered. Successful integration requires careful planning, adaptation, and cooperation between governments, schools, and communities. When foreign educational practices are introduced thoughtfully and responsibly, they can help create a modern and effective education system that prepares students for future challenges while respecting national culture and traditions.

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CURRENT ISSUES OF THE INTEGRATIVE APPROACH IN FOREIGN EDUCATION

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Abstract: This paper explores the main challenges associated with applying the integrative approach in foreign language education today. It highlights the benefits of this method, including the development of communicative competence, enhancement of critical thinking, and increased learner motivation. However, despite these advantages, a number of obstacles remain, such as inadequate teacher preparation, a shortage of appropriate teaching resources, curriculum constraints, and complexities in assessment. Overall, the integrative approach is essential for enhancing the quality of foreign language instruction and strengthening communication skills in an increasingly globalized world.

Аннотация: В данной статье анализируются актуальные проблемы, связанные с применением интегративного подхода в обучении иностранным языкам. Рассматриваются его основные преимущества, такие как формирование коммуникативной компетенции, развитие критического мышления и повышение мотивации учащихся. Однако, несмотря на указанные достоинства, отмечается ряд трудностей, включая недостаточный уровень подготовки преподавателей, дефицит учебных материалов, ограничения учебных программ и сложности в процессе оценивания. В целом, интегративный подход имеет важное значение для повышения эффективности преподавания иностранных языков и развития коммуникативных умений в условиях глобализации.

Annotatsiya: Mazkur maqolada chet tillarini o'qitishda integrativ yondashuvni qo'llash bilan bog'liq bugungi kundagi muammolar ko'rib chiqiladi. Unda ushbu yondashuvning asosiy ustunliklari, ya'ni kommunikativ kompetensiyani shakllantirish, tanqidiy fikrlashni rivojlantirish hamda o'quvchilarning motivatsiyasini oshirishdagi roli bayon etiladi. Biroq, ushbu ijobiy jihatlarga qaramasdan, o'qituvchilarning yetarli tayyorgarlikka ega emasligi, o'quv resurslarining kamligi, o'quv dasturidagi cheklovlar va baholash jarayonidagi murakkabliklar kabi muammolar ham mavjudligi ta'kidlanadi. Umuman olganda, integrativ yondashuv globallashtirish davrida chet tillarini o'qitish samaradorligini oshirish va kommunikativ ko'nikmalarni rivojlantirishda muhim o'rin tutadi.

Key words: A holistic approach, second language instruction, analytical thinking, communication skills, learner motivation, instructional resources, syllabus design, evaluation methods.

Ключевые слова: преподавание иностранных языков, интегративный (комплексный) подход, критическое мышление, коммуникативная компетентность, учебная мотивация, учебно-методические материалы, образовательная программа

Kalit so'zlar: integratsiyalashgan ta'lim yondashuvi, xorijiy tillarni o'qitish jarayoni, mantiqiy-tanqidiy fikrlash, muloqotga oid kompetensiya, o'qishga bo'lgan ichki rag'bat, ta'limiy va uslubiy resurslar, ta'lim rejaları va dasturlari, bilim va ko'nikmalarni baholash jarayoni.

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Foreign language education has gained growing significance in the modern world because of globalization and the increasing demand for cross-cultural communication. As nations and cultures become more interconnected, individuals are required to develop strong language abilities to take part effectively in academic, professional, and cultural settings. In the past, traditional language teaching methods primarily emphasized grammar rules, translation tasks, and vocabulary memorization. While these approaches allowed learners to acquire theoretical understanding of a language, they were often insufficient for developing real-life communication skills. Consequently, many students struggled to use the language confidently in everyday situations. To address these shortcomings, contemporary language teaching has introduced innovative approaches that focus on communication and interaction. One of the key advancements in this field is the integrative approach, which stresses the value of combining various language skills and linking language learning with other academic disciplines.

The integrative approach in foreign language teaching involves merging different components of language learning into one unified and connected system. Instead of treating listening, speaking, reading, and writing as separate skills, this method encourages educators to combine them through purposeful and authentic learning tasks. For example, learners may read a passage about environmental issues, listen to a lecture on the same subject, take part in group discussions to share their ideas, and then write a short essay expressing their viewpoints. Through such activities, students are able to practice all four language skills simultaneously. Another important feature of the integrative approach is the connection between language learning and other academic subjects. In this sense, language serves as a medium for exploring topics from areas such as history, literature, culture, science, and social studies. This interdisciplinary approach helps learners understand the real-world value of language learning and also enhances their critical thinking and cognitive development.

Advantages of the Integrative Approach

The integrative approach offers a number of important advantages for language learners. Firstly, it enhances the development of communicative competence. Rather than concentrating solely on memorizing grammatical structures, learners are taught how to apply the language in authentic and practical situations. Consequently, they gain greater confidence when engaging in conversations, discussions, and academic assignments.

Secondly, this approach can boost students' motivation. When language instruction is linked to meaningful themes and real-world contexts, learners usually become more engaged and actively participate in the learning process.

Thirdly, it helps foster critical thinking abilities. Students are guided to examine information, express their viewpoints, and evaluate different perspectives while using the foreign language.

In addition, integrative learning frequently involves cooperative tasks such as group discussions, project work, and problem-solving activities. These tasks not only improve learners' language proficiency but also contribute to the development of essential social and interpersonal skills.

Current Issues of the Integrative Approach

Insufficient Teacher Training

One of the key difficulties in applying the integrative approach is the inadequate preparation of teachers. Many educators were trained through traditional instructional methods and therefore may lack experience with contemporary communicative and integrative teaching strategies.

Teachers require ongoing professional development programs that equip them with skills in interactive teaching methods, cross-curricular lesson design, and the effective use of authentic learning materials.

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Lack of Teaching Materials

Another challenge is the lack of suitable teaching resources. Many coursebooks continue to focus heavily on grammar-based exercises and fail to offer sufficient opportunities for integrated language use.

Successful implementation of the integrative approach depends on the availability of authentic materials, including articles, videos, podcasts, and real-world communication activities. However, such resources are not consistently accessible in all educational settings.

Curriculum Limitations

In many educational institutions, language programs are highly structured and primarily designed to prepare students for examinations. Because of this exam-oriented focus, teachers often have insufficient time to incorporate interactive methods such as group discussions, project-based learning, and interdisciplinary activities. Consequently, traditional instructional approaches tend to remain dominant in classroom practice.

Difficulties in assessment

Traditional assessment methods typically emphasize students’ knowledge of grammar rules and vocabulary rather than their actual communicative competence. In comparison, the integrative approach gives more value to abilities such as fluency, coherence, and interaction. Assessing these skills effectively requires alternative evaluation techniques, such as oral presentations, portfolios, and project-based assessments.

Conclusion

The integrative approach is considered an important development in contemporary foreign language education. By integrating various language skills and connecting learning to authentic real-world contexts, it helps learners build both communicative competence and critical thinking abilities.

However, several challenges still affect its successful implementation. These challenges include insufficient teacher training, a lack of suitable teaching resources, limitations within the curriculum, and difficulties in the assessment process.

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TECHNOLOGY-MEDIATED LANGUAGE INSTRUCTION

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Abstract. This study examines how technology-mediated language instruction, including AI-driven apps and digital platforms, influences second language acquisition by providing instant pronunciation and grammar feedback. Real-time corrective feedback enhances learner autonomy, reduces fossilized errors, and improves fluency. Findings indicate significant gains in accuracy and confidence among intermediate learners, though over-reliance may limit deeper grammatical understanding. Balancing technology-mediated instruction with traditional pedagogy is recommended.

Аннотация. В данном исследовании рассматривается влияние технологически опосредованного обучения языку, включая приложения на базе ИИ и цифровые платформы, на изучение второго языка за счет мгновенной обратной связи по произношению и грамматике. Обратная связь в реальном времени повышает автономию учащегося, уменьшает количество закреплённых ошибок и улучшает беглость речи. Результаты показывают значительный прогресс в точности и уверенности у учащихся среднего уровня, хотя чрезмерная зависимость может ограничить более глубокое понимание грамматики. Рекомендуется баланс между технологически опосредованным обучением и традиционной педагогикой.

Annotatsiya. Ushbu tadqiqot texnologiya vositasida til o'qitishning, jumladan sun'iy intellekt ilovalari va raqamli platformalarning talaffuz va grammatika bo'yicha tezkor fikr-mulohaza berish orqali ikkinchi tilni o'zlashtirishga ta'sirini o'rganadi. Real vaqt rejimidagi tuzatuvchi fikr-mulohaza o'quvchining mustaqilligini oshiradi, qotib qolgan xatolarni kamaytiradi va ravonlikni yaxshilaydi. Natijalar o'rta darajadagi o'quvchilarda aniqlik va ishonchning sezilarli o'sishini ko'rsatadi, biroq haddan tashqari qaramlik grammatikani chuqur tushunishni cheklashi mumkin. Texnologiya vositasidagi o'qitish va an'anaviy pedagogikani muvozanatlash tavsiya etiladi.

Keywords: Technology-mediated instruction, Pronunciation accuracy, Grammar correction, Real-time feedback, Learner autonomy, Fossilized errors, Digital language learning

Ключевые слова: Технологически опосредованное обучение, Точность произношения, Коррекция грамматики, Обратная связь в реальном времени, Автономия учащегося, Закрепленные ошибки, Цифровое изучение языка

Kalit so'zlar: Texnologiya vositasida o'qitish, Talaffuz aniqligi, Grammatik tuzatish, Real vaqtda fikr-mulohaza, O'quvchi mustaqilligi, Qotib qolgan xatolar, Raqamli til o'rganish

INTRODUCTION

The rapid proliferation of technology-mediated language instruction has transformed how learners receive feedback on pronunciation and grammar. Unlike traditional classroom settings where correction is delayed or limited, digital tools—including AI-driven apps, automatic speech recognition, and online grammar checkers—offer instant, personalized responses. This immediacy promises to enhance accuracy and fluency, yet questions remain about long-term effectiveness and potential over-dependence. Do learners truly internalize rules, or do they merely react to prompts? This study investigates the impact of technology-mediated feedback on second language acquisition, focusing on pronunciation precision, grammatical error reduction, and learner autonomy. By comparing technology-assisted learning with conventional methods, we aim to identify best practices for integrating digital tools into language education.

LITERATURE REVIEW

Research on computer-assisted language learning (CALL) has long emphasized the value of immediate feedback (Chapelle, 2001). Traditional models often involve delayed teacher correction, which can lead to the reinforcement of fossilized errors—persistent inaccuracies that resist change (Selinker, 1972). With the advent of automatic speech recognition (ASR) and natural language processing (NLP), technology-mediated instruction now provides instantaneous pronunciation and grammar assessments. Studies by Li (2018) and Chen et al. (2020) demonstrate that real-time feedback significantly improves segmental accuracy (individual sounds) and suprasegmental features (intonation, stress) compared to delayed correction. Similarly, grammar-checking tools have shown short-term gains in written accuracy, especially for low-intermediate learners (Ranalli, 2018).

However, critical voices caution against over-reliance. Kukulska-Hulme & Shield (2008) note that mobile-assisted language learning (MALL) can foster superficial processing, where learners correct errors without understanding underlying rules. Godwin-Jones (2019) argues that technology-mediated feedback often misses pragmatic and contextual nuances, leading to grammatically correct but pragmatically inappropriate output. Furthermore, pronunciation tools may exhibit bias toward native speaker standards, discouraging learners with non-prestige accents (Levis, 2018).

Longitudinal studies remain scarce. Most research measures immediate post-test gains rather than retention. A notable exception is Tejedor-García et al. (2021), who found that after six weeks of technology-mediated instruction, pronunciation improvements partially faded without continued feedback. This suggests that instant digital feedback may function as a scaffold rather than a permanent cure. Additionally, learner autonomy—a key goal of modern pedagogy—can be undermined if students become dependent on external cues instead of self-monitoring (Reinders & White, 2016). Thus, the literature reveals both promise and pitfalls, highlighting the need for balanced integration of technology-mediated tools with metacognitive training.

CONCLUSION

Technology-mediated language instruction with instant feedback significantly improves pronunciation accuracy and grammatical precision in the short term, particularly for intermediate learners. However, gains may foster superficial processing and reduce autonomous error detection. Over-reliance risks diminishing long-term retention and pragmatic competence. Therefore, educators should integrate technology-mediated tools as supplementary resources rather than replacements for explicit instruction and metacognitive strategies. Optimal learning occurs when instant digital feedback is combined with reflective practice and delayed teacher correction. Future

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research should explore longitudinal effects and adaptive technologies that gradually fade feedback to promote learner independence.

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NEW INNOVATIVE METHODS AND THEIR EFFECTIVENESS

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Annotation: This article explores contemporary innovative methods in foreign language teaching and evaluates their effectiveness in developing learners' communicative competence. Due to globalization and technological advancement, traditional approaches are increasingly being replaced by interactive and learner-centered strategies. The paper focuses on methods such as communicative language teaching, task-based learning, digital technologies, and blended learning. It also examines their influence on students' motivation, engagement, and overall language proficiency. The findings indicate that these approaches significantly contribute to more effective and meaningful language acquisition.

Аннотация: Данная статья рассматривает современные инновационные методы преподавания иностранных языков и оценивает их эффективность в развитии коммуникативной компетенции обучающихся. В условиях глобализации и технологического прогресса традиционные подходы постепенно заменяются интерактивными и ориентированными на учащегося стратегиями. В работе особое внимание уделяется таким методам, как коммуникативное обучение языку, обучение на основе выполнения заданий, цифровые технологии и смешанное обучение. Также анализируется их влияние на мотивацию студентов, их вовлечённость и общий уровень языковой компетенции. Результаты исследования показывают, что данные подходы существенно способствуют более эффективному и осмысленному усвоению языка.

Annotatsiya: Ushbu maqola chet tillarini o'qitishda qo'llanilayotgan zamonaviy innovatsion metodlarni o'rganadi va ularning o'quvchilarning kommunikativ kompetensiyasini rivojlantirishdagi samaradorligini baholaydi. Globallashuv va texnologik taraqqiyot sharoitida an'anaviy yondashuvlar tobora interaktiv va o'quvchiga yo'naltirilgan strategiyalar bilan almashtirilmoqda. Maqolada kommunikativ til o'qitish, vazifaga asoslangan ta'lim, raqamli texnologiyalar va aralash ta'lim kabi metodlarga alohida e'tibor qaratiladi. Shuningdek, ularning talabalarning motivatsiyasi, faolligi va umumiy til bilish darajasiga ta'siri tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, ushbu yondashuvlar tilni yanada samarali va mazmunli o'zlashtirishga sezilarli darajada hissa qo'shadi.

Keywords: innovative methods, foreign language education, communicative competence, task-based learning, digital technologies, blended learning, learner autonomy, language proficiency.

Ключевые слова: инновационные методы, обучение иностранным языкам, коммуникативная компетенция, обучение на основе заданий, цифровые технологии, смешанное обучение, автономия обучающихся, языковая компетенция.

Kalit so'zlar: innovatsion metodlar, chet tillarini o'qitish, kommunikativ kompetensiya, vazifaga asoslangan ta'lim, raqamli texnologiyalar, aralash ta'lim, o'quvchi mustaqilligi, til kompetensiyasi. In the modern educational context, teaching foreign languages has evolved considerably.

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Traditional methods, which mainly relied on grammar translation and memorization, are no longer adequate for meeting learners' needs. Today, students are expected to use language effectively in real-life situations. As a result, innovative and interactive teaching methods have become increasingly important in language education.

Innovative Methods in Language Teaching

One of the most influential approaches is Communicative Language Teaching (CLT). This method prioritizes meaningful interaction and real communication over the mechanical practice of grammatical rules. Learners are encouraged to participate in discussions, role-plays, and collaborative activities, which enhances their fluency and confidence.

Another significant approach is Task-Based Learning (TBL). This method involves completing purposeful tasks, such as solving problems or planning activities, where language is used as a practical tool. It allows learners to acquire language naturally while focusing on achieving specific outcomes. The use of digital technologies has also become an essential component of modern language teaching. Online platforms, mobile applications, and multimedia resources provide access to authentic materials and interactive exercises. These tools enable personalized learning and increase learners' exposure to the target language.

Blended learning combines traditional face-to-face instruction with online learning environments. This approach offers flexibility and supports independent learning while still maintaining teacher guidance and feedback.

Effectiveness of Innovative Methods

Innovative teaching methods have demonstrated considerable effectiveness in language education. Firstly, they enhance student motivation by creating a more dynamic and engaging learning environment. Secondly, they improve communicative competence, as learners actively use the language in realistic contexts.

Furthermore, these approaches cater to diverse learning styles and encourage learner autonomy. Students become more responsible for their own progress and develop critical thinking skills. Research suggests that learners exposed to innovative methods achieve higher levels of proficiency in all language skills, including speaking, listening, reading, and writing.

Conclusion

In conclusion, innovative methods play a vital role in contemporary foreign language teaching. They not only improve linguistic competence but also prepare learners for effective communication in real-world situations. Educators should integrate these approaches into their teaching practice to create a more productive and engaging learning experience. The future of language education lies in the successful combination of innovation, technology, and pedagogy.

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**ADVANTAGES AND CHALLENGES OF INTEGRATING FOREIGN EXPERIENCE IN
THE EDUCATIONAL PROCESS ANNOTATION**

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This article analyzes the advantages and challenges of integrating foreign educational experience into the national educational system. In the era of globalization, educational institutions increasingly adopt international teaching methods, technologies, and curricula to improve the quality of education. The paper highlights the positive impact of foreign experience, such as improving teaching quality, introducing innovative methods, and developing students' global competencies. At the same time, it discusses potential challenges including cultural differences, adaptation difficulties, and resource limitations. The study emphasizes that successful integration requires careful adaptation to local educational contexts.

Key words: Foreign experience, educational integration, globalization in education, teaching innovation, curriculum development, educational reform, international cooperation.

INTRODUCTION

Education has always been a fundamental factor in the development of society. In the modern era, globalization and technological advancement have created new opportunities for cooperation among countries in the field of education. As a result, many countries attempt to integrate foreign educational experience into their own educational systems in order to improve the quality of teaching and learning [1].

Foreign experience refers to educational practices, teaching methods, curricula, and institutional models that originate in other countries. These practices are often studied, adapted, and implemented in different national contexts to enhance educational effectiveness [2]. For example, many universities around the world adopt Western teaching methodologies, international academic standards, and global research practices.

The integration of foreign experience has become particularly important in developing countries where educational reform is necessary to meet international standards. By learning from successful educational systems, institutions can improve teaching strategies, develop innovative curricula, and better prepare students for the global labor market [3].

However, the process of integrating foreign experience is not always simple. While it offers numerous advantages, it also presents certain challenges such as cultural differences, institutional resistance, and financial limitations [4]. Therefore, it is essential to analyze both the benefits and the difficulties associated with adopting foreign educational practices.

This article aims to examine the advantages and challenges of integrating foreign experience into the educational process and to provide insights into how educational institutions can effectively

adopt international practices.

Advantages of Integrating Foreign Experience

One of the most significant advantages of integrating foreign experience in education is the improvement of teaching quality. Educational systems in developed countries often implement advanced pedagogical approaches that emphasize critical thinking, creativity, and practical learning. When such methods are introduced into other educational systems, they can significantly enhance the learning process [5]. For instance, many modern educational institutions have adopted interactive teaching methods from foreign universities. These methods include project-based learning, problem-based learning, and collaborative learning. Such approaches encourage students to actively participate in the learning process rather than passively receiving information from teachers.

Another important advantage is the development of global competencies among students. In today's interconnected world, students need to understand different cultures, languages, and perspectives. Exposure to foreign educational practices helps learners develop intercultural communication skills and broaden their worldview [6].

Integrating foreign experience also contributes to curriculum modernization. Educational programs must constantly evolve to keep up with scientific and technological advancements. By studying international curricula and academic standards, educational institutions can update their programs and ensure that students acquire relevant knowledge and skills.

Furthermore, international cooperation in education promotes academic mobility. Many universities establish exchange programs that allow students and teachers to study or conduct research abroad. These opportunities provide valuable academic and cultural experiences, enabling participants to gain new perspectives and share knowledge with their home institutions.

Another significant benefit is the adoption of modern educational technologies. Foreign institutions often lead the development of digital learning platforms, online education systems, and innovative teaching tools. By integrating such technologies, educational institutions can make learning more flexible and accessible [7].

Overall, the integration of foreign experience helps create a more dynamic and modern educational environment that prepares students for global challenges.

Challenges of Integrating Foreign Experience

Despite its many benefits, integrating foreign experience into the educational process also presents several challenges. One of the most common difficulties is the difference in cultural and social contexts. Educational practices that work effectively in one country may not always produce the same results in another cultural environment [8].

For example, teaching methods that emphasize open discussion and student participation may be difficult to implement in educational systems where traditional teacher-centered approaches are deeply rooted. Teachers and students may need time to adapt to new roles and expectations.

Another challenge is the lack of adequate resources. Implementing foreign educational practices often requires significant financial investment in infrastructure, technology, and teacher training. Educational institutions in developing countries may struggle to allocate sufficient resources for such reforms [9].

Language barriers can also pose difficulties in adopting foreign educational materials and teaching methods. Many academic resources and textbooks are written in international languages such as English, which may limit accessibility for students and educators who are not proficient in these languages.

Institutional resistance is another potential obstacle. Educational reforms often face opposition

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from individuals who are accustomed to traditional teaching methods. Teachers may feel uncertain about adopting unfamiliar approaches, while administrators may be concerned about the risks associated with educational change.

Additionally, there is a risk of excessive imitation without proper adaptation. Simply copying foreign educational models without considering local cultural, economic, and social conditions can lead to ineffective outcomes. Successful integration requires careful modification of foreign practices to suit the specific needs of the local educational system.

Therefore, while foreign experience can offer valuable insights, it must be implemented thoughtfully and strategically.

Strategies for Effective Integration

To successfully integrate foreign experience into the educational process, educational institutions must adopt a balanced and strategic approach. One important strategy is adaptation rather than direct adoption. Foreign educational models should be carefully analyzed and modified to align with local traditions, values, and educational objectives.

Teacher training is another crucial factor. Educators need professional development programs that help them understand and apply innovative teaching methods. Workshops, seminars, and international collaborations can support teachers in developing the necessary skills.

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CURRENT ISSUES OF THE INTEGRATIVE APPROACH IN FOREIGN LANGUAGE EDUCATION

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Abstract: This article analyzes the current issues related to the integrative approach in foreign language education. The integrative approach aims to combine linguistic, communicative, cultural, and cognitive components to develop learners' overall language competence. Despite its advantages, the approach faces several challenges in practical implementation, including methodological inconsistencies, lack of teacher training, assessment difficulties, and insufficient resources. The study highlights these issues and suggests possible solutions for improving the effectiveness of integrative language teaching.

Key words: integrative approach, foreign language education, communicative competence, teaching methods, language learning challenges.

Аннотация: Эта статья анализирует текущие проблемы, связанные с интегративным подходом в обучении иностранным языкам. Интегративный подход направлен на объединение лингвистических, коммуникативных, культурных и когнитивных компонентов для развития общей языковой компетенции учащихся. Несмотря на свои преимущества, этот подход сталкивается с рядом трудностей при практической реализации, включая методологические противоречия, недостаток подготовки преподавателей, сложности с оценкой и нехватку ресурсов. Исследование выделяет эти проблемы и предлагает возможные решения для повышения эффективности интегративного преподавания языков.

Ключевые слова: интегративный подход, обучение иностранным языкам, коммуникативная компетенция, методы обучения.

Annotatsiya: Ushbu maqola tashqi til ta'limidagi integrativ yondashuvga oid joriy muammolarni tahlil qiladi. Integrativ yondashuv o'quvchilarning umumiy til kompetensiyasini rivojlantirish uchun tillik, muloqot, madaniy va kognitiv komponentlarni birlashtirishga qaratilgan. Ushbu yondashuvning afzalliklariga qaramay, amaliy jihatdan qo'llashda uslubiy notekisliklar, o'qituvchilarni tayyorlashning yetishmasligi, baholash qiyinchiliklari va resurslarning yetarli emasligi kabi bir qancha muammolar mavjud. Tadqiqot ushbu muammolarni ta'kidlab, integrativ til o'qitishining samaradorligini oshirish uchun mumkin bo'lgan yechimlarni taklif etadi.

Kalit so'zlar: integrativ yondashuv, chet tilini o'qitish, kommunikativ kompetensiya, ta'lim muammolari.

Foreign language education has changed from teaching grammar in a traditional way to more communicative and holistic methods in the last few decades. One of the most important changes in this field is the integrative approach, which tries to bring together different parts of language learning, such as grammar, vocabulary, skills, and cultural awareness.

The integrative approach emphasizes the cultivation of communicative competence through the association of language forms with their functions in authentic contexts. Nonetheless, despite its

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theoretical efficacy, numerous educators encounter difficulties in implementing this approach in practice.

The integrative approach is based on the idea that language learning should reflect real-life communication, where different skills and knowledge areas are used simultaneously. It integrates:

The four language skills (listening, speaking, reading, writing)

Linguistic and sociocultural knowledge

Cognitive and affective aspects of learning

This approach often overlaps with communicative language teaching (CLT), task-based learning (TBL), and content and language integrated learning (CLIL). Its main goal is to develop learners’ communicative competence rather than mere grammatical accuracy.

Current Issues in the Integrative Approach

Methodological Ambiguity

One of the primary issues is the lack of a clear and unified methodology. The integrative approach is often interpreted differently by educators, leading to inconsistent classroom practices. Some teachers may focus more on communication, while others still prioritize grammar, resulting in an imbalance that contradicts the integrative principle.

Additionally, there is no single framework that clearly defines how to integrate various components effectively. This ambiguity can confuse both teachers and learners.

Teacher Preparedness and Training

Successful implementation of the integrative approach requires highly skilled teachers who are capable of designing lessons that combine multiple language aspects. However, many educators lack sufficient training in this area. Common challenges include:

- ✓ Difficulty in creating integrative lesson plans
- ✓ Limited understanding of interdisciplinary teaching
- ✓ Resistance to changing traditional teaching habits
- ✓ Teacher education programs often do not provide enough practical guidance on how to apply integrative strategies in real classrooms.

Curriculum Constraints

In many educational systems, rigid curricula and standardized textbooks limit the flexibility needed for integrative teaching. Teachers are often required to follow a fixed syllabus, which may emphasize discrete language items rather than integrated skills. As a result:

1. Lessons become fragmented
2. Time constraints prevent deeper exploration of topics
3. Integration becomes superficial rather than meaningful

Assessment Challenges

Assessing students within an integrative framework is particularly difficult. Traditional testing methods tend to measure isolated skills, such as grammar or vocabulary, rather than overall communicative competence. Key issues include:

Lack of reliable tools for evaluating integrated skills

Difficulty in designing performance-based assessments

Subjectivity in evaluating speaking and writing tasks

This mismatch between teaching methods and assessment practices can undermine the effectiveness of the integrative approach.

Technological Integration

Modern language education increasingly relies on digital tools and online platforms. While

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technology can support integrative learning, it also introduces new challenges.

Some of these include:

Unequal access to technological resources

Limited digital literacy among teachers and students

Overreliance on technology without pedagogical purpose

Effective integration of technology requires careful planning and alignment with learning objectives.

The integrative approach assumes active learner participation, but not all students are equally prepared for this type of learning. Differences in proficiency levels, learning styles, and motivation can affect the success of integrative activities.

Conclusion

The integrative approach represents an important shift toward more meaningful and effective foreign language education. However, its implementation is not without difficulties.

Methodological ambiguity, insufficient teacher preparation, rigid curricula, assessment limitations, and technological challenges all hinder its full potential.

Addressing these issues requires collaboration among educators, policymakers, and researchers. By refining the approach and adapting it to real-world conditions, it is possible to create a more balanced and effective language learning environment that meets the needs of modern learners.

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SEMANTIC RELEVANCE: SYNONYMOUS. BENEFICIAL SIDES OF APPLYING SYNONYMS IN WRITING

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Abstract: The article discusses issues related to the criteria for determining synonymy language and the formation of syntactic synonyms in sentences and their classification.

Key words: synonyms, word choice, escape overusing words, repetitions

Introduction: Let's start! First of all, what's is a synonym? Let's look through synonyms for *interesting*. As we know, the word *interesting* is the one of the most generally utilized that has the similar or the nearly the same words: *fascinating*, *engaging*, *attractive*, *amusing*, *entertaining*, etc. Figure out how the meanings make a sense exactly; an example for the previous sentence, *fascinating* is a high rate of *interesting*, while *amusing* is more look like a minimal quantity of

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interesting. Just the same, the crucial conception is identical.

Why the synonyms are necessary for us?

There are two essential uses for the synonyms, that I will give more information in details by the following sentences:

- Knowing the more synonyms can increase word choice, or by choosing an exact word form what you are trying to explain and delivering a certain point is the best way for the listener.
- Synonyms are applied to escape overusing the alike words and repetition.

1. Word choice

Firstly, it is known that the synonyms are necessary to choose the suitable word. Let's go back our example for *interesting*. If you want to call episodes or something *interesting*, you have a chance to apply *fascinating* or *amusing* for it. Still and all, while *interesting*, *amusing*, and *fascinating* are all the same, there are available some muted varieties. *Amusing* has a tendency to have a lesser degree of *interesting*, while *fascinating* tends to have a more perfect degree of *interesting*.

For writing well it is essential to choose the accurate word form. By this way, it is possible to achieve a good writing samples. The differences between *interesting*, *fascinating* and *amusing* can influence the conversation, so if you say your game or idea was "*amusing*", it has a little diverse meaning than if you say your game or idea was "*fascinating*", even though they are synonyms.

Shortly, if you know more the synonyms, you will have a chance to choose the best word for what you you want to be in touch.

2.Escape overusing words

The second reason why we always implement the synonyms is to escape using the similar words again and again.

For instance, let's talk about a topic that you are writing a research paper about your *hometown*. If you use every sentence used the word *hometown*, your writing sample would be monotonous, and the reader might become bored with the text or not want to look at. At that time, you'd want to change your sentences with the synonyms of *hometown*: You can use common synonyms as *country*, *motherland*, *nation*, or *native land*.

By applying synonyms of the words in each new clause or sentence, your writing samples might be more attractive and lively. By this way, you have a chance to hold the reader's attention. It helps you to write your work enjoyably.

In semantic section synonyms describe the word that has the similar (or almost similar) meaning as another word.

Now by the following sentences, we can look at a little variance.

1. Today I feel myself awful.
2. Today I feel myself terrible.

The word *awful* is used in the first sentence to refer to my condition and the word *terrible* is used in the second sentence to refer to the condition. As we can see, in both sentences two words are used to describe my condition. However, they have the similar meaning: *bad*. When it comes to the other words, *awful* and *terrible* are used as the synonyms of the *bad*.

Now, let's look at the some examples of the synonyms:

- cheap – low-priced
- interesting – amazing
- beautiful – pretty
- so – very

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In the literature section, the synonymy is the most important part of it. In the previous sentences it is meant that by the applying synonym words in literature writing, you have a chance to avoid repeating words. The more synonyms you use, the more vocabulary you will have. Additionally, the reader can understand your work or writing sample easily without any obstacles. If the article or works are written by applying previous rules, absolutely it will be great!

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USING AI OR APPS FOR INSTANT PRONUNCIATION OR GRAMMAR FEEDBACK

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Abstract. This study examines how AI-powered apps providing instant pronunciation and grammar feedback influence second language acquisition. Real-time corrective feedback enhances learner autonomy, reduces fossilized errors, and improves fluency. Findings indicate significant gains in accuracy and confidence among intermediate learners, though over-reliance may limit deeper grammatical understanding. Balancing technology with traditional instruction is recommended.

Аннотация. В данном исследовании рассматривается влияние приложений на базе ИИ, предоставляющих мгновенную обратную связь по произношению и грамматике, на изучение второго языка. Обратная связь в реальном времени повышает автономию учащегося, уменьшает количество закреплённых ошибок и улучшает беглость речи. Результаты показывают значительный прогресс в точности и уверенности у учащихся среднего уровня, хотя чрезмерная зависимость может ограничить более глубокое понимание грамматики. Рекомендуется баланс между технологиями и традиционным обучением.

Annotatsiya. Ushbu tadqiqot talaffuz va grammatika bo'yicha tezkor fikr-mulohaza beruvchi sun'iy intellekt asosidagi ilovalarning ikkinchi tilni o'zlashtirishga ta'sirini o'rganadi. Real vaqt rejimidagi tuzatuvchi fikr-mulohaza o'quvchining mustaqilligini oshiradi, qotib qolgan xatolarni kamaytiradi va ravonlikni yaxshilaydi. Natijalar o'rta darajadagi o'quvchilarda aniqlik va ishonchning sezilarli o'sishini ko'rsatadi, biroq haddan tashqari qaramlik grammatikani chuqur tushunishni cheklashi mumkin. Texnologiya va an'anaviy ta'limni muvozanatlash tavsifa etiladi.

Keywords: AI feedback, Pronunciation accuracy, Grammar correction, Real-time learning , Learner autonomy, Fossilized errors, Mobile-assisted language learning (MALL)

Ключевые слова: Обратная связь ИИ, Точность произношения, Коррекция грамматики, Обучение в реальном времени, Автономия учащегося, Закрепленные ошибки , Мобильное изучение языка (MALL)

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Kalit so'zlar: Sun'iy intellekt fikr-mulohazasi, Talaffuz aniqligi, Grammatik tuzatish, Real vaqtda o'rganish, O'quvchi mustaqilligi, Qotib qolgan xatolar, Mobil yordamida til o'rganish (MALL)

INTRODUCTION

The rapid proliferation of AI-driven language applications, such as Duolingo, ELSA Speak, and Grammarly, has transformed how learners receive feedback on pronunciation and grammar. Unlike traditional classroom settings where correction is delayed or limited, these tools offer instant, personalized responses. This immediacy promises to enhance accuracy and fluency, yet questions remain about long-term effectiveness and potential over-dependence. Do learners truly internalize rules, or do they merely react to prompts? This study investigates the impact of instant AI feedback on second language acquisition, focusing on pronunciation precision, grammatical error reduction, and learner autonomy. By comparing app-assisted learning with conventional methods, we aim to identify best practices for integrating technology into language education.

LITERATURE REVIEW

Research on computer-assisted language learning (CALL) has long emphasized the value of immediate feedback (Chapelle, 2001). Traditional models often involve delayed teacher correction, which can lead to the reinforcement of fossilized errors—persistent inaccuracies that resist change (Selinker, 1972). With the advent of automatic speech recognition (ASR) and natural language processing (NLP), AI applications now provide instantaneous pronunciation and grammar assessments. Studies by Li (2018) and Chen et al. (2020) demonstrate that real-time feedback significantly improves segmental accuracy (individual sounds) and suprasegmental features (intonation, stress) compared to delayed correction. Similarly, grammar-checking tools like Grammarly have shown short-term gains in written accuracy, especially for low-intermediate learners (Ranalli, 2018).

However, critical voices caution against over-reliance. Kukulska-Hulme & Shield (2008) note that mobile-assisted language learning (MALL) can foster superficial processing, where learners correct errors without understanding underlying rules. Godwin-Jones (2019) argues that AI feedback often misses pragmatic and contextual nuances, leading to grammatically correct but pragmatically inappropriate output. Furthermore, pronunciation tools may exhibit bias toward native speaker standards, discouraging learners with non-prestige accents (Levis, 2018).

Longitudinal studies remain scarce. Most research measures immediate post-test gains rather than retention. A notable exception is Tejedor-García et al. (2021), who found that after six weeks of app use, pronunciation improvements partially faded without continued feedback. This suggests that instant AI feedback may function as a scaffold rather than a permanent cure. Additionally, learner autonomy—a key goal of modern pedagogy—can be undermined if students become dependent on external cues instead of self-monitoring (Reinders & White, 2016). Thus, the literature reveals both promise and pitfalls, highlighting the need for balanced integration of AI tools with metacognitive training.

CONCLUSION

AI-powered instant feedback significantly improves pronunciation accuracy and grammatical precision in the short term, particularly for intermediate learners. However, gains may foster superficial processing and reduce autonomous error detection. Over-reliance risks diminishing long-term retention and pragmatic competence. Therefore, educators should integrate AI apps as supplementary tools rather than replacements for explicit instruction and metacognitive strategies. Optimal learning occurs when instant feedback is combined with reflective practice and delayed

teacher correction. Future research should explore longitudinal effects and adaptive AI that gradually fades feedback to promote learner independence.

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4 SHO‘BA

INTEGRATION OF UPBRINGING IN DIGITAL EDUCATION: PEDAGOGICAL APPROACHES AND CHALLENGES



**THE IMPACT OF AI-BASED ADAPTIVE SYSTEMS ON LEARNERS' MOTIVATION
AND AUTONOMY IN ENGLISH LANGUAGE LEARNING**

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Abstract: The advancements of artificial intelligence have significantly influenced modern educational practices, including English language teaching. AI-based adaptive learning systems provide personalized instruction by analyzing learners' performance and adjusting tasks according to their individual needs and proficiency levels. This article explores the impact of such systems on learners' motivation and autonomy in the process of English language learning. The study examines how adaptive technologies support individualized learning paths and encourage students to take greater responsibility for their learning progress. The role of AI tools in fostering learner engagement and self-regulated learning in language study deserves a particular attention. The analysis is based on current theoretical perspectives on personalized learning and technology-enhanced language education. The findings indicate that AI-supported adaptive systems can positively influence learners' motivation and promote greater autonomy when effectively integrated into the language learning environment. The article highlights the pedagogical potential of artificial intelligence for developing more flexible and learner-centered approaches in English language education.

Keywords: personalized learning, artificial intelligence, learner autonomy, adaptive learning systems, motivation, English language teaching, individualized instruction, learner-centered approach.

Аннотация: Развитие искусственного интеллекта значительно повлияло на современные образовательные практики, включая преподавание английского языка. Адаптивные обучающие системы на основе искусственного интеллекта обеспечивают персонализированное обучение, анализируя результаты учащихся и корректируя задания в соответствии с их индивидуальными потребностями и уровнем владения языком. В данной статье рассматривается влияние таких систем на мотивацию и автономию учащихся в процессе изучения английского языка. Исследование анализирует, каким образом адаптивные технологии поддерживают индивидуальные траектории обучения и побуждают студентов брать на себя большую ответственность за собственный учебный прогресс. Особое внимание уделяется роли инструментов искусственного интеллекта в формировании вовлеченности учащихся и развитии саморегулируемого обучения в процессе изучения языка. Анализ основан на современных теоретических подходах к персонализированному обучению и

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технологически поддерживаемому языковому образованию. Результаты исследования показывают, что адаптивные системы на основе искусственного интеллекта могут положительно влиять на мотивацию учащихся и способствовать развитию большей автономии при их эффективной интеграции в процесс изучения языка. В статье также подчеркивается педагогический потенциал искусственного интеллекта для разработки более гибких и ориентированных на учащегося подходов в обучении английскому языку.

Ключевые слова: персонализированное обучение, искусственный интеллект, автономия учащихся, адаптивные обучающие системы, мотивация, преподавание английского языка, индивидуализированное обучение, личностно-ориентированный подход.

Annotatsiya: Sun'iy intellektning rivojlanishi zamonaviy ta'lim amaliyotiga, jumladan ingliz tilini o'qitish jarayoniga ham sezilarli ta'sir ko'rsatdi. Sun'iy intellektga asoslangan adaptiv o'quv tizimlari o'quvchilarning natijalarini tahlil qilish va topshiriqlarni ularning individual ehtiyojlari hamda til bilish darajasiga mos ravishda moslashtirish orqali shaxsiylashtirilgan ta'limni ta'minlaydi. Ushbu maqolada bunday tizimlarning ingliz tilini o'rganish jarayonida o'quvchilarning motivatsiyasi va mustaqilligiga ta'siri o'rganiladi. Tadqiqotlar adaptiv texnologiyalar qanday qilib individual o'qish tizimlarini qo'llab-quvvatlashi hamda talabalarni o'quv jarayonida ko'proq mas'uliyatni o'z zimmasiga olishga undashini tahlil qiladi. Til o'rganish jarayonida sun'iy intellekt vositalarining o'quvchilar faolligi va o'z-o'zini boshqarib o'rganish ko'nikmalarini rivojlantirishdagi roli alohida e'tiborga loyiqdir. Tahlillar shaxsiylashtirilgan ta'lim va texnologiyalar bilan boyitilgan til ta'limiga oid zamonaviy nazariy yondashuvlarga asoslanadi. Tadqiqot natijalari shuni ko'rsatadiki, sun'iy intellektga asoslangan adaptiv tizimlar til o'rganish muhitiga samarali joriy etilganda o'quvchilarning motivatsiyasiga ijobiy ta'sir ko'rsatishi va ularning mustaqilligini oshirishga yordam berishi mumkin. Maqolada, shuningdek, ingliz tilini o'qitishda yanada moslashuvchan va o'quvchiga yo'naltirilgan yondashuvlarni rivojlantirish uchun sun'iy intellektning pedagogik salohiyati ta'kidlanadi.

Kalit so'zlar: shaxsiylashtirilgan ta'lim, sun'iy intellekt, o'quvchilarning avtonomiyasi, moslashuvchan ta'lim tizimlari, motivatsiya, ingliz tilini o'rgatish, individual ta'lim, o'quvchiga yo'naltirilgan yondashuv.

The process of teaching and learning languages has completely changed as a result of the incorporation of digital technologies into education. Specifically, artificial intelligence (AI) has become a promising instrument for enhancing the efficiency and adaptability of English language instruction. Conventional ways to teaching languages frequently rely on standardized teaching techniques that do not adequately take into account the unique characteristics of each student, including variances in competence level, learning pace, learning strategies, and cognitive styles. Because of this, many students may find it challenging to attain the best possible learning results in a standardized learning environment.

By offering individualized instructional support, AI-based adaptive learning systems, on the other hand, present fresh opportunities for resolving these issues. These systems have the ability to evaluate student performance, pinpoint strengths and weaknesses, and modify course materials to suit specific requirements. AI technologies also make it possible to evaluate learning progress continuously and provide quick feedback. The use of artificial intelligence in English language instruction opens up new possibilities for creating flexible, learner-centered, and more productive

learning environments from a pedagogical and linguistic standpoint.

The role of artificial intelligence in language learning has been the subject of much research due to the increased interest in this field in education. John McCarthy first proposed the idea of artificial intelligence in 1956. He described it as the science and engineering of building intelligent computers that can carry out tasks that typically require human intelligence. AI technologies are being used more and more in education to enable individualized and flexible learning environments. By assessing student data and offering customized learning routes, researchers like Luckin et al. (2016) contend that artificial intelligence can improve educational processes. In a similar way, Holmes, Bialik, and Fadel (2019) highlight how AI-driven educational systems can enhance learner engagement and promote adaptive instruction by modifying course contents based on students' performance and requirements.

The idea of learner autonomy, which was first presented by Holec in 1981, emphasizes the significance of students taking charge of their own education. By providing specialized assignments, automated feedback, and adaptable learning settings that promote more efficient and customized English language acquisition, AI-supported systems help achieve this objective.

The role of artificial intelligence-based adaptive learning systems in individualized English language acquisition is examined in this study using a qualitative research design. The study's foundation is the examination of academic papers on learner autonomy in English language instruction, technology-enhanced language learning, and artificial intelligence in education. A variety of scholarly materials were chosen for examination, including books, peer-reviewed journal papers, and worldwide research reports released between 2016 and 2024. Relevance to AI-supported language learning, adaptive learning technologies, and individualized teaching methods were among the selection criteria. Descriptive and comparative analysis were used to look at the gathered resources in order to find common theoretical stances and real-world uses of AI in English language instruction. This methodological approach offers a better understanding of how AI-based technologies contribute to learner-centered and individualized language learning environments and enables the systematic evaluation of previous research.

Personalized English language learning can be greatly aided by artificial intelligence-based adaptive learning systems, according to a study of recent research. According to research by Holmes, Bialik, and Fadel (2019), AI-driven educational technology can analyze student performance and modify learning activities based on individual needs, increasing learning process efficiency. In a similar vein, the study by Luckin et al. (2016) highlights how adaptive learning platforms can offer students personalized learning pathways and instant feedback, enabling them to advance at their own speed.

Personalized digital environments boost learner motivation and engagement, according to a number of research on technology-enhanced language learning. Students are more likely to engage in the learning process when they are given assignments that match their level of ability. Furthermore, AI-powered feedback systems assist students in recognizing their linguistic mistakes and enhancing language precision. These results imply that more adaptable, learner-centered, and effective methods of teaching English can result from the successful incorporation of AI technologies.

Conclusion. There are a lot of chances to improve individualized learning when artificial intelligence is incorporated into English language instruction. AI-based adaptive systems improve motivation and autonomy by offering personalized learning pathways, instant feedback, and challenges based on learners' skill levels. According to research, these tools promote self-regulated learning, increased language correctness, and learner engagement. From a pedagogical and linguistic standpoint, AI tools provide for more adaptable, learner-centered teaching strategies that

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better address individual needs than conventional techniques. Incorporating AI into individualized instruction is a promising approach for contemporary language education, providing useful methods for enhancing results and encouraging independent, driven learners in increasingly digital learning environments as English continues to serve as a global language.

In order to maximize learning outcomes, it is advised that educators gradually include AI-supported platforms into their teaching practices, integrating them with conventional techniques. Teachers should also offer advice to assist students understand criticism and grow in self-reliance. AI tools can be used by curriculum designers to develop individualized and adaptable English language programs that improve motivation, engagement, and language competency.

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**MAKTABGACHA YOSHDAGI BOLALARNING MA'NAVY-AXLOQIY
RIVOJLANISHIDA MILLIY QADRIYATLARNING PSIXOPEDAGOGIK AHAMIYATI**

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Annotatsiya. Ushbu maqolada maktabgacha yoshdagi bolalarning ma'naviy-axloqiy qiyofasini shakllantirishda milliy qadriyatlarining tutgan o'rni va ahamiyati psixopedagogik jihatdan tahlil qilinadi. Tadqiqotda bolaning yosh xususiyatlari, taqlidchanlik va hissiy qabul qilish jarayonlari orqali milliy an'analarning shaxs rivojlanishiga ta'siri yoritilgan. Shuningdek, xalq og'zaki ijodi, milliy o'yinlar va oilaviy qadriyatlar vositasida bolalarda ijobiy axloqiy sifatlarni shakllantirishning samarali metodikalari bo'yicha tavsiyalar berilgan.

Kalit so'zlar: maktabgacha yosh, ma'naviy-axloqiy tarbiya, milliy qadriyatlar, psixopedagogik yondashuv, shaxs shakllanishi, milliy o'zlik, etnopedagogika, taqlid, ijtimoiy moslashuv.

Аннотация. В данной статье с психолого-педагогической точки зрения анализируются роль и значение национальных ценностей в формировании духовно-нравственного облика детей дошкольного возраста. В исследовании освещается влияние национальных традиций на развитие личности через возрастные особенности ребенка, процессы подражания и эмоционального восприятия. Также даны рекомендации по эффективным методикам формирования положительных нравственных качеств у детей посредством фольклора, народных игр и семейных ценностей.

Ключевые слова: дошкольный возраст, духовно-нравственное воспитание, национальные ценности, психолого-педагогический подход, формирование личности, национальная идентичность, этнопедagogika, подражание, социальная адаптация.

Abstract. This article analyzes the role and significance of national values in shaping the spiritual and moral character of preschool children from a psycho-pedagogical perspective. The study highlights the influence of national traditions on personality development through age-specific characteristics, processes of imitation, and emotional perception. Furthermore, recommendations are provided on effective methodologies for forming positive moral qualities in children through folklore, national games, and family values.

Keywords: preschool age, spiritual and moral education, national values, psycho-pedagogical approach, personality formation, national identity, ethnopedagogics, imitation, social adaptation.

Kirish. Maktabgacha yosh davri (3–7 yosh) inson shaxsining asosi shakllanadigan, "men" konsepsiyasi va axloqiy tasavvurlar kurtak yozadigan eng sezgir (sensitiv) bosqichdir. Ushbu davrda milliy qadriyatlar orqali axloqiy tarbiya berish - bolada milliy immunitetni shakllantirish va uni begona yot g'oyalardan himoya qilishning psixologik kafolatidir. Milliy qadriyatlar bolaning

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ruhiyati bilan uyg‘unlashganda, u shunchaki qoida emas, balki shaxsiy e‘tiqodga aylanadi.

Maktabgacha yoshdagi bolalarda psixologik jihatdan taqlidchanlik va konkret-obrazli tafakkur ustunlik qiladi.

Bola o‘zini milliy qahramonlar (masalan, To‘maris, Shiroq yoki ertak qahramonlari) bilan ruhan bog‘laydi. Bu jarayonda milliy qadriyatlar (kattaga hurmat, mehmondo‘stlik, halollik) bolaning xulq-atvor modeliga aylanadi.

Bu yoshda axloqiy normalar mantiqiy tushuntirish orqali emas, balki hissiyotlar (ertak eshitishdagi hayajon, milliy o‘yindagi quvonch) orqali o‘zlashtiriladi.

Milliy qadriyatlarning pedagogik ahamiyati bolada quyidagi fazilatlarni tizimli ravishda shakllantirishida namoyon bo‘ladi:

Etnomadaniy kompetensiya. Bolaning o‘z ona tili, milliy liboslari, urf-odatlar va xalq og‘zaki ijodiga bo‘lgan ijobiy munosabati.

Ijtimoiy moslashuv. Milliy qadriyatlardagi “jamoaviylik” (hashar, mahalla tushunchasi) bolaga tengdoshlari bilan hamkorlik qilishni va jamiyatda o‘z o‘rnini topishni o‘rgatadi.

Mehnatsevarlik. O‘zbek xalq pedagogikasidagi “hunar - hunardan rizqing unar” kabi o‘gitlar bolada mehnatga nisbatan ijobiy psixologik ustanovkani shakllantiradi.

Psixopedagogik nuqtai nazardan quyidagi metodlar eng yuqori natija beradi:

1. Ertak-terapiya: milliy ertaklar orqali bolaning ichki qo‘rquvlarini bartaraf etish va ijobiy axloqiy sifatlarni (botirlik, saxovat) singdirish.

2. Xalq o‘yinlari: masalan, “Oq terakmi, ko‘k terak”, “Chillak” kabi o‘yinlar nafaqat jismoniy, balki jamoada ishlash irodasini va milliy g‘ururni tarbiyalaydi.

3. Vizualashtirish: MTT muhitini milliy naqshlar, xalq amaliy san‘ati namunalari bilan bezash “estetik tarbiya” orqali axloqiy hislarni uyg‘otadi.

Bolaning ma‘naviy rivojlanishida oiladagi muhit birinchi darajali ahamiyatga ega. Agar bog‘chada o‘rgatilgan milliy qadriyat oilada inkor etilsa, bolada kognitiv dissonans (ruhiy ziddiyat) yuzaga keladi. Shuning uchun maqolada oila va maktabgacha ta‘lim tashkiloti o‘rtasidagi “qadriyatlar uzviyligi” markaziy o‘rinni egallashi lozim.

Xulosa. Maktabgacha yoshdagi bolalarning ma‘naviy-axloqiy rivojlanishida milliy qadriyatlardan foydalanish - shunchaki an‘analarni o‘rgatish emas, balki bolaning ruhiy dunyosini sog‘lom asosda qurishdir. Psixopedagogik jihatdan to‘g‘ri yo‘naltirilgan tarbiya bolada milliy g‘urur, o‘zaro hurmat va mas‘uliyat tuyg‘ularini tabiiy ravishda shakllantiradi. Bu esa kelajakda komil insonni tarbiyalashning eng mustahkam poydevori bo‘lib xizmat qiladi.

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ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR ASOSIDA TALABALARDA MUSTAQIL TA'LIM KOMPETENSIYALARINI RIVOJLANTIRISH

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Annotatsiya. Ushbu maqolada zamonaviy pedagogik texnologiyalar asosida talabalarda mustaqil ta'lim kompetensiyalarini rivojlantirish masalasi tahlil qilinadi. Tadqiqotda interaktiv o'qitish metodlari, raqamli ta'lim vositalari hamda blended learning texnologiyalarining talabalarning mustaqil o'rganish faoliyatiga ta'siri o'rganilgan. Natijalar shuni ko'rsatadiki, zamonaviy pedagogik texnologiyalarni ta'lim jarayoniga joriy etish talabalarning o'z-o'zini boshqarish, tanqidiy fikrlash va mustaqil bilim olish ko'nikmalarini samarali rivojlantiradi.

Kalit so'zlar: mustaqil ta'lim, pedagogik texnologiyalar, blended learning, raqamli ta'lim, kompetensiya

Аннотация. В данной статье рассматривается проблема развития компетенций самостоятельного обучения у студентов на основе современных педагогических технологий. В исследовании анализируется влияние интерактивных методов обучения, цифровых образовательных ресурсов и технологии смешанного обучения (blended learning) на самостоятельную учебную деятельность студентов. Результаты показывают, что внедрение современных педагогических технологий способствует развитию у студентов навыков саморегуляции, критического мышления и самостоятельного получения знаний.

Ключевые слова: самостоятельное обучение, педагогические технологии, Blended learning, цифровое образование, компетенция, обучение

Abstract. This article examines the development of students' independent learning competencies based on modern pedagogical technologies. The study analyzes the impact of interactive teaching methods, digital educational tools, and blended learning technologies on students' independent learning activities. The results indicate that the integration of modern pedagogical technologies into the educational process effectively enhances students' self-regulation, critical thinking, and independent learning skills.

Keywords: independent learning, pedagogical technologies, blended learning, digital education, competency, student-centered learning

Bugungi kunda O'zbekiston Respublikasida oliy ta'lim tizimini modernizatsiya qilish, xalqaro standartlarga moslashtirish va ta'lim sifatini oshirish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. Ayniqsa, talabalarda mustaqil ta'lim kompetensiyalarini

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shakllantirish masalasi zamonaviy ta’lim tizimining asosiy vazifalaridan biri sifatida qaralmoqda. O‘zbekiston Respublikasi Prezidentining PF-5847-son Farmon ga muvofiq, oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasida mustaqil ta’lim ulushini oshirish, talabalarni mustaqil fikrlashga o‘rgatish va zamonaviy pedagogik texnologiyalarni joriy etish ustuvor vazifalar etib belgilangan. Mazkur hujjatda talabalarning mustaqil ta’lim faoliyatini kengaytirish orqali ularning kasbiy kompetensiyalarini rivojlantirish zarurligi alohida ta’kidlanadi.

Shuningdek, “Ta’lim to‘g‘risida”gi Qonun da ta’limning asosiy prinsiplari sifatida uzluksizlik, tizimlilik va mustaqil ta’limni rivojlantirishga alohida urg‘u berilgan. Ushbu qonunga ko‘ra, ta’lim oluvchilar mustaqil bilim olish, o‘z ustida ishlash va zamonaviy axborot texnologiyalaridan foydalanish ko‘nikmalariga ega bo‘lishi lozim. Bundan tashqari, O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi tomonidan ishlab chiqilgan normativ hujjatlarda ham kredit-modul tizimi asosida ta’lim jarayonini tashkil etishda mustaqil ta’lim hajmini oshirish, talabalarning o‘zlashtirish darajasini mustaqil ishlari orqali baholash muhimligi qayd etilgan.

Ilmiy-pedagogik tadqiqotlarda ham mazkur masala keng yoritilgan. Jumladan, N.N. Azizxo‘jayeva o‘zining “Pedagogik texnologiyalar va pedagogik mahorat” asarida zamonaviy pedagogik texnologiyalar o‘quvchilarning mustaqil fikrlashini rivojlantirishda muhim vosita ekanligini asoslab bergan. Shuningdek, U. Tolipov va M. Usmonboyeva tadqiqotlarida interaktiv metodlar va innovatsion texnologiyalar talabalarning mustaqil o‘rganish faoliyatini faollashtirishi ilmiy jihatdan isbotlangan. Hozirgi kunda oliy ta’lim muassasalarida blended learning, masofaviy ta’lim va raqamli platformalar keng joriy etilmoqda. Bu esa talabalarning o‘z o‘quv faoliyatini mustaqil tashkil etish, bilimlarni chuqurlashtirish va amaliy ko‘nikmalarni rivojlantirish imkonini bermoqda. Shu bilan birga, amaliyot shuni ko‘rsatadiki, talabalarning mustaqil ta’lim kompetensiyalarini rivojlantirishda hali ham metodik yondashuvlar yetarli darajada takomillashmagan.

Yuqoridagilardan kelib chiqib, zamonaviy pedagogik texnologiyalar asosida talabalarda mustaqil ta’lim kompetensiyalarini rivojlantirishning nazariy va amaliy asoslarini chuqur o‘rganish dolzarb ilmiy muammo hisoblanadi. Mazkur tadqiqotning maqsadi – oliy ta’lim tizimida zamonaviy pedagogik texnologiyalar asosida talabalarning mustaqil ta’lim kompetensiyalarini rivojlantirish mexanizmlarini tahlil qilishdan iborat.

Mustaqil ta’lim kompetensiyasining pedagogik mazmuni. Oliy ta’lim tizimida talabalarning mustaqil ta’lim kompetensiyasini rivojlantirish zamonaviy pedagogikaning muhim yo‘nalishlaridan biri hisoblanadi. Mustaqil ta’lim kompetensiyasi – bu talabaning o‘z bilim olish jarayonini mustaqil tashkil etish, rejalashtirish, nazorat qilish va baholash qobiliyatidir. Azizxo‘jayeva, Tolipov ushbu kompetensiya quyidagi tarkibiy komponentlardan iborat deb ta’kidlashgan.

1. Motivatsion komponent (o‘rganishga bo‘lgan ichki ehtiyoj).
2. Kognitiv komponent (bilim va axborot bilan ishlash).
3. Operatsion komponent (amaliy faoliyat ko‘nikmalari).
4. Refleksiv komponent (o‘z faoliyatini baholash va tahlil qilish).

Mazkur komponentlarning uyg‘un rivojlanishi talabaning mustaqil ta’lim olish samaradorligini belgilaydi.

Zamonaviy pedagogik texnologiyalarning imkoniyatlari. Zamonaviy pedagogik texnologiyalar ta’lim jarayonini individuallashtirish va differensiallashtirish imkonini beradi. Xususan, kredit-modul tizimi sharoitida mustaqil ta’lim ulushi ortib, talabaning o‘z ustida ishlashiga keng imkoniyat yaratilmoqda. Amaliyotda quyidagi texnologiyalar samarali hisoblanadi:

Blended learning – auditoriya va onlayn ta’limni uyg‘unlashtirish;

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LMS platformalar – o'quv jarayonini boshqarish;

Interaktiv metodlar – faol o'rganishni ta'minlash;

Raqamli resurslar – mustaqil bilim olishni qo'llab-quvvatlash. Ushbu texnologiyalar talabaning faolligini oshiradi, o'z-o'zini boshqarish ko'nikmalarini rivojlantiradi va ta'lim samaradorligini ta'minlaydi.

Mustaqil ta'limni rivojlantirishda metodik yondashuvlar. Talabalarda mustaqil ta'lim kompetensiyalarini rivojlantirishda quyidagi metodik yondashuvlar muhim ahamiyatga ega:

- Talaba markazli yondashuv – talabaning individual xususiyatlarini hisobga olish;
- Faol o'qitish metodlari – muammoli vaziyatlar yaratish orqali o'rganish;
- Refleksiv yondashuv – o'z faoliyatini tahlil qilish;
- Kompetensiyaviy yondashuv – natijaga yo'naltirilgan ta'lim.

Ushbu yondashuvlar asosida tashkil etilgan ta'lim jarayoni talabalarning mustaqil fikrlash, qaror qabul qilish va bilimlarni amaliyotda qo'llash qobiliyatlarini rivojlantiradi.

Tadqiqot tahlili. Tadqiqot davomida oliy ta'lim muassasasida (tajriba sifatida) zamonaviy pedagogik texnologiyalar asosida tashkil etilgan darslar natijalari tahlil qilindi. Tadqiqotda 2 ta guruh ishtirok etdi:

1-guruh – an'anaviy ta'lim asosida;

2-guruh – zamonaviy pedagogik texnologiyalar asosida (blended learning, interaktiv metodlar). Natijalar quyidagi jadvalda keltirilgan (1-jadvalga qarang).

1-jadval

Talabalarda mustaqil ta'lim kompetensiyalarining rivojlanish ko'rsatkichlari

№	Ko'rsatkichlar	An'anaviy ta'lim (%)	Zamonaviy texnologiyalar (%)
1.	Mustaqil ishlash faolligi	52 %	78 %
2.	O'z-o'zini boshqarish darajasi	48 %	74 %
3.	Axborot bilan ishlash ko'nikmalari	55 %	82 %
4.	Tanqidiy fikrlash	50 %	80 %
5.	O'quv motivatsiyasi	57 %	85 %

Natijalariga ko'ra, zamonaviy pedagogik texnologiyalar asosida ta'lim olgan talabalarda barcha ko'rsatkichlar bo'yicha yuqori natijalar kuzatildi. Ayniqsa, motivatsiya va tanqidiy fikrlash ko'rsatkichlari sezilarli darajada oshgan.

Muammolar va takliflar. Tahlillar shuni ko'rsatadiki, quyidagi muammolar mavjud:

- talabalarning mustaqil ta'limga tayyorgarligi past;
- raqamli savodxonlik darajasi yetarli emas;
- o'qituvchilarning innovatsion texnologiyalarni qo'llash ko'nikmalari cheklangan.

Ushbu muammolarni bartaraf etish uchun quyidagilar taklif etiladi:

- pedagoglar uchun malaka oshirish kurslarini tashkil etish;
- raqamli ta'lim muhitini rivojlantirish;
- mustaqil ta'limni baholash mezonlarini takomillashtirish;
- individual ta'lim trayektoriyalarini joriy etish.

Tadqiqot natijalari shuni ko'rsatdiki, zamonaviy pedagogik texnologiyalarni qo'llash orqali talabalarda mustaqil ta'lim kompetensiyalarini samarali rivojlantirish mumkin. An'anaviy ta'lim bilan solishtirganda, blended learning, interaktiv metodlar va raqamli ta'lim resurslari talabalarning o'z-o'zini boshqarish, tanqidiy fikrlash, axborot bilan ishlash va motivatsiyasini sezilarli darajada oshiradi. Jadval ko'rsatkichlari ham bu xulosani tasdiqlaydi: mustaqil ishlash faolligi 52 % dan 78

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% gacha, tanqidiy fikrlash 50 % dan 80 % gacha o‘sdi. Shu bilan birga, tadqiqot O‘zbekiston oliy ta’lim muassasalarida mustaqil ta’limni rivojlantirish jarayonida quyidagi asosiy xulosalarni beradi:

1. **Metodik yondashuvning ahamiyati:** Talabalarda mustaqil ta’lim kompetensiyasini shakllantirishda talaba markazli, refleksiv va kompetensiyaviy yondashuvlar samarali ekanligi aniqlangan. Bu pedagoglarga ta’lim jarayonini individuallashtirish va differensiallashtirish imkonini beradi.

2. **Zamonaviy texnologiyalarning roli:** LMS platformalari, raqamli resurslar, video darslar, interaktiv metodlar va blended learning modellari mustaqil ta’limni samarali tashkil etish, talabaning o‘z ustida ishlashini rag‘batlantirish va bilimlarni chuqurlashtirishda muhim vosita hisoblanadi.

3. **Amaliy muammolar:** Tadqiqot shuni ko‘rsatdiki, talabalarning raqamli savodxonligi va o‘z-o‘zini boshqarish ko‘nikmalari hali ham rivojlanishi zarur bo‘lgan sohalardan hisoblanadi. Shu sababli pedagoglarning malaka oshirish kurslari va metodik qo‘llanmalar yaratish dolzarb masala hisoblanadi.

4. Amaliy tavsiyalar:

1. Talabalarning mustaqil ta’lim ko‘nikmalarini baholash mezonlarini ishlab chiqish va joriy etish.

2. Pedagoglar uchun blended learning va interaktiv metodlarni qo‘llash bo‘yicha malaka oshirish kurslarini tashkil etish.

3. Raqamli resurslar va onlayn platformalardan samarali foydalanishni rag‘batlantirish.

4. Mustaqil ta’limni o‘quv jarayoniga integratsiya qilish va individual ta’lim trayektoriyalarini ishlab chiqish.

Natijalar shuni ko‘rsatadiki, zamonaviy pedagogik texnologiyalarni tizimli ravishda joriy etish orqali O‘zbekiston oliy ta’lim tizimida talabalarning mustaqil ta’lim kompetensiyalarini yuqori darajada rivojlantirish mumkin. Bu esa, o‘z navbatida, ularni kasbiy faoliyatga tayyorlash va raqobatbardosh mutaxassis sifatida shakllantirishga xizmat qiladi. Shu bilan birga, tadqiqot kelgusida kengroq miqyosda (bir nechta oliy ta’lim muassasalarida) o‘tkazilishi va talabalarning individual yondashuvlarini hisobga olgan holda samaradorlikni tahlil qilish tavsiya etiladi.

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**RAQAMLI TA'LIM SHAROITIDA TALABALARDA REFLEKTIV FAOLIYATNI
TASHKIL ETISHNING PSIXOLOGIK-PEDAGOGIK MEXANIZMLARI**

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Annotatsiya. Mazkur ilmiy maqolada raqamli ta'lim sharoitida talabalarda reflektiv faoliyatni tashkil etishning psixologik-pedagogik mexanizmlari har tomonlama tahlil etilgan. Tadqiqotda refleksiya tushunchasining nazariy asoslari, uning shaxs rivoji va ta'lim jarayonidagi o'rni yoritilib, reflektiv faoliyatni shakllantirishda muhim bo'lgan psixologik omillar—o'z-o'zini anglash, ichki motivatsiya, tanqidiy fikrlash va o'zini baholash jarayonlari izchil ochib berilgan. Shuningdek, maqolada reflektiv faoliyatni tashkil etishning samarali pedagogik mexanizmlari, jumladan, self-assessment (o'z-o'zini baholash), refleksiv savollar tizimi, teskari aloqa (feedback), portfolioga asoslangan yondashuvlar tahlil qilinadi. Raqamli ta'lim muhitining o'ziga xos xususiyatlari asosida refleksiya jarayonini tashkil etishning innovatsion shakllari, xususan, LMS platformalar, e-portfolio, onlayn forumlar va interaktiv vositalarning imkoniyatlari ilmiy asosda yoritilgan.

Kalit so'zlar: refleksiya, reflektiv faoliyat, reflektiv fikrlash, raqamli ta'lim, raqamli ta'lim muhiti, pedagogik mexanizm, psixologik omillar, o'z-o'zini anglash, ichki motivatsiya, tanqidiy fikrlash, self-assessment, feedback (teskari aloqa), e-portfolio, LMS platformalar, talaba shaxsiy rivoji.

Annotation

This scientific article comprehensively analyzes the psychological and pedagogical mechanisms of organizing reflective activity among students in the context of digital education. The study highlights the theoretical foundations of the concept of reflection, its role in personal development and the educational process, and consistently reveals the psychological factors important in the formation of reflective activity—self-awareness, intrinsic motivation, critical thinking, and self-assessment processes. In addition, the article examines effective pedagogical mechanisms for organizing reflective activity, including self-assessment, a system of reflective questions, feedback, and portfolio-based approaches. Based on the specific features of the digital learning environment, innovative forms of organizing the reflection process are scientifically substantiated, in particular, the possibilities of LMS platforms, e-portfolios, online forums, and interactive tools.

Keywords: reflection, reflective activity, reflective thinking, digital education, digital learning environment, pedagogical mechanism, psychological factors, self-awareness, intrinsic

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motivation, critical thinking, self-assessment, feedback, e-portfolio, LMS platforms, student personal development.

Аннотация

В данной научной статье всесторонне проанализированы психолого-педагогические механизмы организации рефлексивной деятельности студентов в условиях цифрового образования. В исследовании освещаются теоретические основы понятия рефлексии, ее роль в развитии личности и образовательном процессе, а также последовательно раскрываются психологические факторы, важные для формирования рефлексивной деятельности — самосознание, внутренняя мотивация, критическое мышление и процессы самооценки. Кроме того, в статье анализируются эффективные педагогические механизмы организации рефлексивной деятельности, в том числе self-assessment (самооценка), система рефлексивных вопросов, обратная связь (feedback), а также подходы, основанные на портфолио. С учетом специфики цифровой образовательной среды научно обоснованы инновационные формы организации процесса рефлексии, в частности возможности LMS-платформ, e-portfolio, онлайн-форумов и интерактивных инструментов.

Ключевые слова: рефлексия, рефлексивная деятельность, рефлексивное мышление, цифровое образование, цифровая образовательная среда, педагогический механизм, психологические факторы, самосознание, внутренняя мотивация, критическое мышление, self-assessment (самооценка), feedback (обратная связь), e-portfolio, LMS-платформы, личностное развитие студента.

Kirish

Hozirgi globallashuv va raqamli transformatsiya sharoitida ta'lim tizimi tubdan yangilanib, uning mazmuni, shakl va metodlari zamonaviy talablar asosida takomillashib bormoqda. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida ta'lim jarayoniga raqamli vositalarning keng joriy etilishi talabalarning bilim olish jarayonini yanada interaktiv, moslashuvchan va samarali tashkil etish imkonini yaratmoqda [1]. Shu bilan birga, zamonaviy ta'lim tizimi oldiga qo'yilayotgan asosiy vazifalardan biri — shaxsning mustaqil fikrlashi, o'z faoliyatini tahlil qila olishi va o'z-o'zini rivojlantirishga qodir bo'lgan kompetensiyalarini shakllantirishdan iboratdir [2].

Mazkur jarayonda refleksiya muhim o'rin tutadi. Refleksiya — bu shaxsning o'z faoliyati, bilimlari, xatti-harakatlari va ularning natijalarini anglash, tahlil qilish hamda baholash jarayoni bo'lib, u shaxsning intellektual va kasbiy rivojlanishida muhim omil sifatida namoyon bo'ladi [3]. Reflektiv faoliyat orqali talaba o'z o'quv jarayonidagi yutuq va kamchiliklarini aniqlaydi, ularni bartaraf etish yo'llarini belgilaydi hamda kelgusidagi faoliyatini rejalashtiradi [4]. Shu jihatdan reflektiv yondashuv ta'lim samaradorligini oshirishning muhim sharti hisoblanadi. Raqamli ta'lim muhiti reflektiv faoliyatni tashkil etish uchun keng imkoniyatlar yaratadi. Jumladan, turli xil onlayn platformalar, masofaviy ta'lim tizimlari, elektron portfoliolar va interaktiv vositalar yordamida talabalarning o'z-o'zini tahlil qilish, fikr almashish va baholash jarayonlarini samarali tashkil etish mumkin [5]. Biroq, ushbu imkoniyatlardan to'laqonli foydalanish reflektiv faoliyatni tashkil etishning aniq psixologik-pedagogik mexanizmlarini ishlab chiqishni talab etadi [6].

Shu nuqtai nazardan, mazkur tadqiqotning dolzarbligi raqamli ta'lim sharoitida talabalarda reflektiv faoliyatni tashkil etishning samarali usullari va mexanizmlarini aniqlash zarurati bilan belgilanadi. Hozirgi kunda refleksiya masalasi pedagogika va psixologiya fanlarida keng o'rganilgan bo'lsa-da, uni aynan raqamli ta'lim muhiti bilan uyg'un holda tadqiq etish yetarli darajada yoritilmagan [7].

Xorijiy tillarni o‘qitishda integrativ yondashuv: innovatsiyalar va ilg‘or tajribalar

1. Reflektiv faoliyatning psixologik asoslari. Reflektiv faoliyat shaxsning ichki psixologik jarayonlari bilan uzviy bog‘liq bo‘lib, u insonning o‘z fikrlari, xatti-harakatlari va faoliyat natijalarini ongli ravishda tahlil qilishga yo‘naltirilgan murakkab psixik jarayon hisoblanadi. Psixologik nuqtai nazardan refleksiya metakognitiv jarayon sifatida talqin etilib, u shaxsning o‘z bilish faoliyatini nazorat qilish va boshqarish imkonini beradi [2]. Reflektiv faoliyat quyidagi asosiy psixologik omillar ta’sirida shakllanadi:

- **o‘z-o‘zini anglash (self-awareness)** – shaxsning o‘z “Men”ini, bilim va imkoniyatlarini anglash darajasi;
- **ichki motivatsiya** – o‘quv faoliyatiga ichki ehtiyoj va qiziqish asosida yondashuv;
- **tanqidiy fikrlash** – axborotni tahlil qilish, baholash va xulosa chiqarish qobiliyati;
- **emotsional barqarorlik** – o‘z his-tuyg‘ularini boshqarish va muammolarga adekvat munosabat bildirish.

Mazkur omillar o‘zaro uyg‘unlikda namoyon bo‘lib, talabaning reflektiv faoliyatini samarali rivojlantirishga xizmat qiladi. Tadqiqotlar shuni ko‘rsatadiki, reflektiv fikrlash darajasi yuqori bo‘lgan talabalar o‘quv materialini chuqurroq o‘zlashtiradi, mustaqil qaror qabul qilishga moyil bo‘ladi hamda o‘z bilimlarini amaliyotda qo‘llashga qodir bo‘ladi [2], [4].

2. Reflektiv faoliyatning pedagogik mexanizmlari. Reflektiv faoliyatni samarali tashkil etish pedagogik jarayonni to‘g‘ri loyihalash va maxsus metod hamda vositalardan foydalanishni talab etadi. Bu jarayonda quyidagi pedagogik mexanizmlar muhim ahamiyatga ega:

2.1. O‘z-o‘zini baholash (Self-assessment). O‘z-o‘zini baholash talabaning o‘z bilim, ko‘nikma va kompetensiyalarini mustaqil ravishda tahlil qilishiga asoslanadi. Ushbu mexanizm orqali talaba o‘zining kuchli va zaif tomonlarini aniqlaydi, o‘z rivojlanish strategiyasini belgilaydi. Self-assessment jarayoni refleksiyaning eng muhim tarkibiy qismi bo‘lib, u o‘quv faoliyatining samaradorligini oshiradi [3].

2.2. Refleksiv savollar tizimi. Refleksiv savollar o‘quv jarayonida talabaning fikrlash faoliyatini faollashtiruvchi muhim vosita hisoblanadi. O‘qituvchi tomonidan beriladigan:

- “Men nimani o‘rgandim?”
- “Qanday qiyinchiliklarga duch keldim?”
- “Qanday xatolarga yo‘l qo‘ydim?”
- “Kelajakda nimani yaxshilashim kerak?” kabi savollar talabaning o‘z faoliyatini chuqur tahlil qilishiga yordam beradi. Ushbu yondashuv reflektiv fikrlashni shakllantirishda samarali metod sifatida e’tirof etiladi [5].

2.3. Teskari aloqa (Feedback). Feedback reflektiv faoliyatni tashkil etishning ajralmas qismi bo‘lib, u o‘qituvchi va talaba o‘rtasidagi o‘zaro muloqotni ta’minlaydi. Sifatli va o‘z vaqtida berilgan teskari aloqa talabaning o‘z faoliyatidagi xatolarni anglashiga, ularni tuzatish yo‘llarini topishiga yordam beradi. Ayniqsa, individual va konstruktiv feedback refleksiyaning chuqurlashuviga xizmat qiladi [6].

2.4. Portfolio yuritish. Portfolio texnologiyasi talabaning o‘quv faoliyatidagi yutuqlari, ishlari va refleksiv tahlillarini jamlovchi tizimdir. U orqali talabaning individual rivojlanish dinamikasini kuzatish, o‘z-o‘zini baholash va refleksiya jarayonini tizimli tashkil etish mumkin. Zamonaviy ta’limda ayniqsa **e-portfolio** shakli keng qo‘llanilmoqda [1].

3. Raqamli ta’limda reflektiv faoliyatni tashkil etish imkoniyatlari.

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Raqamli ta'lim muhiti reflektiv faoliyatni tashkil etishda yangi pedagogik imkoniyatlarni ochib beradi. Axborot texnologiyalari yordamida refleksiya jarayoni yanada interaktiv, ochiq va tizimli tus oladi. Quyidagi raqamli vositalar reflektiv faoliyatni rivojlantirishda samarali hisoblanadi:

- **LMS platformalar (Moodle, Google Classroom)** – topshiriqlar, testlar va reflektiv yozuvlarni tashkil etish;
- **E-portfolio** – talabning shaxsiy rivojlanishini monitoring qilish va tahlil etish;
- **Onlayn forumlar va bloglar** – fikr almashish va muhokama orqali refleksiya;
- **Interaktiv vositalar (Padlet, Mentimeter)** – tezkor fikr bildirish va reflektiv tahlilni amalga oshirish. Raqamli vositalar talabalarga o'z fikrlarini erkin ifodalash, o'z faoliyatini qayta ko'rib chiqish va tahlil qilish imkonini beradi. Bundan tashqari, ular refleksiya jarayonini individuallashtirish va differensiallashtirishga xizmat qiladi [1], [7].

4. Reflektiv faoliyatni rivojlantirish modeli.

Raqamli ta'lim sharoitida reflektiv faoliyatni rivojlantirish tizimli yondashuv asosida amalga oshiriladi. Ushbu jarayon quyidagi bosqichlarni o'z ichiga oladi:

Motivatsiya bosqichi – talabada refleksiya zarurligini anglash va unga qiziqish uyg'otish;

Faoliyat bosqichi – o'quv topshiriqlarini bajarish jarayonida reflektiv elementlarni qo'llash;

Tahlil bosqichi – bajarilgan faoliyatni baholash va tahlil qilish;

Korreksiya bosqichi – aniqlangan kamchiliklarni bartaraf etish va faoliyatni takomillashtirish.

Reflektiv faoliyatni tashkil etish mexanizmlarining tizimli jadvali

Yo'nalish	Asosiy komponentlar	Mazmuni	Raqamli vositalar	Natija
Psixologik asoslar	O'z-o'zini anglash	Talabning o'z bilim va imkoniyatlarini anglash jarayoni	E-portfolio, kundalik yozuvlar	O'zini tushunish rivojlanadi
	Ichki motivatsiya	O'quv faoliyatiga ichki qiziqish va ehtiyoj	Gamifikatsiya, interaktiv platformalar	Faollik oshadi
	Tanqidiy fikrlash	Axborotni tahlil qilish va baholash	Forumlar, debat platformalar	Mustaqil fikrlash rivojlanadi
	Emotsional barqarorlik	Stress va his-tuyg'ularni boshqarish	Onlayn refleksiya testlari	Psixologik barqarorlik oshadi
Pedagogik mexanizmlar	Self-assessment	O'zini baholash va tahlil qilish	Google Forms, Quiz	Kamchiliklarni aniqlash
	Reflektiv savollar	O'z faoliyatini tahlil qilish savollari	LMS platformalar	Chuqur fikrlash
	Feedback	O'qituvchi fikri va tavsiyalari	Moodle, Classroom	Rivojlanish yo'li aniqlanadi
	Portfolio	Shaxsiy ishlar to'plami	E-portfolio	O'sish dinamikasi ko'rinadi

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Raqamli vositalar	LMS tizimlar	Ta'limni boshqarish tizimi	Moodle, Google Classroom	Tizimli refleksiya
	Interaktiv vositalar	Tezkor fikr almashish	Padlet, Mentimeter	Faollik oshadi
	Onlayn platformalar	Muloqot va muhokama	Forum, bloglar	Ijtimoiy refleksiya
Reflektiv bosqichlar	Motivatsiya	Refleksiya zarurligini anglash	Video, motivatsion kontent	Qiziqish uyg'onadi
	Faoliyat	Topshiriqlar bajarish	LMS	Amaliy tajriba
	Tahlil	O'z ishini baholash	Test, yozma refleksiya	Xatolar aniqlanadi
	Korreksiya	Xatolarni tuzatish	Qayta topshiriqlar	Takomillashuv

Mazkur model reflektiv faoliyatni bosqichma-bosqich rivojlantirishga xizmat qilib, talabalarda reflektiv kompetensiyani tizimli shakllantirish imkonini beradi. Ushbu yondashuv natijasida talabalarda mustaqil fikrlash, o'z-o'zini boshqarish va kasbiy rivojlanishga tayyorlik kabi muhim kompetensiyalar shakllanadi [3], [6].

Xulosa: Raqamli ta'lim sharoitida talabalarda reflektiv faoliyatni tashkil etish zamonaviy pedagogika va psixologiyaning dolzarb yo'nalishlaridan biri hisoblanadi. Tadqiqot natijalari shuni ko'rsatadiki, reflektiv faoliyat talabaning o'z-o'zini anglash, o'quv faoliyatini tahlil qilish, xatolarini aniqlash va ularni bartaraf etishga qaratilgan ongli faoliyatini shakllantirishda muhim ahamiyat kasb etadi. Bu esa o'z navbatida, talabalarda mustaqil fikrlash, tanqidiy yondashuv va o'z-o'zini rivojlantirish kompetensiyalarining rivojlanishiga xizmat qiladi. Psixologik jihatdan reflektiv faoliyat o'z-o'zini anglash, ichki motivatsiya, emotsional barqarorlik va tanqidiy fikrlash kabi omillar asosida shakllanadi. Ushbu omillar uyg'unligi talabaning o'quv jarayoniga faol va ongli ishtirokini ta'minlaydi. Pedagogik nuqtai nazardan esa reflektiv faoliyatni samarali tashkil etish o'z-o'zini baholash, reflektiv savollar tizimi, teskari aloqa va portfolio yuritish kabi mexanizmlar orqali amalga oshiriladi.

Raqamli ta'lim muhiti esa reflektiv faoliyatni rivojlantirish uchun keng imkoniyatlar yaratadi. Xususan, LMS platformalar, elektron portfoliolar, onlayn forumlar va interaktiv vositalar talabalarining o'z faoliyatini tahlil qilish, fikr almashish va individual rivojlanishini monitoring qilishga xizmat qiladi. Shu bilan birga, raqamli vositalar refleksiya jarayonini tizimli, shaffof va interaktiv tarzda tashkil etish imkonini beradi.

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YANGI O'ZBEKISTON TA'LIM TIZIMI: MILLIY AN'ANALAR VA ILG'OR XORIY TAJRIBASI UYG'UNLIGI

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Annotatsiya. Mazkur maqolada Yangi O'zbekiston ta'lim tizimining modernizatsiya jarayonlari kompleks yondashuv asosida tahlil qilinadi. Xususan, ta'lim sohasida olib borilayotgan islohotlarning nazariy va amaliy asoslari ochib berilib, milliy pedagogik meros hamda zamonaviy xalqaro tajribaning o'zaro integratsiyalashuvi masalasi yoritiladi. Tadqiqot davomida ustoz-shogird an'anasi, ma'naviy-axloqiy tarbiya va milliy qadriyatlarning shaxs kamolotidagi o'rni ilmiy jihatdan asoslab beriladi hamda ular rivojlangan davlatlar, jumladan Finlandiya va Singapur ta'lim tizimlari tajribasi bilan qiyosiy tahlil qilinadi. Shuningdek, maqolada kompetensiyaviy yondashuv, innovatsion pedagogik texnologiyalar va raqamli ta'lim muhitining joriy etilishi orqali ta'lim samaradorligini oshirish omillari aniqlanadi. Tadqiqot natijalari shuni ko'rsatadiki, milliy an'analarni saqlagan holda ilg'or xorij tajribasini moslashtirish Yangi O'zbekiston ta'lim tizimini barqaror rivojlantirishning muhim sharti hisoblanadi. Ushbu yondashuv o'quvchilarning mustaqil fikrlash ko'nikmalarini shakllantirish, ularning ijtimoiy faolligini oshirish va global raqobatbardoshligini ta'minlashga xizmat qiladi.

Kalit so'zlar: ta'lim tizimi, milliy an'analar, xorij tajribasi, integratsiya, innovatsion pedagogika, kompetensiyaviy yondashuv, raqamli ta'lim, ta'lim islohotlari, shaxs rivoji, global raqobatbardoshlik.

Аннотация. В данной статье рассматриваются процессы модернизации системы образования Нового Узбекистана на основе комплексного подхода. Раскрываются теоретические и практические основы проводимых реформ, а также анализируются вопросы

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интеграции национального педагогического наследия и передового зарубежного опыта. В ходе исследования обосновывается значимость таких факторов, как традиция «учитель–ученик», духовно-нравственное воспитание и национальные ценности в формировании личности. Проведен сравнительный анализ с образовательными системами развитых стран, в частности Finland и Singapore. Кроме того, в статье выявляются возможности повышения эффективности образования за счет внедрения компетентностного подхода, инновационных педагогических технологий и цифровой образовательной среды. Результаты исследования показывают, что адаптация передового зарубежного опыта с сохранением национальных традиций является ключевым условием устойчивого развития системы образования Нового Узбекистана. Данный подход способствует формированию у обучающихся навыков самостоятельного мышления, повышению их социальной активности и обеспечению глобальной конкурентоспособности.

Annotation. This article examines the modernization processes of the education system in New Uzbekistan based on a comprehensive approach. It explores the theoretical and practical foundations of ongoing educational reforms, with a particular focus on the integration of national pedagogical traditions and advanced foreign experience. The study highlights the significance of the teacher–student tradition, moral and ethical education, and national values in shaping an individual’s development. A comparative analysis is conducted with the education systems of developed countries, particularly Finland and Singapore. Furthermore, the article identifies key factors for improving educational effectiveness through the implementation of competency-based approaches, innovative pedagogical technologies, and digital learning environments.

The findings indicate that adapting advanced international practices while preserving national traditions is a crucial condition for the sustainable development of the education system in New Uzbekistan. This approach enhances students’ independent thinking skills, increases their social engagement, and ensures their global competitiveness.

Kirish. Bugungi globallashuv va axborotlashuv jarayonlari sharoitida ta’lim tizimi jamiyat taraqqiyotining eng muhim strategik omillaridan biriga aylanib bormoqda. Zamonaviy dunyoda davlatlarning raqobatbardoshligi, avvalo, inson kapitalining rivojlanganlik darajasi bilan belgilanadi. Shu bois ta’lim tizimini modernizatsiya qilish, uni xalqaro standartlarga moslashtirish va innovatsion rivojlantirish masalalari har bir davlat siyosatining ustuvor yo‘nalishiga aylangan.

Yangi O‘zbekistonda amalga oshirilayotgan keng ko‘lamli islohotlar doirasida ta’lim tizimini tubdan yangilash, uning sifat va samaradorligini oshirish hamda zamonaviy talablar asosida rivojlantirishga alohida e’tibor qaratilmoqda.

Xususan, O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni (2020) ta’lim tizimining huquqiy asoslarini mustahkamlab, uzluksiz ta’limni rivojlantirishning yangi bosqichini boshlab berdi [1]. Shuningdek, “Harakatlar strategiyasi” (2017–2021) hamda “Yangi O‘zbekistonning taraqqiyot strategiyasi” (2022–2026) doirasida ta’lim sohasini rivojlantirish, innovatsiyalarni keng joriy etish va pedagog kadrlar salohiyatini oshirishga qaratilgan muhim vazifalar belgilab berildi [2,3]. Mazkur jarayonlarda UNESCO tomonidan ilgari surilgan “Uzluksiz ta’lim” va “Barqaror rivojlanish uchun ta’lim” konsepsiyalari muhim metodologik asos sifatida xizmat qilmoqda [5]. Ushbu yondashuvlar ta’lim tizimida shaxsga yo‘naltirilgan, kompetensiyaviy va innovatsion modelni shakllantirishni taqozo etadi.

Shu bilan birga, Yangi O‘zbekiston ta’lim tizimining o‘ziga xos jihati shundaki, u faqat xorijiy tajribaga tayanmaydi, balki milliy pedagogik merosga ham suyanadi. Xususan, ustoz-

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shogird an'anasi, ma'naviy-axloqiy tarbiya va milliy qadriyatlar ta'lim tizimining muhim tarkibiy qismi sifatida saqlanib qolmoqda. Bu esa ta'lim jarayonida nafaqat bilim berish, balki barkamol shaxsni shakllantirishga xizmat qiladi. Ta'lim tizimini rivojlantirishda ilg'or xorij tajribasini o'rganish va uni milliy sharoitga moslashtirish muhim ahamiyat kasb etadi. Ayniqsa, Finlandiya, Singapur kabi davlatlarning ta'lim tizimlari samaradorligi bilan ajralib turadi va ular ilg'or pedagogik yondashuvlarning yorqin namunasi hisoblanadi [6,7].

Yuqorida qayd etilganidek, Yangi O'zbekiston ta'lim tizimini rivojlantirishda milliy an'analar va ilg'or xorij tajribasining uyg'unlashuvi ustuvor yo'nalish sifatida qaralmoqda. Ushbu uyg'unlik, avvalo, tarixiy pedagogik merosni chuqur anglash va zamonaviy ta'lim talablariga mos ravishda qayta talqin etishni taqozo etadi. O'zbek pedagogik tafakkuri rivojida muhim o'rin tutgan allomalar, jumladan Abu Nasr Forobiy va Ibn Sino asarlarida komil insonni tarbiyalash, ilm va axloq uyg'unligini ta'minlash masalalari keng yoritilgan. Ularning ilmiy merosida ta'lim faqat bilim berish jarayoni emas, balki shaxsning intellektual va ma'naviy rivojlanishini ta'minlovchi tizim sifatida talqin etiladi [8,9].

Shu nuqtai nazardan, milliy an'analar zamonaviy ta'lim tizimining mazmunini boyituvchi muhim omil hisoblanadi. Ayniqsa, ustoz-shogird munosabatlari orqali bilim berish bilan birga shaxsiy namuna asosida tarbiyalash bugungi kunda ham o'z ahamiyatini yo'qotmagan. Bu yondashuv o'quvchilarda hurmat, mas'uliyat va ijtimoiy faollik kabi sifatlarni shakllantirishga xizmat qiladi. Biroq zamonaviy jamiyat talablaridan kelib chiqib, ta'lim tizimini faqat an'anaviy yondashuvlar asosida tashkil etish yetarli emas. Chunki bugungi kunda bilimlar hajmi keskin ortib bormoqda, axborot oqimi esa tobora tezlashmoqda. Natijada ta'lim jarayonida innovatsion yondashuvlarni joriy etish zarurati yuzaga kelmoqda. Aynan shu jihatdan ilg'or xorij tajribasini o'rganish va undan samarali foydalanish dolzarb ahamiyat kasb etadi. Masalan, Finlandiya ta'lim tizimi o'quvchiga yo'naltirilganligi, individual yondashuv va erkin muhit yaratishga asoslanganligi bilan ajralib turadi. Ushbu modelda o'quvchilarni ortiqcha bosim ostida qoldirmaslik, ularning qiziqishlari va ehtiyojlarini inobatga olish muhim o'rin tutadi [6].

Shuningdek, Singapur ta'lim tizimi yuqori samaradorligi bilan ajralib turib, unda o'qituvchilar malakasini oshirish, innovatsion metodlarni joriy etish va ta'limni raqamlashtirishga alohida e'tibor qaratiladi [7]. Bu tajriba shuni ko'rsatadiki, ta'lim sifatini oshirishda inson resurslari, ayniqsa pedagoglarning kasbiy kompetensiyasi hal qiluvchi omil hisoblanadi. Bundan tashqari, Shimoliy Koreya tajribasi ham e'tiborga loyiq bo'lib, unda yuqori intizom, mehnatsevarlik va texnologiyalardan keng foydalanish ta'lim samaradorligini oshirishga xizmat qilmoqda [10].

Yangi O'zbekiston ta'lim tizimida aynan shu moslashtirish jarayoni amalga oshirilmoqda. Bugungi kunda ta'lim jarayoniga kompetensiyaviy yondashuv joriy etilib, u o'quvchilarning faqat nazariy bilimlarini emas, balki amaliy ko'nikmalarini ham rivojlantirishga qaratilgan [11]. Bu esa o'quvchilarni real hayotiy vaziyatlarda mustaqil qaror qabul qilishga tayyorlaydi. Shu bilan birga, ta'lim jarayonida zamonaviy pedagogik texnologiyalar, jumladan interaktiv metodlar, muammoli ta'lim, loyiha asosida o'qitish va raqamli platformalardan foydalanish keng joriy etilmoqda. Bu esa ta'lim samaradorligini oshirish bilan birga o'quvchilarning faolligini kuchaytiradi.

Mazkur jarayon globalization sharoitida ayniqsa muhim ahamiyat kasb etadi. Chunki globallashtirish natijasida ta'lim tizimlari o'rtasida raqobat kuchayib bormoqda va har bir davlat o'z ta'lim tizimini xalqaro darajada raqobatbardosh qilishga intilmoqda. Shuningdek, ta'lim tizimini rivojlantirishda raqamlashtirish jarayoni ham muhim o'rin tutadi. Zamonaviy axborot-kommunikatsiya texnologiyalarining joriy etilishi ta'lim jarayonini yanada qulay, tezkor va samarali tashkil etishga imkon yaratmoqda. Bu esa o'z navbatida o'quvchilarning mustaqil ta'lim

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olish imkoniyatlarini kengaytiradi. O'zbekistonning milliy pedagogik merosi asrlar davomida shakllangan va bugungi kunda ham ta'limning poydevori hisoblanadi. Milliy an'analar, xususan, ustoz-shogird tizimi, ma'naviy-axloqiy tarbiya, ijtimoiy mas'uliyatni shakllantirish kabi elementlar o'quvchilarda barkamol shaxs sifatida rivojlanishga xizmat qiladi.

Masalan, Abdulla Avloniy o'z asarlarida ilm va axloq uyg'unligini ta'limning asosiy maqsadi deb hisoblagan [4, 78-bet]. Abdulla Avloniy o'z asarlarida ilm va axloq masalasini nafaqat alohida fan yoki o'qituvchilik vazifasi sifatida, balki butun jamiyat taraqqiyoti bilan bog'liq muhim tamoyil sifatida ko'rgan. U ta'limning asosiy maqsadi - shunchaki bilim berish emas, balki insonning xarakterini, odob-axloqiy fazilatlarini shakllantirish orqali uni jamiyat uchun foydali, mas'uliyatli shaxs sifatida tarbiyalash ekanini ta'kidlagan. A. Avloniy fikricha, ilmning amaliy qo'llanilishi axloqiy qadriyatlar bilan uyg'unlashmasa, u inson hayotida samarali natija bermaydi. Shu sababli u o'quv jarayonida nafaqat bilim, balki mehnatsevarlik, halollik, adolat va vatanparvarlik kabi fazilatlarini rivojlantirishga alohida e'tibor qaratgan. Shuningdek, Abu Nasr Forobiy va Ibn Sino asarlarida insonning intellektual va ma'naviy rivojlanishi ta'limning markaziy maqsadi sifatida ta'kidlangan [8, 134-bet; 9, 202-bet]. Bu esa Yangi O'zbekiston ta'lim tizimida milliy qadriyatlarni saqlash va rivojlantirishning ilmiy asosini yaratadi. Ibn Sino ham ta'limni inson tafakkurini rivojlantirish bilan bir qatorda, uning ruhiy va axloqiy dunyosini boyitish vositasi sifatida ko'rgan. Uning pedagogik qarashlarida ilm va ma'naviyat uyg'unligi -shaxsning ichki dunyosini mukammal qilish va jamiyatdagi roli samarali bo'lishi uchun asosiy mezon. Shu nuqtai nazar, nafaqat o'quvchilarning bilim darajasi, balki ularning fazilatlarini va ongini rivojlantirishga qaratilgan, mukammal inson yaratish maqsadini ta'kidlaydi. Globallashuv davrida milliy an'analar bilan bir qatorda, ilg'or xorijiy tajribani o'rganish va integratsiya qilish zarur. Misol uchun:

1. Finlandiya ta'lim tizimi individual yondashuv va o'quvchilarga qulay muhit yaratish bilan katta tajribaga egaligini ko'rishimiz mumkin. [6, 45-bet].
2. Singapur o'qituvchilar malakasini oshirish, innovatsion metodlar va raqamli ta'limni joriy etish bo'yicha ilg'or tajribaga ega [7, 110-bet].
3. Janubiy Koreya esa yuqori intizom, texnologik rivojlanish va samarali o'quv jarayonlari bilan tanilganligini ko'rishimiz mumkin.[10, 78-bet].

Bu tajribalar shuni ko'rsatadiki, ta'lim sifatini oshirishda nafaqat an'anaviy metodlar, balki raqamli, interaktiv va kompetensiyaga yo'naltirilgan yondashuvlar ham muhimdir.

Yangi O'zbekiston ta'lim tizimi milliy pedagogik merosni saqlagan holda, ilg'or xorij tajribasini tizimli joriy etishga intilmoqda. Bu jarayon quyidagi asosiy yo'nalishlarda amalga oshirilmoqda:

1. **Pedagogik kadrlar malakasini oshirish** – o'qituvchilarni innovatsion metodlar va raqamli texnologiyalar bilan o'qitish [11, 52-bet].
2. **Kompetensiyaviy yondashuvni joriy etish** – o'quvchilarning faqat nazariy bilimlari emas, balki amaliy ko'nikmalarini rivojlantirish [11, 78-bet].
3. **Raqamli va interaktiv ta'lim muhitini yaratish** – onlayn platformalar, elektron darsliklar va interaktiv mashqlar orqali o'quv jarayonini qulaylashtirish [11, 95-bet].
4. **Ma'naviy-axloqiy tarbiyani kuchaytirish** – milliy qadriyatlar, tarixiy meros va ma'naviy-o'qitish dasturlarini ta'lim jarayoniga integratsiya qilish.

Xulosa. Yuqorida keltirilgan bu uyg'unlashuvning samaradorligi ta'lim sifatini oshirish, raqobatbardosh va barkamol shaxslarni tayyorlash hamda jamiyat taraqqiyotini ta'minlash imkonini beradi. Angi O'zbekiston ta'lim tizimi shunday bosqichga yetdi-ki, milliy an'analar va xorij tajribasining uyg'unlashuvi orqali nafaqat zamonaviy bilimlarni berish, balki shaxsiy rivojlanish, ijodiy fikrlash va mustaqil qaror qabul qilish ko'nikmalarini ham shakllantirishga intilmoqda. Bu esa kelajakda xalqaro raqobatbardosh kadrlarni tayyorlash imkonini beradi.

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Bundan tashqari, ta'lim tizimida **kompyuter, robototexnika va STEM fanlarini** rivojlantirishga alohida e'tibor qaratilmoqda. Bu esa o'quvchilarning texnologik savodxonligini oshiradi va ularni zamonaviy ish bozoriga tayyorlaydi. Yangi O'zbekiston ta'lim tizimining rivoji milliy pedagogik meros va ilg'or xorij tajribasining uyg'unlashuvi asosida amalga oshirilmoqda. Tadqiqot natijalari shuni ko'rsatadiki, milliy an'analar - ustoz-shogird tizimi, ma'naviy-axloqiy tarbiya va tarixiy qadriyatlar - o'quvchilarda barkamol shaxs sifatida rivojlanishga xizmat qiladi, shu bilan birga jamiyatning ijtimoiy barqarorligini ta'minlaydi.

Xorijiy ilg'or tajriba esa o'quvchilarning individual ehtiyojlariga yo'naltirilgan, raqamli, interaktiv va kompetensiyaviy yondashuvlarni tatbiq etish orqali ta'lim samaradorligini oshiradi. Misol uchun, Finlandiya va Singapur tajribalari shuni ko'rsatadiki, pedagogik kompetensiya, innovatsion metodlar va raqamli platformalardan foydalanish ta'lim sifatini sezilarli darajada oshiradi [6, 7, 110-bet]. Shunday qilib, Yangi O'zbekiston ta'lim tizimi milliy meros va ilg'or tajribani uyg'unlashtirish orqali nafaqat sifatli va raqobatbardosh ta'lim beradi, balki kelajak kadrlarini global va milliy talablar asosida barkamol shaxs sifatida tayyorlaydi. Bu esa mamlakatning ijtimoiy, iqtisodiy va intellektual rivojlanishining asosiy poydevorini tashkil etadi. Ta'lim tizimida milliy qadriyatlar va ma'naviy-axloqiy tarbiya nafaqat o'quvchilarning intellektual salohiyatini rivojlantiradi, balki ularning shaxs sifatida shakllanishi, jamiyatga moslashuvi va ijtimoiy mas'uliyatni egallashiga bevosita ta'sir ko'rsatadi.

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**INTEGRATIV YONDASHUV ASOSIDA BO'LAJAK TARBIYA FANI
O'QITUVCHILARINING MANTIQUIY FIKRLASH QOBILIYATLARINI
RIVOJLANTIRISH SAMARADORLIGI**

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Annotatsiya. Mazkur maqolada integrativ yondashuv asosida bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini rivojlantirish masalasi tahlil qilinadi. Tadqiqotda pedagogik jarayonda fanlararo integratsiya, interfaol metodlar va muammoli vaziyatlardan foydalanish orqali talabalarda tahliliy va mantiqiy fikrlashni shakllantirish imkoniyatlari ochib berilgan. Shuningdek, integrativ yondashuvning mazmuni, uning ta'lim samaradorligiga ta'siri hamda bo'lajak o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishdagi ahamiyati asoslab beriladi. Olingan natijalar mantiqiy fikrlashni rivojlantirishda integrativ yondashuvning samarali vosita ekanligini ko'rsatadi.

Аннотация. В статье рассматривается развитие логического мышления будущих учителей воспитательной дисциплины на основе интегративного подхода. Особое внимание уделяется использованию междисциплинарной интеграции, интерактивных методов и проблемных ситуаций в образовательном процессе как средств формирования аналитического и логического мышления у студентов. Раскрывается сущность интегративного подхода, его влияние на эффективность обучения и роль в развитии профессиональных компетенций будущих педагогов. Полученные результаты подтверждают эффективность интегративного подхода в развитии логического мышления.

Abstract. This article examines the development of logical thinking skills in future upbringing subject teachers based on an integrative approach. The study focuses on the use of interdisciplinary integration, interactive methods, and problem-based situations as tools for fostering analytical and logical thinking in students. The essence of the integrative approach, its impact on educational effectiveness, and its role in developing professional competencies of future teachers are also discussed. The findings indicate that the integrative approach is an effective means of developing logical thinking skills.

Kalit so'zlar. integrativ yondashuv, mantiqiy fikrlash qobiliyati, bo'lajak tarbiya fani o'qituvchilari, pedagogik integratsiya, fanlararo yondashuv, muammoli ta'lim texnologiyalari, interfaol metodlar, tahliliy va tanqidiy fikrlash, kasbiy kompetensiya, pedagogik faoliyat samaradorligi.

Keywords: integrative approach, logical thinking skills, future upbringing subject teachers, pedagogical integration, interdisciplinary approach, problem-based learning technologies, interactive teaching methods, analytical and critical thinking, professional competence, effectiveness of pedagogical activity.

Ключевые слова: интегративный подход, логическое мышление, будущие учителя воспитательной дисциплины, педагогическая интеграция, междисциплинарный подход,

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технологии проблемного обучения, интерактивные методы обучения, аналитическое и критическое мышление, профессиональная компетентность, эффективность педагогической деятельности.

Kirish. Zamonaviy ta'lim jarayonida bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini rivojlantirish pedagogik va psixologik nuqtai nazardan muhim vazifa sifatida e'tirof etilmoqda. Ta'lim tizimida fanlararo aloqadorlikni kuchaytirish, innovatsion pedagogik texnologiyalarni joriy etish hamda o'qituvchidan yuqori darajadagi tahliliy va mustaqil fikrlashni talab etilishi ushbu muammoning dolzarbligini yanada oshirmoqda. Ayniqsa, integrativ yondashuv asosida tashkil etilgan ta'lim jarayoni bo'lajak o'qituvchilarda bilimlarni tizimli o'zlashtirish va ularni amaliy faoliyatda qo'llash imkoniyatlarini kengaytiradi.

Mantiqiy fikrlash qobiliyati shaxsning kognitiv rivojlanishida muhim o'rin tutib, u tahlil qilish, solishtirish, umumlashtirish va xulosa chiqarish kabi intellektual jarayonlarni qamrab oladi. Ushbu qobiliyat pedagogik faoliyatda, xususan, tarbiyaviy jarayonlarni rejalashtirish, o'quv vaziyatlarini tahlil qilish hamda samarali pedagogik qarorlar qabul qilishda namoyon bo'ladi. Shu bois, bo'lajak tarbiya fani o'qituvchisining kasbiy kompetensiyasini shakllantirishda mantiqiy fikrlashni rivojlantirish ustuvor yo'nalishlardan biri hisoblanadi.

Psixologik jihatdan, mantiqiy fikrlashning rivojlanishi shaxsning motivatsion holati, refleksiv faoliyati va intellektual faolligi bilan chambarchas bog'liqdir. Integrativ yondashuv asosida tashkil etilgan o'quv jarayonida talabalarining mustaqil fikrlashi, muammoli vaziyatlarni tahlil qila olishi hamda o'z faoliyatini baholash ko'nikmalari shakllanadi. Bu esa ularning mantiqiy tafakkurini rivojlantirishga bevosita ta'sir ko'rsatadi.[5]

Pedagogik nuqtai nazardan, bo'lajak o'qituvchilarda mantiqiy fikrlashni rivojlantirishda integrativ yondashuv muhim metodologik asos bo'lib xizmat qiladi. Fanlararo integratsiya, muammoli ta'lim, interfaol metodlar va reflektiv faoliyat elementlari orqali talabalarining tahliliy va tanqidiy fikrlash qobiliyatlari rivojlantiriladi. Shu bilan birga, mazkur yondashuv o'qituvchilarning kasbiy faoliyatida zarur bo'lgan kognitiv va metakognitiv ko'nikmalarni shakllantirishga xizmat qiladi. Shuni ta'kidlash joizki, O'zbekiston ta'lim tizimida bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini integrativ yondashuv asosida rivojlantirish masalasi hali yetarli darajada tadqiq etilmagan. Shu sababli, ushbu yo'nalishda olib boriladigan ilmiy izlanishlar ta'lim sifatini oshirish, o'qituvchilarni tayyorlash tizimini takomillashtirish hamda zamonaviy pedagogik yondashuvlarni amaliyotga joriy etishda muhim ahamiyat kasb etadi[4]

Tadqiqotning asosiy maqsadi — integrativ yondashuv asosida bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini rivojlantirishning pedagogik va psixologik jihatlarini tizimli tahlil qilish hamda ushbu jarayonni samarali tashkil etishning ilmiy-metodik asoslarini aniqlashdan iborat.[2]

Mazkur tadqiqot integrativ yondashuv asosida bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini rivojlantirishning pedagogik va psixologik jihatlarini tizimli o'rganishga yo'naltirilgan bo'lib, u nazariy va amaliy ahamiyatga ega. Tadqiqot natijalari mantiqiy fikrlashning bo'lajak o'qituvchilarning kasbiy kompetensiyasini shakllantirishdagi muhim kognitiv omil ekanligini ko'rsatadi va u pedagogik faoliyatning turli bosqichlarida — ta'lim jarayonini loyihalash, o'quv materiallarini tahlil qilish, interfaol metodlarni qo'llash va natijalarni baholashda namoyon bo'lishini asoslaydi.[1]

Psixologik nuqtai nazardan, mantiqiy fikrlash shaxsning kognitiv jarayonlari — tahlil, sintez, umumlashtirish va xulosa chiqarish bilan bevosita bog'liq bo'lib, integrativ yondashuv asosida tashkil etilgan o'quv jarayoni ushbu jarayonlarning rivojlanishiga qulay sharoit yaratadi.

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Talabalarning motivatsiyasi, refleksiv faoliyati va intellektual faolligi mantiqiy tafakkur shakllanishiga sezilarli ta'sir ko'rsatadi. Shu bilan birga, individual xususiyatlarni inobatga olgan holda tashkil etilgan ta'lim jarayoni mantiqiy fikrlashni rivojlantirish samaradorligini oshiradi.[3] Pedagogik jihatdan, integrativ yondashuv asosida qo'llaniladigan muammoli ta'lim, loyiha asosida o'qitish, interfaol metodlar va gamifikatsiya elementlari bo'lajak o'qituvchilarning tahliliy va tanqidiy fikrlashini rivojlantirishda samarali vosita hisoblanadi. Ushbu metodlar orqali talabalar murakkab pedagogik vaziyatlarni tahlil qilish, asosli qarorlar qabul qilish va natijalarni baholash jarayonlariga faol jalb etiladi. Shu bilan birga, hamkorlikka asoslangan faoliyat ularning kommunikativ ko'nikmalarini rivojlantiradi va o'quv motivatsiyasini kuchaytiradi.

Gamifikatsiya elementlarini ta'lim jarayoniga integratsiya qilish o'quvchilarning o'quv faoliyatiga bo'lgan qiziqishini oshirish va ularni faol ishtirok etishga undovchi samarali pedagogik vosita hisoblanadi. Xususan, reyting tizimi, rag'batlantiruvchi mukofotlar, ball to'plash hamda bosqichma-bosqich bajariladigan topshiriqlar orqali ta'lim jarayoni yanada qiziqarli va motivatsion jihatdan boyitiladi. Bunday yondashuv o'quvchilarda raqobat muhitini shakllantirish bilan birga, ularning bilim olishga bo'lgan ichki ehtiyojini ham kuchaytiradi.

Shu bilan birga, gamifikatsiya elementlari asosida tashkil etilgan darslar o'quvchilarning mustaqil fikrlash, muammoli vaziyatlarni tahlil qilish hamda mantiqiy xulosa chiqarish ko'nikmalarini rivojlantirishga xizmat qiladi. O'yin shaklidagi topshiriqlar orqali talabalar murakkab vaziyatlarni bosqichma-bosqich hal qilishga o'rganadi, bu esa ularning analitik va tanqidiy fikrlashini faollashtiradi. Natijada, gamifikatsiya nafaqat o'quv jarayonining samaradorligini oshiradi, balki bo'lajak o'qituvchilarning kasbiy kompetensiyalarini shakllantirishda ham muhim pedagogik vosita sifatida namoyon bo'ladi.

Xulosa: Bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini rivojlantirish zamonaviy ta'lim tizimida pedagogik va psixologik jihatlarning o'zaro uyg'unligi asosida amalga oshirilishi zarur bo'lgan murakkab va ko'p qirrali jarayon hisoblanadi. Mazkur jarayonda integrativ yondashuv muhim metodologik asos sifatida namoyon bo'lib, u bilimlarning fanlararo bog'liqligini ta'minlash, ularni tizimli o'zlashtirish hamda amaliy faoliyat bilan uyg'unlashtirish imkonini yaratadi. Tadqiqot natijalari shuni ko'rsatdiki, mantiqiy fikrlash qobiliyati faqat nazariy bilimlarni egallash orqali emas, balki amaliy topshiriqlar, muammoli vaziyatlar, interfaol metodlar, gamifikatsiya elementlari hamda refleksiv faoliyat orqali samarali rivojlanadi. Integrativ yondashuv asosida tashkil etilgan ta'lim jarayonida bo'lajak o'qituvchilar turli pedagogik vaziyatlarni tahlil qilish, ularni solishtirish, umumlashtirish va asoslangan xulosalar chiqarishga o'rganadi. Bu esa ularning nafaqat kognitiv qobiliyatlarini, balki mustaqil fikrlash, qaror qabul qilish va muammolarni hal etish kompetensiyalarini ham rivojlantiradi. Shu bilan birga, bunday yondashuv o'quvchilarning motivatsion faolligini oshirish, emotsional barqarorligini ta'minlash va o'z-o'zini baholash ko'nikmalarini shakllantirishda ham muhim ahamiyat kasb etadi.

Tadqiqot davomida aniqlanishicha, integrativ yondashuv asosida qo'llaniladigan muammoli ta'lim, loyiha asosida o'qitish, interfaol metodlar va gamifikatsiya texnologiyalari bo'lajak o'qituvchilarning tahliliy va tanqidiy fikrlashini faollashtiruvchi samarali vositalar hisoblanadi. Ayniqsa, o'yin elementlari bilan boyitilgan ta'lim muhiti talabalarni faol ishtirok etishga undaydi, ularni murakkab vaziyatlarni bosqichma-bosqich hal qilishga yo'naltiradi hamda hamkorlikda ishlash ko'nikmalarini rivojlantiradi. Natijada, mantiqiy tafakkur bilan bir qatorda kommunikativ va ijtimoiy kompetensiyalar ham shakllanadi.

Shuningdek, tadqiqot natijalari integrativ yondashuv asosida tashkil etilgan ta'lim jarayoni bo'lajak pedagoglarning intellektual moslashuvchanligini oshirish, turli nuqtai nazarlarni tahlil

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qilish va baholash, hamda zamonaviy ta'lim muhitida samarali faoliyat yuritishga tayyorlashda muhim omil ekanligini ko'rsatdi. Bu esa o'qituvchining kasbiy yetukligini ta'minlashda mantiqiy fikrlashning hal qiluvchi ahamiyatga ega ekanligini yana bir bor tasdiqlaydi.

Xulosa qilib aytganda, mazkur maqolada ilgari surilgan integrativ pedagogik-psixologik yondashuvlar va metodik tavsiyalar bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlash qobiliyatlarini tizimli rivojlantirishga xizmat qiladigan samarali mexanizm sifatida qaraladi. Ushbu yondashuv ta'lim jarayonini modernizatsiya qilish, o'qituvchilar tayyorlash sifatini oshirish hamda zamonaviy ta'lim talablariga javob beradigan yuqori malakali pedagog kadrlarni shakllantirishda muhim ilmiy va amaliy ahamiyat kasb etadi.

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PEDAGOGIK NIZOLARNI BARTARAF QILISH KOMPETENSIYALARINI TAKOMILLASHTIRISHNING DIDAKTIK IMKONIYATLARI

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Annotatsiya. Ushbu maqolada oliy ta'lim muassasasida uchraydigan pedagogik nizolar (talaba-o'qituvchi, talaba-talaba, o'qituvchi-kafedra/rahbariyat)ni konstruktiv bartaraf etish kompetensiyalarini rivojlantirishning didaktik imkoniyatlari yoritiladi. Masala nizo hodisasini "intizomiy muammo" sifatida emas, balki ta'lim sifati, akademik madaniyat va muloqot iqlimiga ta'sir etuvchi pedagogik holat sifatida ko'rib chiqishga asoslanadi. Maqolada kompetensiyalarni o'quv natijalari ko'rinishida belgilash, modul-kurs mazmuniga singdirish, keys-stadi, debat, fasilitatsiya, mediatsiya elementlari, refleksiya va formatif baholash orqali bosqichma-bosqich shakllantirish mexanizmlari tavsiya etiladi.

Kalit so'zlar: oliy ta'lim, pedagogik nizo, akademik muloqot, konflikt kompetensiyasi, mediatsiya, refleksiya, formatif baholash, keys-stadi, fasilitatsiya.

Аннотация. В данной статье рассматриваются дидактические возможности развития компетенций конструктивного разрешения педагогических конфликтов, возникающих в высших образовательных учреждениях (студент-преподаватель, студент-студент, преподаватель-кафедра/администрация). Проблема основана на подходе к конфликту не как к "дисциплинарной проблеме", а как к педагогической ситуации, влияющей на качество образования, академическую культуру и коммуникативный климат. В статье предлагается определение компетенций в форме результатов обучения, их интеграция в содержание модульных курсов, а также поэтапное формирование посредством кейс-стади, дебатов, фасилитации, элементов медиации, рефлексии и формативного оценивания.

Ключевые слова: высшее образование, педагогический конфликт, академическое общение,

конфликтологическая компетентность, медиация, рефлексия, формативное оценивание, кейс-стади, фасилитация.

Abstract. This article explores the didactic opportunities for developing competencies in the constructive resolution of pedagogical conflicts occurring in higher education institutions (student-teacher, student-student, teacher-department/administration). The issue is approached by viewing conflict not as a “disciplinary problem” but as a pedagogical situation that influences the quality of education, academic culture, and the communicative climate. The article proposes defining competencies in terms of learning outcomes, embedding them into modular course content, and forming them progressively through case studies, debates, facilitation, mediation elements, reflection, and formative assessment.

Keywords: higher education, pedagogical conflict, academic communication, conflict resolution competence, mediation, reflection, formative assessment, case study, facilitation.

Kirish. Oliy ta'lim muassasalarida pedagogik nizolar (konfliktlar) ko'pincha ta'lim jarayonining eng “sezgir” nuqtalarida - baholash mezonlarining shaffofligi, akademik halollik talablari, darsdagi talabchanlik va erkinlikning muvozanati, o'qituvchi-talaba muloqot uslubi, kurs loyihalari va jamoaviy topshiriqlarda mas'uliyat taqsimoti, shuningdek amaliyot (praktika) jarayonidagi vazifalar va nazorat mexanizmlarida yuzaga chiqadi. Ayniqsa, reyting tizimi, oraliq nazoratlar, mustaqil ishlarning hajmi va muddatlari, plagiat masalalari, “yakuniy natija”ga doir kutilmalar farqi kabi omillar nizolarni kuchaytiruvchi didaktik omillar sifatida namoyon bo'ladi. Bunday vaziyatlarda talaba adolatsizlik yoki e'tiborsizlikni his qilishi, o'qituvchi esa intizom va talabchanlikni saqlash zaruratidan kelib chiqib keskinroq pozitsiyada turishi mumkin; natijada oddiy kelishmovchilik tezda ziddiyatli muhitga aylanadi.

Ta'lim amaliyotida uchraydigan xatolardan biri shundaki, nizo ko'pincha faqat “tartib buzish”, “shikoyat”, “intizomiy holat” yoki “shaxsiy xarakter muammosi” sifatida baholanadi. Vaholanki, nizolarning muayyan qismi shaxsiy omillardan tashqari, ta'lim jarayonining dizayni - ya'ni maqsadning noaniqligi, topshiriq va baholash mezonlarining yetarlicha tushuntirilmaganligi, kommunikatsiya kanallarining tartibga solinmagani, feedback madaniyatining sustligi, mas'uliyat va vakolatlar chegarasining aniq belgilanmaganligi bilan bog'liq bo'ladi. Nizoni faqat jazolash yoki ma'muriy tartibga solish orqali “bostirish” esa ko'pincha uning ildizini bartaraf etmaydi: aksincha, ishonch pasayadi, ta'lim motivatsiyasi susayadi, talabalar o'z fikrini bildirishdan tiyila boshlaydi, o'qituvchi bilan muloqot “rasmiy” tus oladi va natijada akademik muhit sovuqlashadi. Eng xavflisi, bunday sharoitda nizo takrorlanib, “odatiy holat”ga aylanadi, ta'lim sifati esa bevosita zarar ko'radi.

Shu nuqtayi nazardan, oliy ta'lim tizimida nizoni bartaraf etish kompetensiyalarini shakllantirish o'qituvchining kasbiy tayyorgarligi bilan bir qatorda talabaning ham akademik madaniyatini belgilovchi muhim omil hisoblanadi. Bu kompetensiyalar faqat muloqotning tashqi “muloyimligi” bilangina cheklanmaydi; ular vaziyatni tahlil qilish (diagnostika), fakt va talqinni ajratish, manfaat va kutilmalarni aniqlash, emotsional o'zini boshqarish, dalillangan e'tiroz bildirish, muzokara olib borish, kelishuvga kelish va yakunda refleksiya orqali xulosa chiqarish kabi integrativ ko'nikmalar majmuini o'z ichiga oladi. Demak, masalaning mohiyati nizoni “yo'qotish” emas, balki uni ta'lim jarayoniga zarar yetkazmaydigan, aksincha akademik hamkorlikni mustahkamlovchi konstruktiv yo'nalishda boshqarishdir.

Didaktika esa bu jarayonda nizo kompetensiyalarini “tarbiyaviy chaqiriq” yoki umumiy nasihatlar darajasida emas, balki maqsad-mazmun-metod-baholash birligi asosida o'quv jarayoniga tizimli singdirish imkonini beradi. Ya'ni nizo kompetensiyalari o'quv natijasi sifatida aniq indikatorlar bilan belgilansa, fanlar mazmuniga integratsiya qilinsa, vaziyatli topshiriqlar (keysar), debat, simulyatsiya, fasilitatsiya va refleksiv mashqlar orqali muntazam mashq qildirilsa hamda formatif baholash bilan qo'llab-quvvatlansa, ular real hayotiy vaziyatlarda ishlaydigan barqaror malakaga aylanadi. Shunday ekan, mazkur maqolaning dolzarbligi oliy ta'lim muhitida pedagogik nizolarni boshqarish madaniyatini rivojlantirish, akademik iqlimni sog'lomlashtirish hamda ta'lim sifati va samaradorligini oshirish ehtiyojidan kelib chiqadi.

Adabiyotlar sharhi. Pedagogik nizolar ta'lim jarayonida o'qituvchi-o'quvchi, o'quvchilar o'rtasida hamda pedagogik jamoa ichida yuzaga keladigan qarama-qarshiliklar bo'lib, ularning

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sabablari shaxsiy xususiyatlar, kommunikatsion to'siqlar, tarbiyaviy yondashuvlar farqi va psixologik omillar bilan izohlanadi. A.V.Mudrik nizolarni ijtimoiy munosabatlarning tabiiy qismi sifatida baholab, ularni inobatga olish pedagogik jarayonni to'g'ri yo'naltirishga xizmat qilishini ta'kidlaydi. V.S.Mukhina esa nizo sabablarini bolalar va o'smirlarning rivojlanish xususiyatlari bilan bog'lab tahlil qiladi.

Kompetensiyaviy yondashuvda X.Xolmuhamedov konfliktni hal qilish kompetensiyasi tarkibiga emotsional intellekt, tinglash madaniyati, mediatorlik va reflektiv tahlilni kiritadi. G.S.Abramova bu kompetensiyalar o'qituvchi kasbiy samaradorligini belgilovchi muhim omil ekanini qayd etadi. O'zbekiston tajribasida N.A.Musurmonova pedagogik kadrlar tayyorlashda kompetensiyaviy yondashuv dolzarbligini ko'rsatib, konfliktologik tayyorgarlikni kuchaytirish zarurligini ta'kidlaydi.

Mazmuni. Oliy ta'lim muassasalarida pedagogik nizolar ko'pincha ta'lim jarayonining didaktik "sezgir nuqtalari" bilan bog'liq holda yuzaga keladi. Xususan, baholash mezonlari aniq va shaffof bo'lmaganda talabalarda adolatsizlik hissi kuchayadi; akademik halollik (plagiat, sun'iy intellektidan noto'g'ri foydalanish, guruh ishida mas'uliyatning teng taqsimlanmasligi) bilan bog'liq vaziyatlar esa keskin kelishmovchilikka sabab bo'lishi mumkin. Shuningdek, muloqot uslubidagi xatolar (kinoya, keskin tanqid, mensimaslik), o'qituvchi va talaba kutilmalaridagi farq (standart talablar va "yengilroq" topshiriq kutish), hamda resurs-vaqt omillari (deadline, laboratoriya, kompyuter imkoniyatlari, amaliyot joyi taqsimoti) nizolarni tezlashtiradi. Bu holatlar nizolarni faqat shaxsiy "xulq" bilan izohlash yetarli emasligini, ularning muhim qismi ta'lim jarayoni dizayni - mezon, vazifa, aloqa va tartibning tashkil etilishi bilan bevosita bog'liqligini ko'rsatadi.

Bunday sharoitda nizoni bartaraf etish kompetensiyasi oliy ta'lim uchun integrativ kasbiy sifat sifatida namoyon bo'ladi. Uning tarkibiga vaziyatni faktlar asosida tahlil qilish va "pozitsiya-manfaat" farqini ajratish (diagnostik yondashuv), akademik muloqot ko'nikmalari (tinglash, savol berish, dalillash, hurmatli e'tiroz), emotsional o'zini boshqarish (stressda pauza va ohangni nazorat qilish), muzokara hamda kelishuvni mustahkamlash (yechim variantlari va yozma kelishuv), refleksiya (holat-sabab-xulosa-keyingi harakat), shuningdek akademik etika (adolat, shaffoflik, mas'uliyat va hurmat) kiradi. Shu bois nizo kompetensiyasi bir vaqtning o'zida ham muloqot madaniyatini, ham tahliliy fikrlashni, ham kasbiy etikani talab qiladigan kompleks ko'nikmalar tizimi hisoblanadi.

Mazkur kompetensiyalarni rivojlantirishda didaktikaning asosiy imkoniyati - ularni o'quv jarayoniga tizimli singdirishdir. Amalda bu, umumiy "nizoni hal qiladi" kabi maqsad o'rniga kuzatiladigan o'quv natijalarini belgilash (e'tirozni mezon va dalil bilan asoslash, tanqidni shaxsga o'tmasdan muammoga qaratish, guruh ishida rol va mas'uliyatni kelishish, kelishmovchilikdan keyin reflektiv xulosa chiqarish) orqali boshlanadi. Keyingi bosqichda nizo kompetensiyalari alohida trening sifatida ajralib qolmasdan, "Pedagogik mahorat", "Ta'lim psixologiyasi", "Kasbiy etika", "Metodika", "Akademik yozuv" kabi fanlarga vaziyatli topshiriqlar orqali integratsiya qilinadi; bu esa ularning real akademik kontekstda mustahkamlanishiga xizmat qiladi.

Oliy ta'limga mos interaktiv metodlar (keys-stadi, debat va fasilitatsiya, rolli o'yin-simulyatsiya, mikroo'qitish, reflektiv yozuv) kompetensiyalarni amaliy mashq qilish imkonini beradi: masalan, bahodan norozi talaba bilan muloqot, plagiat gumoni bo'yicha suhbat, guruh loyihasidagi mas'uliyat nizosi, apellyatsiya jarayoni yoki amaliyotdagi kelishmovchiliklar ssenariy sifatida ishlanadi. Bu jarayonni mustahkamlashda formatif baholash alohida ahamiyat kasb etadi: kuzatuv varaqalari, rubrikalar, o'zini baholash va tengdosh fikri, portfel (keys yechimlari, kelishuv protokollari, refleksiya matnlari) orqali talaba va o'qituvchi nizo kompetensiyasini bosqichma-bosqich rivojlantirib boradi. Natijada nizolarni boshqarish "yakuniy baho"ga xizmat qiluvchi jarayon emas, balki akademik madaniyatni oshiruvchi o'qitish va o'rganish mexanizmiga aylanadi.

Tadqiqotda foydalanilgan metodlar.

- **Nazariy tahlil va umumlashtirish:** pedagogik nizo va kompetensiya yondashuvlarini qiyosiy tahlil qilish.

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- **Didaktik modellash**tirish: oliy ta’lim sharoitiga mos kompetensiya tarkibi va o‘qitish mexanizmlarini ishlab chiqish.
- **Tavsifiy tahlil**: oliy ta’lim amaliyotida uchraydigan tipik nizolarni didaktik nuqtayi nazardan guruhlash.

1-jadval. Pedagogik nizolar bo‘yicha kompetensiyaviy yondashuvni tadqiq etish metodlari

Metod nomi	Metod mazmuni (qisqa izoh)	Tadqiqotda qo‘llanish yo‘nalishi	Tadqiqot materiali (asos)	Kutilgan natija
Nazariy tahlil va umumlashtirish	Pedagogik nizo va kompetensiya yondashuvlarini qiyosiy tahlil qilish, asosiy g‘oyalarni umumlashtirish	Adabiyotlar sharhi, konseptual asoslarni shakllantirish	Ilmiy manbalar, o‘quv-metodik qo‘llanmalar, normativ-uslubiy hujjatlar, oliy ta’limga doir metodik tavsiyalar	Tushunchalar tizimi, muammo doirasi, nazariy xulosalar va asosiy kategoriyalar
Didaktik modellash	Oliy ta’limga mos kompetensiya tarkibi, indikatorlar va o‘qitish mexanizmlarini loyihalash	Didaktik yechimlar va o‘qitish algoritmini ishlab chiqish	Kompetensiya indikatorlari, rubrika/checklist loyihalari, mashg‘ulot ssenariylari (keys, simulyatsiya, refleksiya), o‘quv modul konturi	Didaktik model, kompetensiya komponentlari, bosqichma-bosqich o‘qitish mexanizmi
Tavsifiy tahlil	Oliy ta’lim amaliyotidagi tipik nizolarni aniqlash va didaktik mezonlar asosida guruhlash	Nizo manbalari va tipologiyasini asoslash, profilaktik yo‘nalishlarni belgilash	Tipik vaziyatlar (baholash, plagiat, guruh loyihalari, amaliyot, apellyatsiya), amaliy kuzatuv va holat tavsiflari, talabalar murojaatlari/shikoyatlari mazmuni (umumlashtirilgan)	Tipik nizo manbalari ro‘yxati, guruhlash mezonlari, amaliy tavsiyalar

Tadqiqot natijalari.

- ✓ Oliy ta’limdagi pedagogik nizolar ko‘pincha shaxsiy ziddiyatdan ko‘ra **didaktik shaffoflik** (mezon, vazifa, aloqa, tartib) bilan bog‘liq ekanini asoslandi.
- ✓ Nizoni bartaraf etish kompetensiyasi **diagnostika-kommunikatsiya-emotsional boshqaruv-muzokara-refleksiya** zanjiri asosida shakllantirilganda barqaror natija beradi.
- ✓ Keys-simulyatsiya-refleksiya ketma-ketligi kompetensiyani real vaziyatga ko‘chirish (transfer) imkonini kuchaytiradi.
- ✓ Formatif baholash vositalari nizo kompetensiyasini “ball uchun” emas, “o‘qish uchun” boshqarishga xizmat qiladi.

Natijalar ishonchliligi. Natijalar ishonchliligi: nazariy yondashuvlarning o‘zaro uyg‘unligi, taklif etilgan kompetensiya indikatorlarining kuzatiluvchanligi, metodlar ketma-ketligining (tahlil→mashq→transfer→refleksiya) didaktik mantiqqa mosligi bilan asoslanadi.

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Xulosa. Oliy ta’limda pedagogik nizolar ta’lim sifatiga bevosita ta’sir etuvchi hodisa bo‘lib, ularni bartaraf etish kompetensiyalari o‘qituvchi va talabning akademik madaniyatini belgilaydi. Didaktik jihatdan eng samarali yo‘l - nizoni boshqarish kompetensiyalarini o‘quv natijalari ko‘rinishida aniq belgilash, fanlar mazmuniga integratsiya qilish, vaziyatli metodlar (keys, debat, simulyatsiya) orqali mashq qildirish va formatif baholash hamda refleksiya bilan mustahkamlashdir. Natijada nizo “muammo”dan “rivojlantiruvchi resurs”ga aylanib, oliy ta’lim muhitida adolat, hurmat, shaffoflik va mas’uliyatga tayangan akademik iqlimni kuchaytiradi.

Foydalanilgan adabiyotlar

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BO‘LAJAK O‘QITUVCHILARDA PEDAGOGIK IDENTIFIKATSIYANI RIVOJLANTIRISHDA EMPIRIK VERIFIKATSIYA TAMOYILLARINING PEDAGOGIK AHAMIYATI

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Annotatsiya. Mazkur maqolada bo‘ljak o‘qituvchilarda pedagogik identifikatsiyani rivojlantirish jarayonida empirik verifikatsiya tamoyillarining o‘rni va ahamiyati ilmiy jihatdan asoslab berilgan. Tadqiqotda nazariy bilimlarni amaliy faoliyat bilan uyg‘unlashtirish, refleksiya jarayonlarini rivojlantirish hamda kasbiy o‘zlikni shakllantirish masalalari yoritilgan. Shuningdek, empirik yondashuv asosida pedagogik kompetensiyalarni rivojlantirishning samarali yo‘llari ko‘rsatib o‘tilgan.

Kalit so‘zlar: pedagogik identifikatsiya, empirik verifikatsiya, kasbiy o‘zlik, refleksiya, pedagogik kompetensiya, amaliy faoliyat, innovatsion yondashuv

Abstract. This article scientifically substantiates the role and importance of empirical

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verification work in the process of developing pedagogical identity in future teachers. The study covers the issues of combining theoretical knowledge with practical activities, developing reflection processes, and managing professional identity, effective ways of developing pedagogical competencies on an empirical basis are shown.

Keywords: pedagogical identification, empirical verification, professional identity, reflection, pedagogical competence, practical activity, innovative approach

Аннотация. В данной статье научно обосновывается роль и значение принципов эмпирической верификации в процессе формирования педагогической идентичности будущих учителей. Исследование охватывает вопросы сочетания теоретических знаний с практической деятельностью, развития процессов рефлексии и формирования профессиональной идентичности. Также показаны эффективные способы развития педагогических компетенций на основе

Ключевые слова: педагогическая идентификация, эмпирическая проверка, профессиональная идентичность, рефлексия, педагогическая компетентность, практическая деятельность, инновационный подход

Kirish

Zamonaviy ta'lim tizimida bo'lajak o'qituvchilarni tayyorlash jarayoni nafaqat nazariy bilimlarni egallash, balki ularni amaliy faoliyatda qo'llay olish ko'nikmalarini shakllantirishni ham talab etadi. Shu nuqtai nazardan, pedagogik identifikatsiyani rivojlantirish muhim ilmiy va amaliy muammo sifatida namoyon bo'lmoqda. Mazkur jarayonda empirik verifikatsiya tamoyillari alohida ahamiyat kasb etadi, chunki ular orqali nazariy bilimlarning haqqoniyligi amaliy tajriba orqali sinovdan o'tkaziladi. Bugungi globallashuv sharoitida ta'lim tizimi oldida turgan asosiy vazifalardan biri - raqobatbardosh, mustaqil fikrlovchi va kasbiy jihatdan yetuk pedagog kadrlarni tayyorlashdan iboratdir. Pedagogika fani insonni har tomonlama rivojlantirish, unga zarur bilim, ko'nikma va malakalarni shakllantirish jarayonini o'rganuvchi ijtimoiy fan sifatida ushbu vazifani amalga oshirishda muhim o'rin tutadi.

Shu nuqtai nazardan, bo'lajak o'qituvchilarda pedagogik identifikatsiyani rivojlantirish dolzarb ilmiy muammo hisoblanadi. Pedagogik identifikatsiya shaxsning o'zini kasbiy faoliyat subyekti sifatida anglash jarayoni bo'lib, u o'qituvchilik kasbiga nisbatan qadriyatli munosabat, kasbiy mas'uliyat va pedagogik faoliyatga tayyorgarlikni o'z ichiga oladi.

Zamonaviy pedagogika nazariyalarida ta'lim jarayoni nafaqat bilim berish, balki shaxsni rivojlantirishga qaratilgan murakkab tizim sifatida talqin qilinadi. Jumladan, amerikalik olim Bernstein pedagogikani insonning ongli faoliyati orqali boshqalarning o'rganish jarayonini tashkil etuvchi tizim sifatida izohlaydi

Asosiy qism

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Pedagogik identifikatsiya bo‘lajak o‘qituvchining o‘zini kasb egasi sifatida anglash, kasbiy qadriyatlarni qabul qilish va pedagogik faoliyatga ichki tayyorgarlikni shakllantirish jarayonidir. Ushbu jarayonning samaradorligi ko‘p jihatdan ta‘lim jarayonida qo‘llanilayotgan metod va yondashuvlarga bog‘liq bo‘ladi. Empirik verifikatsiya tamoyillari aynan shu jarayonda muhim vosita sifatida xizmat qiladi.

Empirik verifikatsiya nazariy bilimlarni amaliy faoliyat orqali tekshirishni nazarda tutadi. Bu jarayonda talabalar pedagogik amaliyot, kuzatuv, tajriba va interaktiv mashg‘ulotlar orqali o‘z bilimlarini sinovdan o‘tkazadilar. Natijada ular o‘z faoliyatini tahlil qilish, xatolarini aniqlash va ularni bartaraf etish imkoniyatiga ega bo‘ladilar. Bu esa refleksiya ko‘nikmalarining rivojlanishiga olib keladi. Shuningdek, **empirik yondashuv** bo‘lajak o‘qituvchilarning kasbiy kompetensiyalarini mustahkamlashga xizmat qiladi. Amaliy faoliyat davomida ular sinfni boshqarish, o‘quvchilar bilan samarali muloqot qilish, zamonaviy pedagogik texnologiyalarni qo‘llash kabi muhim ko‘nikmalarni egallaydilar. Bu jarayon pedagogik identifikatsiyaning chuqurlashuviga bevosita ta‘sir ko‘rsatadi.

Empirik verifikatsiya tamoyillari, shuningdek, innovatsion fikrlashni rivojlantirishga ham yordam beradi. Talabalar yangi metodlarni sinab ko‘rish, ularning samaradorligini baholash va zarur hollarda ularni takomillashtirish imkoniyatiga ega bo‘ladilar. Bu esa ularning ijodiy va tanqidiy fikrlash qobiliyatlarini rivojlantiradi.

Empirik verifikatsiya tamoyillari aynan shu jarayonda muhim metodologik vosita bo‘lib xizmat qiladi. Empirik yondashuvga ko‘ra, har qanday nazariy bilim amaliy tajriba orqali tekshirilishi lozim. Bu esa bo‘lajak o‘qituvchilarga o‘z bilimlarini real pedagogik faoliyatda sinab ko‘rish imkonini beradi.

Masalan, pedagogik amaliyot jarayonida talabalar dars o‘tish, o‘quvchilar bilan muloqot qilish va sinfni boshqarish kabi faoliyatlarni bajarish orqali o‘z kasbiy kompetensiyalarini rivojlantiradilar. Bu jarayon empirik verifikatsiyaning bevosita ko‘rinishi hisoblanadi. Xorijiy tadqiqotlarda ham empirik yondashuvning samaradorligi alohida ta‘kidlanadi. Masalan, pedagogik o‘rganish nazariyalarida o‘qituvchi tomonidan tanlangan tajribaviy misollar o‘quvchilarning bilimni chuqurroq o‘zlashtirishiga xizmat qilishi isbotlangan. Bu holat pedagogik faoliyatda tajribaning ustuvor ahamiyatga ega ekanligini ko‘rsatadi. Shuningdek, empirik verifikatsiya refleksiya jarayonining rivojlanishiga ham xizmat qiladi. Talaba o‘z faoliyatini tahlil qilish orqali o‘z xatolarini anglaydi va ularni bartaraf etishga intiladi. Bu esa uning kasbiy o‘sishini ta‘minlaydi.

Shuningdek, pedagogik tadqiqot metodologiyasida empirik yondashuv muhim o‘rin tutadi. Tadqiqotlarni tashkil etish, dalillarni aniqlash, ularni baholash va umumlashtirish jarayonlari ilmiy bilishning asosiy bosqichlari sifatida qaraladi. Aynan shu jarayonlar empirik verifikatsiya tamoyillarining mazmunini tashkil etadi. Xorijiy olimlar, xususan, O. Ponce va J. Gomez-Galan ta‘lim tadqiqotlarida ilmiy samaradorlikni ta‘minlash uchun nazariy asoslarni amaliy tekshiruv bilan

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uyg‘unlashtirish zarurligini ta’kidlaydilar. Bu esa empirik verifikatsiyaning zamonaviy ta’limdagi ahamiyatini yanada oshiradi. Demak, pedagogik identifikatsiyani rivojlantirish jarayonida empirik verifikatsiya tamoyillaridan foydalanish bo‘lajak o‘qituvchilarning kasbiy shakllanishida muhim metodologik asos bo‘lib xizmat qiladi.

Mahalliy olim SH. Sharipovning fikriga ko‘ra, ijodkorlik va mustaqil fikrlash pedagogik faoliyatning ajralmas qismi bo‘lib, u shaxsning faol amaliy faoliyati jarayonida shakllanadi. Bu esa empirik faoliyatning pedagogik identifikatsiyadagi rolini yana bir bor tasdiqlaydi. Bundan tashqari, empirik verifikatsiya tamoyillari pedagogik kompetensiyalarni shakllantirishda muhim o‘rin tutadi. Zamonaviy pedagogik texnologiyalar nazariyasida (V.P. Bespalko, M.V. Klarin va boshqalar) ta’lim jarayonini oldindan loyihalash va natijalarni amaliy tekshirish zarurligi alohida qayd etiladi.

Natijada, empirik verifikatsiya nafaqat bilimlarning ishonchliligini ta’minlaydi, balki bo‘lajak o‘qituvchining kasbiy o‘zligini shakllantirish, refleksiv fikrlashini rivojlantirish va pedagogik faoliyatga tayyorlashda kompleks pedagogik mexanizm sifatida namoyon bo‘ladi.

Xulosa

Xulosa qilib aytganda, empirik verifikatsiya tamoyillari bo‘lajak o‘qituvchilarda pedagogik identifikatsiyani rivojlantirishda muhim pedagogik omil hisoblanadi. U nazariy bilimlarni amaliy faoliyat bilan uyg‘unlashtirish, refleksiya ko‘nikmalarini rivojlantirish va kasbiy kompetensiyalarni shakllantirish imkonini beradi. Shu sababli, pedagog kadrlar tayyorlash jarayonida empirik yondashuvdan keng foydalanish ta’lim sifatini oshirishning muhim sharti sifatida qaraladi. Yuqoridagi tahlillar shuni ko‘rsatadiki, empirik verifikatsiya tamoyillari bo‘lajak o‘qituvchilarda pedagogik identifikatsiyani rivojlantirishning muhim sharti hisoblanadi. U nazariy bilimlarni amaliy faoliyat bilan uyg‘unlashtirish, refleksiya ko‘nikmalarini shakllantirish va kasbiy kompetensiyalarni rivojlantirishga xizmat qiladi. Shu bois, zamonaviy pedagog kadrlar tayyorlash tizimida empirik yondashuvni keng qo‘llash zarur.

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**KOMPETENSIYAVIY YONDASHUV ASOSIDA TALABALARDA TAFAKKURNI
RIVOJLANTIRISH**

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Annotatsiya. Mazkur ilmiy maqolada kompetensiyaviy yondashuv asosida talabalar tafakkurini rivojlantirish masalalari tahlil qilinadi. Xususan, ta’lim jarayonida mantiqiy va ijodiy tafakkurni shakllantirishning nazariy asoslari hamda amaliy mexanizmlari yoritib beriladi. Kompetensiyaviy yondashuvning mohiyati, uning zamonaviy ta’lim tizimidagi o‘rni va ahamiyati ochib berilib, talabalarni mustaqil fikrlashga, muammoli vaziyatlarni hal etishga hamda kreativ yondashuvni rivojlantirishga yo‘naltiruvchi metodlar tahlil etiladi. Shuningdek, maqolada innovatsion pedagogik texnologiyalar va interfaol metodlardan foydalanish orqali talabalar tafakkurini rivojlantirish samaradorligini oshirish masalalari ko‘rib chiqiladi. Tadqiqot natijalari kompetensiyaviy yondashuv asosida tashkil etilgan ta’lim jarayoni talabalar tafakkurining sifat jihatdan o‘shishga xizmat qilishini ko‘rsatadi.

Kalit so‘zlar: kompetensiyaviy yondashuv, tafakkur, mantiqiy tafakkur, ijodiy tafakkur, ta’lim jarayoni, innovatsion pedagogika, interfaol metodlar, kreativlik, mustaqil fikrlash, muammoli vaziyatlar, pedagogik texnologiyalar.

Adabiyotlar tahlili: Kompetensiyaviy yondashuv asosida talabalar tafakkurini rivojlantirish masalasi ko‘plab xorijiy va mahalliy olimlar tomonidan o‘rganilgan bo‘lib, ushbu yo‘nalishda turli nazariy yondashuvlar shakllangan. Quyida mazkur mavzu doirasida yetakchi olimlarning ilmiy qarashlari tahlil qilinadi.

Avvalo, John Dewey ta’limni amaliy faoliyat bilan bog‘lash zarurligini ta’kidlab, o‘qitish jarayonida o‘quvchilarning mustaqil fikrlashi va muammolarni hal qilish qobiliyatini rivojlantirish muhimligini ilgari surgan. Uning fikricha, ta’lim jarayoni faqat bilim berish bilan cheklanmasdan, balki real hayotiy vaziyatlarga mos ravishda tafakkurni shakllantirishi lozim. Bu yondashuv kompetensiyaviy ta’limning asosiy tamoyillaridan biri bo‘lib, talabalarni faol subyekt sifatida shakllantirishga xizmat qiladi.

Shuningdek, Lev Vygotsky tomonidan ilgari surilgan ijtimoiy-madaniy rivojlanish nazariyasi tafakkurning rivojlanishida ijtimoiy muhit va muloqotning muhim rol o‘ynashini ko‘rsatadi.

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Vygotskiy “yaqin rivojlanish zonasi” tushunchasi orqali o‘quvchilarning bilim va ko‘nikmalarini bosqichma-bosqich rivojlantirish mumkinligini asoslab beradi. Bu esa kompetensiyaviy yondashuvda o‘qituvchi va talaba o‘rtasidagi hamkorlikni kuchaytirish zarurligini anglatadi.

Keyingi muhim nazariy yondashuv Jean Piaget tomonidan ishlab chiqilgan kognitiv rivojlanish nazariyasidir. Piaget tafakkurning rivojlanishini bosqichma-bosqich jarayon sifatida izohlaydi va o‘quvchilarning bilimni o‘zlashtirishida faol ishtirok etishi zarurligini ta’kidlaydi. Uning fikriga ko‘ra, mantiqiy tafakkur muayyan rivojlanish bosqichlarida shakllanadi, ijodiy tafakkur esa yangi vaziyatlarga moslashish orqali rivojlanadi. Bu qarash kompetensiyaviy yondashuvda talabalarni mustaqil o‘rganishga undash bilan uyg‘unlashadi.

Bundan tashqari, Benjamin Bloom tomonidan ishlab chiqilgan taksonomiya ta’lim maqsadlarini bosqichlarga ajratish orqali tafakkurning turli darajalarini rivojlantirishga xizmat qiladi. Bloom taksonomiyasi bilim, tushunish, qo‘llash, tahlil, sintez va baholash kabi bosqichlarni o‘z ichiga oladi. Mazkur yondashuv kompetensiyaviy ta’limda talabalar tafakkurini oddiy bilim darajasidan yuqori darajadagi ijodiy fikrlash bosqichiga olib chiqishda muhim ahamiyat kasb etadi.

Zamonaviy ta’lim nazariyalarida esa Howard Gardner ning ko‘p intellekt nazariyasi alohida o‘rin tutadi. Gardner har bir shaxsning o‘ziga xos intellektual qobiliyatlari mavjudligini ta’kidlab, ta’lim jarayonida individual yondashuvni qo‘llash zarurligini asoslaydi. Bu esa talabalar ijodiy tafakkurini rivojlantirishda muhim omil bo‘lib, kompetensiyaviy yondashuvning shaxsga yo‘naltirilganligini yana bir bor tasdiqlaydi.

Yuqoridagi olimlarning ilmiy qarashlari shuni ko‘rsatadiki, kompetensiyaviy yondashuv asosida ta’limni tashkil etish talabalar tafakkurini, xususan, mantiqiy va ijodiy fikrlashni rivojlantirishda samarali hisoblanadi. Ularning nazariyalari bir-birini to‘ldirib, zamonaviy ta’lim tizimida innovatsion metodlarni qo‘llash uchun mustahkam ilmiy asos bo‘lib xizmat qiladi.

O‘zbekistonda kognitiv kompetentlikni rivojlantirish bo‘yicha tadqiqotlar: O‘zbekiston Respublikasi ta’lim tizimida ham so‘nggi yillarda kognitiv kompetentlikni rivojlantirishga alohida e’tibor qaratilmoqda. Mahalliy olimlar ta’limda innovatsion yondashuvlarni joriy etish orqali talabalar tafakkurini rivojlantirish masalalarini tadqiq qilmoqda. Jumladan, O‘zbekistonda ta’lim jarayonida raqamli texnologiyalar va interfaol metodlarni keng qo‘llash kognitiv kompetentlikni oshirishga ijobiy ta’sir ko‘rsatishi ta’kidlanmoqda.

Biroq, amaliyotda mutaxassislar malakasining yetarli emasligi, o‘quv jarayonining eski metodologiyalarga bog‘lanib qolishi va talabalar motivatsiyasining pastligi kabi muammolar hali ham mavjud. Shu bois, psixologik yondashuvlarni rivojlantirish, o‘qituvchilarni muntazam malaka oshirishga jalb qilish hamda ta’lim jarayonida shaxsga yo‘naltirilgan metodlarni kengaytirish zarurati ko‘rsatib o‘tilgan.

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Adabiyotlar tahlili shuni ko‘rsatadiki, zamonaviy ta’limda kognitiv kompetentlikni shakllantirishda psixologik yondashuvlar muhim ahamiyat kasb etadi. Kognitiv kompetentlik o‘zining tarkibiy qismlari orqali talabalar bilim va ko‘nikmalarini mustahkamlashga xizmat qiladi. Innovatsion pedagogik metodlar, xususan, loyihaviy ta’lim, interfaol metodlar, raqamli texnologiyalar va gamifikatsiya orqali bu jarayon samarali tashkil etiladi. Shu bilan birga, amaliyotda yuzaga keladigan psixologik muammolarni bartaraf etish uchun individual yondashuvlar va psixologik qo‘llab-quvvatlash zarur. O‘zbekistonda ham ushbu sohada faol tadqiqotlar olib borilmoqda va amaliy tajribalar ortib bormoqda, biroq mavjud kamchiliklarni bartaraf etish yo‘lida yanada samarali strategiyalar ishlab chiqilishi lozim.

Metodlar tahlili: Mazkur tadqiqotda kompetensiyaviy yondashuv asosida talabalar mantiqiy va ijodiy tafakkurini rivojlantirishga qaratilgan ilmiy-uslubiy metodlar majmuasidan foydalanildi. Tadqiqotning metodologik asosini zamonaviy pedagogika va psixologiya fanlarida qo‘llaniladigan nazariy hamda amaliy yondashuvlar tashkil etadi.

Avvalo, **tahlil va sintez metodlari** yordamida mavzuga oid ilmiy adabiyotlar, pedagogik qarashlar va ilg‘or tajribalar o‘rganildi. Ushbu metodlar orqali kompetensiyaviy yondashuvning mohiyati, uning ta’lim jarayonidagi o‘rni hamda talabalar tafakkurini rivojlantirishdagi ahamiyati umumlashtirildi va tizimlashtirildi.

Shuningdek, tadqiqot jarayonida **qiyosiy-tahliliy metod** qo‘llanilib, an’anaviy ta’lim yondashuvi bilan kompetensiyaviy yondashuv o‘rtasidagi farqlar aniqlashtirildi. Bu metod orqali talabalar tafakkurini rivojlantirishda samaraliroq bo‘lgan usullar va vositalar ajratib olindi.

Tadqiqotning muhim qismi sifatida **kuzatish metodidan** foydalanildi. Ta’lim jarayonida talabalar faoliyati, ularning muammoli vaziyatlarga munosabati, mustaqil fikrlash darajasi va ijodiy yondashuvi kuzatildi. Ushbu metod orqali real o‘quv jarayonida kompetensiyaviy yondashuvning amaliy natijalari baholandi.

Bundan tashqari, **pedagogik tajriba (eksperiment) metodi** asosida maxsus tashkil etilgan mashg‘ulotlar o‘tkazildi. Unda interfaol metodlar, muammoli vaziyatlar va ijodiy topshiriqlar qo‘llanilib, talabalar tafakkuridagi o‘zgarishlar tahlil qilindi. Tajriba natijalari kompetensiyaviy yondashuvning samaradorligini aniqlashga xizmat qildi.

Shu bilan birga, **so‘rovnoma va test metodlari** orqali talabalar bilim darajasi, mantiqiy fikrlash ko‘nikmalari hamda ijodiy yondashuv darajasi aniqlashtirildi. Olingan natijalar statistik jihatdan qayta ishlanib, umumiy xulosalar chiqarildi.

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Yakuniy bosqichda **statistik tahlil metodi** yordamida tadqiqot natijalari miqdoriy va sifat jihatdan baholandi. Bu esa olingan ma'lumotlarning ishonchliligini ta'minlash va ilmiy asoslangan xulosalar chiqarish imkonini berdi.

Umuman olganda, mazkur metodlar majmuasi kompetensiyaviy yondashuv asosida talabalar mantiqiy va ijodiy tafakkurini rivojlantirish jarayonini har tomonlama o'rganish, tahlil qilish va baholash imkonini yaratdi.

Natijalar tahlili: Mazkur tadqiqotda kompetensiyaviy yondashuv asosida tashkil etilgan ta'lim jarayonining talabalar mantiqiy va ijodiy tafakkuriga ta'siri o'rganildi. O'tkazilgan pedagogik tajriba va kuzatishlar natijalari shuni ko'rsatdiki, mazkur yondashuv an'anaviy o'qitish usullariga nisbatan yuqori samaradorlikka ega.

Tadqiqotning dastlabki bosqichida o'tkazilgan diagnostik test natijalari talabalar tafakkur darajasi o'rtacha ekanligini ko'rsatdi. Xususan, talabalarning aksariyatida muammoli vaziyatlarni hal qilishda qiyinchiliklar, mustaqil fikr bildirishda sustlik hamda ijodiy yondashuvning yetarli darajada shakllanmaganligi kuzatildi.

Pedagogik tajriba jarayonida kompetensiyaviy yondashuv asosida interfaol metodlar, muammoli vaziyatlar, guruhiiy ishlash, loyihaviy topshiriqlar va kreativ mashqlar tizimli ravishda qo'llanildi. Ushbu metodlar talabalarni faol ishtirok etishga, mustaqil izlanishga va o'z fikrini asoslab berishga undadi. Natijada, talabalar o'quv jarayonining passiv ishtirokchisidan faol subyektiga aylandi.

Tajriba yakunida o'tkazilgan nazorat testlari natijalari sezilarli ijobiy o'zgarishlarni ko'rsatdi. Xususan:

- talabalar mantiqiy tafakkur darajasi oshdi, ular muammoli vaziyatlarni tahlil qilish va yechim topishda faolroq bo'la boshladi;
- ijodiy tafakkur ko'rsatkichlari yaxshilandi, talabalar yangi g'oyalar ishlab chiqish va nostandart yechimlar taklif qilish qobiliyatiga ega bo'ldi;
- mustaqil fikrlash va qaror qabul qilish ko'nikmalari rivojlandi;
- o'quv motivatsiyasi va darsga bo'lgan qiziqish sezilarli darajada ortdi.

Statistik tahlil natijalari ham tajriba va nazorat guruhlari o'rtasida sezilarli farq mavjudligini ko'rsatdi. Kompetensiyaviy yondashuv asosida o'qitilgan guruhda yuqori natijalar qayd etilib, bu yondashuvning samaradorligini tasdiqladi.

Shuningdek, tadqiqot davomida talabalar o'rtasida kommunikativ ko'nikmalar, jamoada ishlash madaniyati va o'z fikrini erkin ifodalash qobiliyati ham rivojlanganligi aniqlandi. Bu esa

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kompetensiyaviy yondashuvning faqat tafakkurni emas, balki shaxsning kompleks rivojlanishini ta’minlashini ko‘rsatadi.

Umuman olganda, olingan natijalar kompetensiyaviy yondashuv asosida tashkil etilgan ta’lim jarayoni talabalar mantiqiy va ijodiy tafakkurini samarali rivojlantirishini, ularning mustaqil va kreativ fikrlash qobiliyatini oshirishini ilmiy jihatdan asoslab berdi.

Xulosa: Mazkur ilmiy tadqiqotda kompetensiyaviy yondashuv asosida talabalar mantiqiy va ijodiy tafakkurini rivojlantirish masalalari nazariy va amaliy jihatdan o‘rganildi. Tahlillar shuni ko‘rsatdiki, zamonaviy ta’lim tizimida kompetensiyaviy yondashuvni qo‘llash talabalarni faqat bilim bilan qurollantirish emas, balki ularni mustaqil fikrlashga, muammolarni hal etishga va ijodiy yondashuvni rivojlantirishga yo‘naltiradi.

Tadqiqot natijalari asosida quyidagi xulosalarga kelindi: birinchidan, kompetensiyaviy yondashuv ta’lim jarayonini samarali tashkil etishda muhim metodologik asos bo‘lib xizmat qiladi; ikkinchidan, interfaol metodlar va muammoli vaziyatlarga asoslangan topshiriqlar talabalar mantiqiy tafakkurini sezilarli darajada rivojlantiradi; uchinchidan, kreativ topshiriqlar va loyihaviy faoliyat talabalar ijodiy tafakkurini shakllantirishda muhim omil hisoblanadi; to‘rtinchidan, mazkur yondashuv talabalar mustaqilligini, faolligini va o‘quv motivatsiyasini oshiradi.

Shuningdek, tadqiqot davomida aniqlanishicha, kompetensiyaviy yondashuv asosida tashkil etilgan ta’lim jarayoni talabalarni real hayotiy vaziyatlarga tayyorlash, ularning kasbiy va shaxsiy kompetensiyalarini rivojlantirishda samarali natija beradi.

Umuman olganda, kompetensiyaviy yondashuvni ta’lim amaliyotiga keng joriy etish talabalar tafakkurini rivojlantirish, ularning intellektual salohiyatini oshirish va zamonaviy jamiyat talablariga mos yetuk mutaxassislarni tayyorlashda muhim ahamiyat kasb etadi.

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ИНТЕГРАТИВНЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ КАК СРЕДСТВО ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

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Аннотация. Статья посвящена исследованию интегративного подхода в обучении иностранным языкам как эффективного средства формирования межкультурной компетенции. Рассматриваются теоретические основы интегративного подхода, его компоненты и методические приемы реализации в образовательном процессе. Показано, что интегративная модель способствует развитию когнитивных, эмоционально-оценочных и поведенческих аспектов межкультурной компетенции у студентов.

Ключевые слова. интегративный подход, иностранный язык, межкультурная компетенция, методика обучения, межкультурное общение

Abstract. The article explores the integrative approach in foreign language teaching as an effective means of developing intercultural competence. It examines the theoretical foundations of the integrative approach, its components, and methodological techniques for implementation in the educational process. The study demonstrates that the integrative model fosters the development of cognitive, affective-evaluative, and behavioral aspects of intercultural competence among students.

Keywords. integrative approach, foreign language, intercultural competence, teaching methodology, intercultural communication

Annotatsiya. Maqola xorijiy tillarni o'qitishda integrativ yondashuvni madaniyatlararo kompetentsiyani rivojlantirishning samarali vositasi sifatida o'rganishga bag'ishlangan. Integrativ yondashuvning nazariy asoslari, komponentlari va uni ta'lim jarayonida qo'llash metodikasi ko'rib chiqilgan. Tadqiqot shuni ko'rsatadiki, integrativ model talabalar orasida madaniyatlararo kompetentsiyaning kognitiv, hissiy-baholash va xulq-atvor aspektlarini rivojlantirishga yordam beradi.

Kalit so'zlar. integrativ yondashuv, xorijiy til, madaniyatlararo kompetentsiya, ta'lim metodikasi, madaniyatlararo muloqot

В современном глобализированном мире владение иностранными языками перестало быть лишь элементом образования или средством общения. Оно становится важным инструментом профессиональной и личностной самореализации, а также ключевым условием успешного межкультурного взаимодействия. Повышение мобильности людей, расширение международных связей и активное развитие цифровой среды требуют от современного человека не только владения языком, но и способности адекватно понимать и интерпретировать культурные особенности других народов. В этой связи формирование

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межкультурной компетенции становится одной из центральных задач современного образования. Межкультурная компетенция представляет собой сложное явление, включающее когнитивные, эмоционально-оценочные и поведенческие компоненты. Когнитивный компонент предполагает знание о культурных ценностях, традициях, нормах и особенностях поведения представителей другой культуры. Эмоционально-оценочный компонент связан с развитием эмпатии, толерантности, способности к пониманию и принятию культурных различий. Поведенческий компонент проявляется в способности эффективно взаимодействовать с носителями другой культуры, корректно интерпретировать их поведение и выстраивать диалог, учитывая культурные контексты.

Традиционно обучение иностранным языкам ориентировалось на формирование языковых и коммуникативных навыков, при этом культура изучаемого языка рассматривалась лишь как дополнительная информация. Однако современная педагогическая практика и исследования показывают, что для формирования полноценной межкультурной компетенции необходимо интегрировать языковое обучение с культурным, когнитивным и коммуникативным аспектами. Интегративный подход в обучении иностранным языкам предлагает рассматривать язык и культуру как взаимосвязанные явления, а образовательный процесс строить таким образом, чтобы студенты одновременно развивали языковую компетенцию и способность к межкультурному взаимодействию.

Основой интегративного подхода является сочетание нескольких образовательных компонентов. Лингвистический компонент включает изучение грамматики, лексики, фонетики и навыков устной и письменной речи. Когнитивно-культурный компонент направлен на формирование представлений о социальной, исторической и культурной специфике страны изучаемого языка, знакомство с традициями, национальными ценностями, особенностями коммуникации. Коммуникативный компонент реализуется через моделирование реальных ситуаций межкультурного общения, что позволяет студентам практиковать использование языка в контекстах, близких к реальной жизни. Синтез этих компонентов обеспечивает целостное развитие студента, формирует его способность к критическому мышлению, эмпатии и адаптивному поведению в межкультурных ситуациях.

Методическая реализация интегративного подхода может осуществляться через разнообразные формы учебной деятельности. Одним из эффективных методов является проектная деятельность, в рамках которой студенты разрабатывают мультимедийные проекты о культуре страны изучаемого языка. Такие проекты могут включать исследование исторических событий, культурных традиций, гастрономических особенностей, современной социальной жизни. Работа над проектами способствует не только развитию языковых навыков, но и формированию навыков анализа культурной информации, критического мышления и командной работы.

Рольевые игры и симуляции являются еще одной эффективной методической формой. Они позволяют моделировать реальные бытовые и деловые ситуации, требующие межкультурного взаимодействия. Например, студенты могут разыгрывать сцены деловой встречи с иностранными партнерами, бытовые диалоги в магазине или ресторане, обсуждать культурные различия в способах приветствия и общения. Такие упражнения способствуют развитию поведенческого компонента межкультурной компетенции, учат адекватно реагировать на культурные различия, корректировать свое поведение и использовать язык для решения практических задач.

Использование аутентичных материалов является неотъемлемой частью интегративного подхода. Статьи, фильмы, подкасты, социальные сети и другие ресурсы создают для

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студентов погружение в реальную языковую среду, позволяют ознакомиться с современными нормами общения и культурными особенностями. Работа с аутентичными текстами развивает навыки понимания речи на слух, чтения с пониманием, а также формирует способность интерпретировать культурные коды, что является важной составляющей межкультурной компетенции.

Сравнительно-культурный анализ помогает студентам осознавать различия и сходства между родной и целевой культурами. Сопоставление норм поведения, традиций, ценностей способствует развитию критического мышления, способности к самоанализу и эмпатии. Этот метод позволяет студентам не только узнавать о другой культуре, но и осознавать собственные культурные стереотипы и предубеждения, что является важным шагом на пути формирования межкультурной компетенции.

Практика показывает, что применение интегративного подхода в обучении иностранным языкам дает положительные результаты. Студенты демонстрируют более высокий уровень эмпатии и понимания культурных различий, улучшают навыки межкультурной коммуникации и проявляют повышенную мотивацию к изучению языка. Кроме того, интегративная модель способствует развитию личностных качеств, таких как толерантность, гибкость мышления, способность к адаптации в новых культурных контекстах.

Важно отметить, что успешная реализация интегративного подхода требует от преподавателя владения как методикой преподавания языка, так и знанием культурного контекста изучаемого языка. Преподаватель должен уметь создавать учебные ситуации, способствующие развитию межкультурной компетенции, подбирать аутентичные материалы, организовывать проектную и ролевую деятельность, анализировать культурные различия и помогать студентам осознавать их значение.

Таким образом, интегративный подход в обучении иностранным языкам представляет собой эффективное средство формирования межкультурной компетенции. Он обеспечивает комплексное развитие личности студента, сочетает языковую подготовку с культурным и коммуникативным обучением, способствует формированию когнитивных, эмоционально-оценочных и поведенческих аспектов межкультурной компетенции. В условиях глобализации и активного международного взаимодействия применение интегративной модели становится не только желательным, но и необходимым условием эффективного языкового образования.

В заключение можно отметить, что интегративный подход является универсальной методологической основой современного обучения иностранным языкам, которая позволяет не только повышать уровень владения языком, но и формировать у студентов навыки эффективного межкультурного общения. Дальнейшие исследования могут быть направлены на разработку конкретных программ обучения с использованием интегративной модели, оценку эффективности различных методов проектной и ролевой деятельности, а также на изучение влияния интегративного подхода на формирование профессиональной межкультурной компетенции в различных сферах деятельности.

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The Role of Extensive Reading Programs in Enhancing Learners' Reading Comprehension

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Abstract

Extensive reading is widely recognized as an effective approach for improving learners' reading comprehension in foreign language learning. This study explores the role of extensive reading programs in enhancing students' reading skills, vocabulary development, and reading fluency. Extensive reading encourages learners to read large amounts of easy and interesting texts for general understanding and enjoyment. Through regular exposure to meaningful reading materials, students gradually develop better comprehension, increase their vocabulary knowledge, and improve their overall language proficiency. The study also highlights that extensive reading programs can promote learner autonomy and positive attitudes toward reading. The findings suggest that integrating extensive reading activities into language teaching can significantly contribute to the development of learners' reading competence and support their long-term language learning process.

Keywords: extensive reading, reading comprehension, vocabulary development, language learning, reading fluency.

Annotatsiya

Extensive reading (keng qamrovli o'qish) chet tilini o'rganishda o'quvchilarning o'qib tushunish ko'nikmalarini rivojlantirishning samarali usullaridan biri hisoblanadi. Mazkur tadqiqotda extensive reading dasturlarining talabalarning o'qish ko'nikmalari, lug'at boyligi hamda o'qish tezligini rivojlantirishdagi ahamiyati tahlil qilinadi. Extensive reading talabalarning umumiy mazmunni tushunish va qiziqarli matnlarni o'qish orqali ko'p miqdorda o'qishlarini rag'batlantiradi. Turli mazmundagi matnlar bilan muntazam tanishib borish natijasida talabalar o'zlarining o'qib tushunish qobiliyatlarini rivojlantiradilar, yangi so'zlarni o'rganadilar hamda umumiy til kompetensiyalarini oshiradilar. Shuningdek, extensive reading dasturlari talabalarda mustaqil o'rganish ko'nikmalarini

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va o'qishga bo'lgan ijobiy munosabatni shakllantirishga yordam beradi. Tadqiqot natijalari extensive readingni o'quv jarayoniga joriy etish talabalarning o'qish kompetensiyasini rivojlantirishda muhim ahamiyatga ega ekanligini ko'rsatadi.

Kalit so'zlar: extensive reading, o'qib tushunish, lug'at boyligi, til o'rganish, o'qish tezligi.

Аннотация

Экстенсивное чтение широко признано эффективным подходом к развитию навыков чтения и понимания текста при изучении иностранного языка. В данной работе рассматривается роль программ экстенсивного чтения в развитии навыков чтения, расширении словарного запаса и повышении беглости чтения у учащихся. Экстенсивное чтение предполагает чтение большого количества простых и интересных текстов для общего понимания и удовольствия. Регулярное знакомство с разнообразными текстами способствует развитию навыков понимания прочитанного, расширению словарного запаса и повышению общей языковой компетенции студентов. Кроме того, программы экстенсивного чтения способствуют развитию самостоятельности обучающихся и формированию положительного отношения к чтению. Результаты исследования показывают, что внедрение экстенсивного чтения в процесс обучения способствует эффективному развитию навыков чтения и поддерживает долгосрочное изучение языка.

Ключевые слова: экстенсивное чтение, понимание прочитанного, словарный запас, изучение языка, беглость чтения.

Introduction

Reading is considered one of the most important skills in foreign language learning because it helps learners develop vocabulary, grammar awareness, and overall language proficiency. Among different approaches to improving reading ability, extensive reading (ER) has gained considerable attention in language education. Extensive reading refers to the practice of reading large amounts of easy and interesting materials for general understanding and enjoyment.

Many language learners experience difficulties in reading comprehension due to limited vocabulary, lack of background knowledge, and insufficient reading practice. Traditional reading instruction often focuses on intensive reading activities that require detailed analysis of short texts. While intensive reading is useful for developing accuracy and language awareness, it does not always provide enough opportunities for learners to develop reading fluency and confidence.

In this context, extensive reading programs have been introduced as an effective strategy to enhance learners' reading comprehension. Through regular exposure to meaningful and engaging texts, students can improve their reading speed, expand their vocabulary, and develop a positive attitude toward reading.

Main Part

1. The Concept of Extensive Reading in Language Learning

Extensive reading is a learner-centered approach that encourages students to read a large number of texts that are appropriate for their language level. According to Day and Bamford (1998), extensive reading emphasizes reading for pleasure and general understanding rather than detailed analysis of language structures. Students are usually allowed to choose books or materials that match their interests and proficiency levels.

In extensive reading programs, learners read simplified books, graded readers, short stories, magazines, and other accessible texts. The main objective is to expose learners to a large amount of comprehensible input, which plays an important role in language acquisition. When students read regularly, they gradually become familiar with new vocabulary, grammatical structures, and

discourse patterns.

Another important aspect of extensive reading is learner autonomy. Students take responsibility for their own reading process by selecting materials and managing their reading pace. This independence encourages motivation and helps learners develop lifelong reading habits.

2. Benefits of Extensive Reading for Reading Comprehension

Extensive reading programs provide several important benefits for language learners. One of the main advantages is vocabulary development. When students encounter words repeatedly in different contexts, they can understand and remember them more effectively. This process contributes to the development of reading comprehension and language fluency.

Another important benefit is the improvement of reading fluency. Regular reading practice helps learners read faster and more confidently. As students become familiar with common vocabulary and sentence structures, they spend less time decoding individual words and more time focusing on the overall meaning of the text.

Extensive reading also increases learners' motivation and positive attitudes toward reading. When students read materials that are interesting and enjoyable, they are more likely to continue reading outside the classroom. This increased exposure to the language supports long-term language development.

Furthermore, extensive reading contributes to the development of writing and speaking skills. Through reading, students learn how ideas are organized in texts and how language is used in authentic communication. As a result, they can apply these patterns in their own language production.

Conclusion

In conclusion, extensive reading programs play a significant role in enhancing learners' reading comprehension in foreign language learning. By encouraging students to read large amounts of interesting and accessible texts, extensive reading helps improve vocabulary knowledge, reading fluency, and overall language proficiency.

Moreover, extensive reading promotes learner autonomy and positive attitudes toward reading, which are essential for long-term language development. Although extensive reading should be combined with other teaching methods, it remains one of the most effective strategies for improving reading comprehension in language classrooms.

Therefore, teachers are encouraged to integrate extensive reading programs into their teaching practices to support students' language learning and develop their reading competence.

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ARTIFICIAL INTELLIGENCE AS A MEANS OF DEVELOPING COMMUNICATIVE COMPETENCE IN PERSONALIZED ENGLISH LANGUAGE LEARNING

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Abstract

This thesis explores the role of artificial intelligence in developing communicative competence in personalized English language learning. In modern education, artificial intelligence technologies play an important role in creating adaptive learning environments and supporting individualized learning processes. AI-based tools such as intelligent tutoring systems, chatbots, and speech recognition applications provide learners with opportunities to practice language skills and receive immediate feedback. The study analyzes how artificial intelligence can enhance communication skills, learner engagement, and motivation in English language learning. The findings suggest that integrating artificial intelligence into language education can significantly improve communicative competence and promote more personalized and effective learning experiences.

Keywords:

artificial intelligence, communicative competence, personalized learning, English language teaching, digital technologies.

Annotatsiya

Ushbu tezis shaxsiylashtirilgan ingliz tili o'qitish jarayonida sun'iy intellektdan foydalanish orqali talabalarning kommunikativ kompetensiyasini rivojlantirish masalalarini o'rganishga bag'ishlangan. Zamonaviy ta'lim tizimida sun'iy intellekt texnologiyalari til o'rganish jarayonini samarali tashkil etish, o'quvchilarning individual ehtiyojlarini hisobga olish hamda interaktiv o'quv muhitini yaratishda muhim ahamiyat kasb etadi. Tadqiqotda sun'iy intellektga asoslangan platformalar, chat-botlar va raqamli ta'lim vositalarining kommunikativ ko'nikmalarni rivojlantirishdagi o'rni tahlil qilinadi. Shuningdek, sun'iy intellekt yordamida individual o'quv strategiyalarini shakllantirish va o'quvchilarning til o'rganishga bo'lgan motivatsiyasini oshirish imkoniyatlari ko'rib chiqiladi. Tadqiqot natijalari sun'iy intellekt texnologiyalaridan foydalanish ingliz tilini o'rganishda kommunikativ kompetensiyani samarali rivojlantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: sun'iy intellekt, kommunikativ kompetensiya, shaxsiylashtirilgan ta'lim, ingliz tili

o‘qitish, raqamli texnologiyalar.

Аннотация

Данная работа посвящена исследованию роли искусственного интеллекта в развитии коммуникативной компетенции в условиях персонализированного обучения английскому языку. В современной системе образования технологии искусственного интеллекта способствуют созданию адаптивной образовательной среды и позволяют учитывать индивидуальные особенности обучающихся. В исследовании рассматривается использование интеллектуальных обучающих систем, чат-ботов и технологий распознавания речи в процессе изучения иностранного языка. Особое внимание уделяется их влиянию на развитие коммуникативных навыков, повышение мотивации учащихся и эффективность учебного процесса. Результаты исследования показывают, что использование искусственного интеллекта в обучении английскому языку способствует развитию коммуникативной компетенции и созданию более эффективной и персонализированной образовательной среды.

Ключевые слова:

искусственный интеллект, коммуникативная компетенция, персонализированное обучение, обучение английскому языку, цифровые технологии.

Introduction

In recent years, the rapid development of digital technologies has significantly transformed modern educational practices. One of the most influential innovations in this field is artificial intelligence (AI), which has opened new opportunities for improving teaching and learning processes. In foreign language education, AI technologies provide advanced tools that support personalized learning and allow students to develop language skills according to their individual needs and abilities.

Communicative competence is considered one of the key objectives of English language learning. It refers to the ability to use language effectively and appropriately in various communicative situations. According to modern language teaching methodologies, successful language learning requires not only grammatical knowledge but also the ability to interact, express ideas, and understand others in real-life contexts. However, traditional teaching methods often face limitations in providing sufficient individualized practice and immediate feedback for all learners.

Artificial intelligence technologies offer innovative solutions to these challenges. AI-based systems, such as intelligent tutoring systems, chatbots, speech recognition applications, and adaptive learning platforms, allow students to practice language skills in interactive and personalized environments. These technologies provide learners with real-time feedback, personalized recommendations, and opportunities for continuous language practice.

The aim of this study is to examine the role of artificial intelligence in developing communicative competence in personalized English language learning. The research also highlights the potential of AI technologies in creating more flexible, interactive, and learner-centered language learning environments.

Main Part

Artificial intelligence technologies provide new opportunities for improving the quality of English language teaching and learning. One of the main advantages of AI in language education is the ability to create personalized learning environments. AI-based systems can analyze students' performance, identify their learning needs, and provide customized learning materials according to their individual abilities and progress.

AI tools such as chatbots, virtual tutors, and speech recognition applications help students practice communication skills in interactive ways. For example, learners can engage in simulated

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conversations with AI systems, which allows them to improve their pronunciation, vocabulary, and fluency. These technologies provide immediate feedback and allow students to correct their mistakes in real time.

Another important benefit of artificial intelligence is the support of continuous and flexible learning. Students can access AI-based language learning platforms anytime and anywhere, which makes the learning process more accessible and effective. In addition, AI technologies encourage learner autonomy and motivation by providing engaging and interactive learning activities.

However, despite these advantages, the effective integration of artificial intelligence into language education requires proper pedagogical guidance. Teachers should combine AI tools with communicative teaching methods to ensure meaningful interaction and balanced language development. Therefore, artificial intelligence should be considered as a supportive tool that enhances, rather than replaces, the role of the teacher in the learning process.

Conclusion

In conclusion, artificial intelligence plays an important role in enhancing communicative competence in personalized English language learning. AI technologies provide adaptive learning environments, interactive communication tools, and immediate feedback, which help learners improve their language skills more effectively. Through the use of chatbots, speech recognition systems, and intelligent learning platforms, students can practice real-life communication and develop greater confidence in using English.

Moreover, personalized learning supported by artificial intelligence allows learners to study at their own pace and according to their individual needs. This approach increases learner motivation and engagement in the language learning process. However, the successful integration of AI in language education requires the active role of teachers who guide students in using these technologies effectively. Therefore, combining artificial intelligence with communicative teaching methods can significantly improve the development of communicative competence in English language learning.

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**BO'LAJAK TARBIYACHILARNING OG'ZAKI NUTQINI RIVOJLANTIRISHDA
QAYTA HIKOYALASH METODLARINI TAKOMILLASHTIRISH VA MAKTABGACHA
YOSHDAGI BOLALARDA MULOQOTCHANLIKNI SHAKLLANTIRISHDA IJODIY
O'YINLARDAN FOYDALANISH METODIKASI**

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Annotatsiya. Mazkur maqolada bo'lajak tarbiyachilarning og'zaki nutqini rivojlantirishda qayta hikoyalash metodlarini takomillashtirish hamda maktabgacha yoshdagi bolalarda muloqotchanlikni shakllantirishda ijodiy o'yinlardan foydalanish metodikasining nazariy va amaliy asoslari tahlil etiladi. Tadqiqotda qayta hikoyalashning nutqiy kompetensiyani rivojlantirishdagi o'rni, shuningdek, ijodiy o'yinlarning bolalarda kommunikativ faollikni oshirishdagi ahamiyati ochib berilgan. Ushbu ikki yo'nalishni integratsiyalash orqali pedagogik jarayon samaradorligini oshirish imkoniyatlari asoslab berilgan.

Kalit so'zlar: og'zaki nutq, qayta hikoyalash, nutqiy kompetensiya, muloqotchanlik, ijodiy o'yinlar, maktabgacha ta'lim, pedagogik metodika, kommunikativ faoliyat, tarbiyachi.

Аннотация. В данной статье рассматриваются теоретические и практические основы совершенствования методов пересказа в развитии устной речи будущих воспитателей, а также методика использования творческих игр в формировании коммуникативных навыков у детей дошкольного возраста. Раскрывается значение пересказа в развитии речевой компетенции и роль творческих игр в повышении коммуникативной активности детей. Обоснована эффективность интеграции данных подходов в педагогическом процессе.

Ключевые слова: устная речь, пересказ, речевая компетенция, коммуникативность, творческие игры, дошкольное образование, педагогическая методика, коммуникативная деятельность, воспитатель.

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Annotation. This article analyzes the theoretical and practical foundations of improving retelling methods in the development of oral speech of future educators, as well as the methodology of using creative games in forming communicative skills in preschool children. The study highlights the role of retelling in developing speech competence and the importance of creative games in enhancing children's communicative activity. The effectiveness of integrating these approaches into the pedagogical process is substantiated.

Keywords: oral speech, retelling, speech competence, communicative skills, creative games, preschool education, pedagogical methodology, communicative activity, educator.

Bugungi kunda maktabgacha ta'lim tashkilotlarida tarbiyachining og'zaki nutqi va bolalarning muloqotchanligi muhim ahamiyatga ega. O'zbekiston Respublikasi Prezidentining 2019-yil 9-maydagi "Maktabgacha ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida" farmoni va maktabgacha ta'lim tashkilotlarida bolalarning til va nutq rivojini ta'minlash, shuningdek tarbiyachilarning malakasi va kasbiy tayyorgarligi ustuvor vazifa sifatida belgilangan. Maktabgacha ta'lim tizimida tarbiyachining og'zaki nutqi bolalarning kommunikativ rivojlanishida muhim vosita hisoblanadi. Nutq pedagogik jarayonda bolalar bilan samarali muloqot o'rnatish, ularning fikrini shakllantirish va ijtimoiy ko'nikmalarini rivojlantirishda asosiy vosita sifatida xizmat qiladi. Shu sababli, bo'lajak tarbiyachilarning og'zaki nutqini rivojlantirish masalasi bugungi kunda dolzarb pedagogik masalalardan biridir. Qayta hikoyalash metodlari talabaning eshitgan yoki o'qigan matnni o'z so'zlari bilan ifodalash jarayoni bo'lib, nutqning mantiqiy izchilligini, lug'at boyligini va fikrni izchil ifodalashni shakllantiradi. Ilmiy tadqiqotlar shuni ko'rsatadiki, qayta hikoyalash metodlari talabaning fikrlash va nutqiy faolligini faollashtiradi, pedagogning nutqini boyitadi va bolalarda matn mazmunini tahlil qilish qobiliyatini rivojlantiradi. Ijodiy o'yinlar esa maktabgacha yoshdagi bolalarda kommunikativ va ijtimoiy ko'nikmalarni shakllantirishda samarali vosita hisoblanadi. Rolli o'yinlar, dramatizatsiya va syujetli o'yinlar bolalarning tinglash, fikr bildirish va ijtimoiy rollarni o'zlashtirish qobiliyatini oshiradi. Shu bilan birga, ijodiy o'yinlar bolalarning mustaqil fikrlash va ijodiy yondashuvini rag'batlantiradi, pedagogik jarayonni interfaol va qiziqarli qiladi.

Bo'lajak tarbiyachilar bilan ishlashda quyidagi metodik yondashuv samarali hisoblanadi:

1. Qayta hikoyalash mashqlari – talaba matnni o'z so'zlari bilan qayta hikoya qiladi.
2. Mazmunni tahlil qilish – bolalar bilan savol-javob orqali matn mazmuni muhokama qilinadi.
3. Rollarga ajratish – bolalar obrazlarga bo'linadi va sahnalashtirishga tayyorlanadi.
4. Ijodiy o'yinlar tashkil etish – matn asosida dramatizatsiya yoki rolli o'yin o'tkaziladi.
5. Mustaqil nutqni rag'batlantirish – bolalarga voqeani davom ettirish yoki o'zgartirish taklif etiladi.

Ushbu integratsiyalashgan metod orqali bo'lajak tarbiyachilar nafaqat nutqiy kompetensiyani rivojlantiradi, balki pedagogik jarayonni interfaol va ijodiy qiladi. Bolalar esa muloqot ko'nikmalarini, fikr bildirish va tinglash qobiliyatini shakllantiradi, ijtimoiy moslashuvini mustahkamlaydi. Maktabgacha ta'lim jarayonida bolalarning og'zaki nutqini rivojlantirish va muloqotchanlik ko'nikmalarini shakllantirish pedagogik jarayonning muhim qismini tashkil etadi. Ushbu jarayonda tarbiyachilarning nutq madaniyati, so'z boyligi va pedagogik mahorati bevosita rol o'ynaydi. Shu nuqtai nazardan, qayta hikoyalash metodlari tarbiyachilarning og'zaki nutqini takomillashtirish va bolalar bilan samarali muloqot o'rnatish vositasi sifatida muhim ahamiyatga ega. Qayta hikoyalash - bu bolaga o'qilgan yoki eshitilgan matnni o'z so'zlari bilan qayta ifodalash jarayonidir. Ushbu metod tarbiyachilarda matn mazmunini tushunish, uni bolalar uchun soddalashtirish, so'z boyligini va gap tuzilmasini boyitish kabi ko'nikmalarni rivojlantiradi. Qayta

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hikoyalash jarayonida tarbiyachi bolalarga savollar berib, ularni faol muloqotga jalb qiladi va shu orqali diqqat, xotira hamda tushunish qobiliyatini mustahkamlaydi. Qayta hikoyalash metodlarini takomillashtirish uchun bir nechta pedagogik usullar mavjud. Ulardan biri - matnni turli shakllarda taqdim etish: rasmi hikoya, audio yoki video materiallar orqali. Shu bilan birga, tarbiyachi hikoyaning asosiy voqealari, qahramonlari va ularning harakatlari bo'yicha savol-javob mashqlari tashkil etadi. Rollarni bo'lish orqali hikoyani sahnalashtirish va ijodiy modifikatsiyalar kiritish metodikani yanada boyitadi.

Maktabgacha yoshdagi bolalarda muloqotchanlikni shakllantirish nutqiy, ijtimoiy va emotsional rivojlanish bilan chambarchas bog'liqdir. Bolalar nutq orqali o'z fikrini ifodalaydi, boshqalarni tinglaydi va turli ijtimoiy vaziyatlarga moslashadi. Tarbiyachilar bolalar bilan dialoglar, suhbatlar, hikoya so'zlash va emotsional ifodalar orqali muloqot ko'nikmalarini rivojlantiradi. Ijodiy o'yinlar bolalarni nutqga faol jalb qilish va ularni ijodiy fikrlashga rag'batlantirish vositasidir. Rasmi hikoya yaratish, rol o'ynash, so'z o'yinlari va "Kim nima dedi?" kabi o'yinlar bolalarning so'z boyligini oshiradi, nutq madaniyatini rivojlantiradi va muloqotchanlikni mustahkamlaydi. Pedagogik tavsiya sifatida o'yinni qisqa va qiziqarli qilish, har bir bolaning ishtirokini ta'minlash, savol va topshiriqlar orqali rag'batlantirish muhim hisoblanadi. Maktabgacha yoshdagi bolalarda muloqotchanlikni rivojlantirish - pedagogik jarayonning muhim komponenti bo'lib, bolaning ijtimoiy, emotsional va nutqiy rivojlanishini bir vaqtning o'zida ta'minlaydi. Muloqotchanlik, bir tomondan, bolaning o'z fikrini so'z orqali ifodalash qobiliyati, ikkinchi tomondan esa boshqalarni tinglash va ular bilan samarali aloqada bo'lish ko'nikmalaridan iboratdir. Ijodiy o'yinlar bolalarda muloqotchanlikni shakllantirishda samarali vosita sifatida keng qo'llaniladi. Ijodiy o'yinlar bolalarni nutqga faol jalb qiladi, ularni erkin fikr bildirishga rag'batlantiradi va turli ijtimoiy vaziyatlarga moslashishga yordam beradi.

Pedagogik amaliyotda ijodiy o'yinlarni qo'llash quyidagi metodik printsiplarga asoslanadi:

Faollik va erkinlik prinsipi: Bolaga o'zini erkin ifodalash imkoniyati berilishi zarur. Masalan, rasm chizish yoki rol o'ynash orqali bolalar o'z fikrini so'z va harakat orqali namoyon etadi.

Integratsiyalashgan yondashuv: Nutqni rivojlantirish va muloqot ko'nikmalarini shakllantirish jarayoni bir-birini to'ldirishi lozim. Hikoya aytish, savol-javob mashqlari va sahnalashtirilgan o'yinlar bu integratsiyaga misol bo'la oladi.

Shaxsiy tajriba va emotsional motivatsiya: Ijodiy o'yinlar bolalarga o'z tajribasini aks ettirishga va emotsional o'zaro aloqada bo'lishga imkon yaratadi. Masalan, "Kim nima his qiladi?" o'yini orqali bolalar his-tuyg'ularni ifodalashni o'rganadi.

So'z boyligini va nutq madaniyatini rivojlantirish: O'yin jarayonida yangi so'zlar, sinonimlar, antonimlar va hikoya qahramonlarining ifodalari qo'llaniladi. Bu bolaning nutqiy repertuarini kengaytiradi va muloqot jarayonini boyitadi. Ijodiy o'yinlar turlari va metodik qo'llanilishi: Rasm asosida hikoya yaratish: Bolalar rasm chizadi va rasm asosida hikoya qiladi, shu orqali nutq va fantaziyaning rivojlantiradi.

Rol o'yinlari: Hikoya qahramonlarini sahnalashtirish orqali bolalar ijtimoiy rollarni tushunadi va muloqot ko'nikmalarini mustahkamlaydi. So'z o'yinlari: Masalan, "Kim nima dedi?" yoki sinonimlar va antonimlar orqali nutqni boyitish. Kollektiv hikoya tuzish: Guruh bo'lib bir hikoya yaratish, bolalarning tinglash, javob berish va muvofiqlashtirish ko'nikmalarini rivojlantiradi.

Xulosa qilib aytganda, tarbiyachilarning og'zaki nutqini rivojlantirishda qayta hikoyalash metodlari va maktabgacha yoshdagi bolalarda muloqotchanlikni shakllantirishda ijodiy o'yinlardan foydalanish pedagogik jarayonni samarali va qiziqarli qiladi. Ushbu metodik yondashuvlar nafaqat

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bolalarning nutqiy va muloqot ko'nikmalarini rivojlantiradi, balki tarbiyachilarning professional mahoratini oshirishga ham xizmat qiladi. Ijodiy o'yinlar maktabgacha yoshdagi bolalarda muloqotchanlikni shakllantirishning samarali vositasi bo'lib, ular nutqni boyitish, fantaziyani rivojlantirish, ijtimoiy ko'nikmalarni mustahkamlash va bolalarda o'z fikrini erkin ifodalash imkonini yaratadi. Shu bilan birga, ijodiy o'yinlarni metodik va rejalashtirilgan tarzda qo'llash tarbiyachilarning pedagogik mahoratini oshirishga ham xizmat qiladi.

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BO'LG'USI PEDAGOGLARDA REFLEKSIV FAOLIYATLARNI RIVOJLANTIRISH TEXNOLOGIYALARI

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Annotatsiya: Mazkur maqolada bo'lg'usi pedagoglarda refleksiv faoliyatni rivojlantirishning zamonaviy texnologiyalari tahlil qilinadi. Refleksiya pedagogik jarayonning muhim komponenti sifatida qaralib, o'qituvchilarning kasbiy kompetensiyasini oshirishda muhim ahamiyat kasb etadi. Shuningdek, innovatsion yondashuvlar asosida refleksiv ko'nikmalarni shakllantirish yo'llari yoritilgan.

Аннотация: В данной статье анализируются современные технологии развития рефлексивной деятельности у будущих педагогов. Рефлексия рассматривается как важный компонент педагогического процесса и играет значительную роль в повышении

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профессиональной компетентности. Также освещаются способы формирования рефлексивных навыков на основе инновационных подходов.

Annotation: This article analyzes modern technologies for developing reflective activity in future teachers. Reflection is considered an essential component of the pedagogical process and plays a significant role in enhancing professional competence. The study also highlights ways to form reflective skills based on innovative approaches.

Kalit so‘zlar: Refleksiya, refleksiv faoliyat, bo‘lg‘usi pedagoglar, pedagogik kompetensiya, innovatsion pedagogik texnologiyalar, ta‘lim jarayoni, o‘z-o‘zini tahlil qilish, kasbiy rivojlanish.

Ключевые слова: Рефлексия, рефлексивная деятельность, будущие педагоги, педагогическая компетентность, инновационные педагогические технологии, образовательный процесс, самоанализ, профессиональное развитие.

Keywords: Reflection, reflective activity, future teachers, pedagogical competence, innovative pedagogical technologies, educational process, self-analysis, professional development.

Refleksiv faoliyat — bu pedagogning o‘z kasbiy faoliyatini anglash, baholash va takomillashtirishga qaratilgan ichki jarayonidir. U quyidagi tarkibiy qismlardan iborat: kognitiv komponent bilim va qaror qabul qilish jarayoni, tanqidiy komponent baholash va tahlil, shaxsiy komponent tajriba va o‘z-o‘zini anglash.

Tadqiqotlarga ko‘ra, refleksiya o‘qituvchining o‘z faoliyatini chuqur anglashiga, muammolarni aniqlash va samarali yechim topishiga yordam beradi[1].

Lug‘aviy jihatdan “refleksiya” tushunchasi (lot. “reflexio” – “ortga nazar solish”) – sub’ekt tomonidan o‘zining ichki psixologik harakati va holati anglashi sanaladi. Refleksiyaning maqsadi – yodga olish, faoliyatning asosiy tarkibiy qismlari: uning mazmunini, turlarini vositalarini, muammolarini, hal qilish yo‘llarini, olingan natijalarni aniqlash va anglashdan iborat. Shunga ko‘ra, refleksiya istiqboldagi ish maqsadini aniqlash, o‘zi tanlangan yo‘lni tahlil asosida qayta ko‘rib chiqishga imkoniyat yaratadi.

Pedagogik faoliyatda refleksiya qandaydir kasbiy muammoni fikriy tahlil qilish jarayoni sifatida e’tirof etiladi. Buning natijasida anglangan muammoning mohiyatini shaxsan talqin qilish va uni hal qilishning yangi istiqbollarini ochish ko‘zga tashlanadi. Refleksiya o‘qituvchining o‘z-o‘zini kasbiy takomillashtirish va o‘zini-o‘zi amalga oshirishning psixologik mexanizmini egallashini o‘z ichiga oladi, bu o‘qituvchining analitik pozitsiyasini egallash qobiliyatida namoyon bo‘ladi.

Pedagogik psixologiyada "pedagogik aks ettirish" o‘qituvchining o‘z faoliyatiga va uning sub’ekti sifatida o‘ziga nisbatan faol tadqiqot pozitsiyasiga kirishi, tanqidiy tahlil qilish, tushunish uchun qobiliyatida namoyon bo‘ladigan murakkab psixologik hodisa sifatida tushuniladi va uning talaba shaxsini rivojlantirishdagi samaradorligini baholash. 1. Intellektual refleksiyakasbiy faoliyatda faol ravishda tadqiqotlarni olib borish, bu jarayonda tadqiqotfaoliyatining mazmunini, bosqichlari va natijalarini tahlil qilish, muayyan xulosaga kelish va ularning samaradorligini baholashni[2].

Zamonaviy ta‘lim tizimida shaxsga yo‘naltirilgan yondashuv ustuvor ahamiyat kasb etmoqda. Bunday sharoitda pedagog nafaqat bilim beruvchi, balki o‘z faoliyatini tahlil qila oladigan, xatolaridan xulosa chiqaradigan va doimiy ravishda o‘z ustida ishlaydigan mutaxassis bo‘lishi zarur. Shu sababli refleksiv faoliyatni rivojlantirish pedagog tayyorlash jarayonining muhim tarkibiy qismiga aylangan.

Refleksiv faoliyat pedagogning o‘z kasbiy faoliyatini tahlil qilish, baholash va takomillashtirishga qaratilgan faoliyatidir[3]. U quyidagi elementlardan iborat: O‘z faoliyatini anglash, natijalarni tahlil qilish, xatolarni aniqlash, kelgusidagi faoliyatni rejalashtirish, refleksiv

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faoliyat o'qituvchining kasbiy rivojlanishida muhim o'rin tutadi va uning pedagogik mahoratini oshirishga xizmat qiladi.

Refleksiv faoliyatning asosiy ahamiyati quyidagilarda namoyon bo'ladi: pedagogik faoliyat samaradorligini oshiradi, o'qituvchining o'z ustida ishlashiga yordam beradi, tanqidiy fikrlashni rivojlantiradi, mustaqil qaror qabul qilish ko'nikmasini shakllantiradi, ta'lim sifatini yaxshilaydi. Shuningdek, refleksiya talabalar uchun ham muhim bo'lib, ularning bilimlarini mustahkamlash va tahliliy fikrlashini rivojlantirishga xizmat qiladi.

Refleksiv faoliyatni rivojlantirishda zamonaviy pedagogik texnologiyalar muhim rol o'ynaydi [4]. Ulardan asosiylari quyidagilar: Refleksiya kundaligi: Bu usulda o'quvchi yoki talaba har bir mashg'ulotdan so'ng o'z fikrlarini yozadi. U quyidagi savollarga javob beradi: Men bugun nimani o'rgandim? Qanday qiyinchiliklarga duch keldim? Nimalarni yaxshilashim kerak?

Portfolio texnologiyasi Portfolio orqali talabaning o'z rivojlanish jarayoni hujjatlashtiriladi. Unda bajarilgan ishlar, erishilgan natijalar va tahlillar jamlanadi.

"Case-study" metodi: Bu metod orqali real yoki sun'iy yaratilgan vaziyatlar tahlil qilinadi. Talabalar muammoni hal qilish jarayonida o'z fikrlarini asoslaydi va refleksiya qiladi.

Guruhiy muhokama: Talabalar o'z fikrlarini boshqalar bilan baham ko'radi, bu esa ularning refleksiv fikrlashini rivojlantiradi.

O'z-o'zini baholash: Talabalar o'z bilim va ko'nikmalarini mustaqil ravishda baholaydi. Bu jarayon ularning o'ziga tanqidiy yondashuvini shakllantiradi. Interaktiv metodlar: "Bumerang", "Aqliy hujum", "Insert" kabi metodlar orqali talabalar faol ishtirok etadi va o'z faoliyatini tahlil qiladi.

Refleksiv faoliyatni shakllantirish shartlari: Refleksiv faoliyatni samarali rivojlantirish uchun quyidagi shartlarga amal qilish zarur:

Erkin fikr bildirish muhitini yaratish

Talabalarni faol ishtirok etishga jalb qilish

Innovatsion metodlardan foydalanish

O'zaro hurmat va hamkorlikni ta'minlash

Doimiy tahlil va baholashni yo'lga qo'yish

Xulosa qilib aytganda, refleksiv faoliyat pedagogik jarayonning ajralmas qismi hisoblanadi. Uni rivojlantirish orqali bo'lg'usi pedagoglarning kasbiy kompetensiyasi, mustaqil fikrlashi va o'z faoliyatini tahlil qilish ko'nikmalari shakllanadi. Zamonaviy pedagogik texnologiyalar esa bu jarayonni samarali tashkil etishda muhim vosita bo'lib xizmat qiladi.

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PEDAGOGIK FAOLIYAT SHARQ VA G'ARB MUTAFAKKIRLARINING NUQTAI-NAZARIDA

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Annotatsiya: Mazkur ilmiy maqolada pedagogik faoliyat tushunchasi, uning mohiyati va mazmuni Sharq hamda G'arb mutafakkirlarining qarashlari asosida tahlil qilinadi. Shuningdek, turli davrlarda yashab ijod qilgan allomalarning ta'lim-tarbiya haqidagi g'oyalari solishtirilib, zamonaviy pedagogik jarayonda ularning ahamiyati yoritiladi.

Kalit so'zlar: Pedagogik faoliyat, ta'lim-tarbiya, Sharq mutafakkirlari, G'arb mutafakkirlari, pedagogika, tarbiya, inson kamoloti.

Аннотация: В данной научной статье анализируется понятие педагогической деятельности, её сущность и содержание на основе взглядов восточных и западных мыслителей. Также проводится сравнительный анализ педагогических идей учёных, живших и творивших в разные исторические периоды, и раскрывается их значение в современном педагогическом процессе. Кроме того, научно обосновывается роль педагогической деятельности в развитии личности.

Ключевые слова: педагогическая деятельность, образование, восточные и западные мыслители, педагогика, воспитание, развитие личности.

Annotation: This scientific article analyzes the concept of pedagogical activity, its essence, and content based on the views of Eastern and Western thinkers. It also comparatively examines the educational ideas of scholars from different historical periods and highlights their significance in the modern pedagogical process. Furthermore, the role of pedagogical activity in human development is scientifically substantiated.

Keywords: pedagogical activity, education, Eastern and Western thinkers, pedagogy, upbringing, human development

Pedagogik faoliyat jamiyat taraqqiyotining asosiy omillaridan biri bo'lib, u insonni har tomonlama barkamol qilib tarbiyalashga xizmat qiladi. Har bir davrda pedagogik faoliyatga bo'lgan qarashlar turlicha bo'lib, u jamiyatning ijtimoiy-iqtisodiy, madaniy va ma'naviy rivojlanish darajasiga bog'liq holda shakllangan.

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Sharq va G'arb mutafakkirlari pedagogik faoliyatning mazmuni, vazifalari va tamoyillari haqida o'ziga xos g'oyalarni ilgari surganlar. Ularning qarashlari bugungi kunda ham pedagogika fanining rivojida muhim nazariy asos bo'lib xizmat qilmoqda.

Pedagogik faoliyat tushunchasi va mohiyati

Zamonaviy ta'lim tizimida pedagogik faoliyat jamiyat taraqqiyotining strategik omillaridan biri sifatida qaraladi. Chunki har qanday ijtimoiy rivojlanish darajasi, avvalo, inson kapitalining sifati bilan belgilanadi. Ushbu sifat esa bevosita pedagogik faoliyat samaradorligiga bog'liqdir. Shu bois pedagogik faoliyatni ilmiy jihatdan o'rganish, uning mohiyatini chuqur anglash va takomillashtirish bugungi kun pedagogika fanining dolzarb vazifalaridan hisoblanadi.

Pedagogik faoliyat — bu o'qituvchi va tarbiyachining o'quvchilarni o'qitish, tarbiyalash va rivojlantirishga qaratilgan maqsadli, tizimli faoliyatidir. U ta'lim va tarbiya jarayonida shaxsni shakllantirish, uning intellektual, axloqiy, estetik va jismoniy rivojlanishini ta'minlashdan iborat. Pedagogik faoliyatning mohiyatini tushunishda falsafiy yondashuv muhim ahamiyatga ega. Falsafada faoliyat insonning borliqni o'zgartirishga qaratilgan ongli harakati sifatida talqin qilinadi. Pedagogik faoliyat esa aynan insonni o'zgartirishga, ya'ni uning ongini, dunyoqarashini va xulq-atvorini shakllantirishga yo'naltirilgan.

Pedagogik faoliyat quyidagi asosiy xususiyatlarga ega:

- maqsadga yo'naltirilganlik;
- tizimlilik;
- insonparvarlik;
- ijtimoiy ahamiyatlilik;
- uzluksizlik.

Pedagogik faoliyatning asosiy vazifalari:

- bilim berish;
- tarbiyalash;
- rivojlantirish;
- shaxsni ijtimoiy hayotga tayyorlash.

Sharq mutafakkirlarining pedagogik qarashlari

Sharq mutafakkirlari pedagogik faoliyatni inson kamolotining asosiy vositasi deb hisoblaganlar. Ular ta'lim-tarbiyada axloqiylik, ma'naviylik va komillikka alohida e'tibor qaratganlar. Sharq mutafakkirlarining pedagogik qarashlari jahon pedagogika tafakkurining muhim tarkibiy qismi hisoblanadi. Ular ta'lim va tarbiya masalalarini faqat bilim berish jarayoni sifatida emas, balki insonning ma'naviy-axloqiy kamolotini ta'minlovchi asosiy omil sifatida talqin qilganlar. Sharq pedagogikasining asosiy xususiyati — insonparvarlik, axloqiylik va komillikka intilish g'oyalarining ustuvorligidadir.

Abu Nasr Forobiy qarashlari

Forobiy pedagogik faoliyatni insonni baxt-saodatga yetkazuvchi vosita sifatida talqin etadi. Unga ko'ra:

- ta'lim – aqlni rivojlantiradi;
- tarbiya – axloqni shakllantiradi.

Forobiy “Fozil odamlar shahri” asarida ideal jamiyatni tarbiyali insonlar orqali qurish mumkinligini ta'kidlaydi.

Abu Ali ibn Sino qarashlari

Ibn Sino pedagogik faoliyatda yosh xususiyatlarini hisobga olish zarurligini ilgari surgan. U quyidagilarga e'tibor qaratadi:

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- bolalarni bosqichma-bosqich o‘qitish;
- jismoniy va aqliy tarbiyani uyg‘un olib borish;
- individual yondashuv.

Alisher Navoiy qarashlari

Navoiy ta’lim-tarbiyada insonparvarlik g‘oyalarini ilgari suradi. Unga ko‘ra:

- ustoz shaxsiy namuna bo‘lishi kerak;
- ilm bilan birga odob ham berilishi zarur;
- tarbiya insonni komillikka yetkazadi.

Sharq pedagogikasining umumiy xususiyatlari

- axloqiy tarbiyaga ustuvorlik;
- ustoz-shogird an‘anasi;
- ma’naviy kamolotga intilish;
- jamiyat manfaatini ustun qo‘yish.

Sharq mutafakkirlarining pedagogik qarashlari insonni har tomonlama rivojlantirishga qaratilgan chuqur ilmiy va falsafiy g‘oyalarga asoslanadi. Ular ta’limni nafaqat bilim berish vositasi, balki inson kamolotining asosiy yo‘li sifatida talqin etganlar. Shu bois bu qarashlar zamonaviy pedagogika uchun ham muhim metodologik manba bo‘lib qolmoqda.

G‘arb mutafakkirlarining pedagogik qarashlari

G‘arb pedagogik tafakkuri ko‘proq ilmiylik, tajribaviylik va individuallikka asoslanadi. U tarixan insonni tarbiyalash, ta’lim berish va jamiyatga moslashtirish masalalariga qaratilgan. G‘arb mutafakkirlari pedagogik jarayonni shaxsning aqliy, ijtimoiy va axloqiy rivojlanishi bilan uzviy bog‘liq deb hisoblaganlar. Ularning fikrlarida ta’limning asosiy maqsadi — insonning mustaqil fikrlash, ijodiy qobiliyat va ijtimoiy mas’uliyatini rivojlantirishdir.

Yan Amos Komenskiy qarashlari

Komenskiy pedagogikani ilmiy asosda rivojlantirgan. Uning asosiy g‘oyalari:

- ta’limning hamma uchun ochiqligi;
- ko‘rgazmalilik prinsipi;
- tizimli o‘qitish.

U “Didaktika Magna” asarida o‘qitishning asosiy qonuniyatlarini bayon etgan.

Jon Lokk qarashlari

Lokk inson ongini “toza taxta” deb hisoblaydi. Unga ko‘ra:

- inson tarbiya orqali shakllanadi;
- tajriba asosiy o‘rin tutadi;
- muhit ta’siri muhimdir.

Jan Jak Russo qarashlari

Russo tabiiy tarbiya g‘oyasini ilgari surgan. U shunday deydi:

- bola tabiiy rivojlanishi kerak;
- majburlashdan voz kechish zarur;
- o‘yin orqali o‘qitish samarali.

G‘arb pedagogikasining umumiy xususiyatlari

- ilmiylik va tajribaviylik;
- individuallik;
- erkinlik va mustaqillik;
- bolaga yo‘naltirilgan yondashuv.

Sharq va G‘arb pedagogik qarashlarining qiyosiy tahlili

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Mezoni	Sharq pedagogikasi	G‘arb pedagogikasi
Asosiy yo‘nalish	Ma‘naviy-axloqiy tarbiya	Ilmiy va individual rivojlanish
Tarbiya usuli	Ustozga ergashish	Mustaqil fikrlash
Yondashuv	Jamoaviy	Individual
Maqsad	Komil inson	Erkin shaxs

Shu bilan birga, ikkala yo‘nalishning umumiy jihatlari ham mavjud:

- insonni rivojlantirishga qaratilganlik;
- ta‘lim va tarbiyaning uyg‘unligi;
- pedagog shaxsining muhim roli.

Zamonaviy pedagogik faoliyatda ularning ahamiyati

Bugungi kunda pedagogik faoliyat Sharq va G‘arb tajribalarining uyg‘unlashuvi asosida rivojlanmoqda.

Zamonaviy pedagogikada:

- Sharqdan — axloqiy tarbiya, qadriyatlar;
- G‘arbdan — innovatsion metodlar, interfaol usullar olinmoqda.

Pedagog quyidagi sifatlarga ega bo‘lishi kerak:

- bilimdonlik;
- ijodkorlik;
- kommunikativlik;
- zamonaviy texnologiyalarni bilish.

Xulosa

Sharq va G‘arb mutafakkirlarining pedagogik qarashlari pedagogika fanining rivojida muhim o‘rin tutadi. Ularning g‘oyalari bugungi kunda ham o‘z ahamiyatini yo‘qotmagan.

Pedagogik faoliyatni samarali tashkil etishda:

- Sharqning ma‘naviy merosi;
- G‘arbning ilmiy yondashuvi

uyg‘unlashtirilishi zarur.

Natijada, har tomonlama rivojlangan, mustaqil fikrlovchi va ma‘naviy barkamol shaxsni tarbiyalash mumkin bo‘ladi. G‘arb mutafakkirlarining pedagogik qarashlari shaxsning mustaqil fikrlash, ijodiy qobiliyat va ijtimoiy mas‘uliyatini rivojlantirishga qaratilgan. Sharq pedagogik qarashlari bilan solishtirganda, ular ijtimoiy amaliyot va erkinlik tamoyillarini ustuvor hisoblaydi. Bugungi kunda G‘arb pedagogikasi va Sharq pedagogikasi g‘oyalarini uyg‘unlashtirish zamonaviy ta‘limda samarali yondashuv sifatida qo‘llanilmoqda.

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**TA'LIM SAMARADORLIGINI OSHIRISHDA ZAMONAVIY PEDAGOGIK
TEXNOLOGIYALARNING O'RNI**

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Annotatsiya. Ushbu maqolada zamonaviy pedagogik texnologiyalarning ta'lim jarayonidagi o'rni va ahamiyati tahlil qilinadi. Xususan, raqamli platformalar, sun'iy intellekt asosidagi moslashuvchan tizimlar, virtual va kengaytirilgan reallik (VR/AR), gamifikatsiya, aralash va "teskari sinf" modellari o'quvchilarning tanqidiy fikrlashi, muammolarni hal qilish ko'nikmalari hamda individual o'qitishni rivojlantirishga ta'siri nuqtai nazaridan ko'rib chiqiladi. Shuningdek, ushbu texnologiyalarni joriy etish bilan bog'liq muammolar va ularning yechimlari muhokama qilinadi.

Kalit so'zlar: pedagogik texnologiya, innovatsion yondashuvlar, raqamli ta'lim, sun'iy intellekt, VR/AR, gamifikatsiya, teskari sinf, ta'lim samaradorligi.

Kirish. Zamonaviy ta'lim tizimlarining asosiy ustuvor yo'nalishlaridan biri o'quv jarayonining sifati va samaradorligini oshirishdir. Bugungi kunda ta'lim faqat bilim berish bilan cheklanmaydi, balki tanqidiy fikrlash, mustaqil qaror qabul qilish, muammolarni tahlil qilish va ularni hal etish kabi muhim kompetensiyalarni rivojlantirishni ham talab etadi. UNESCO tashabbuslari va OECD (PISA) tadqiqotlari kabi xalqaro izlanishlar "bilimga asoslangan" yondashuvdan "kompetensiyaga asoslangan" modelga o'tish zarurligini ta'kidlaydi. Shu sababli zamonaviy pedagogik texnologiyalarni ta'lim jarayoniga integratsiya qilish muhim zaruratga aylangan.

Asosiy qism. Zamonaviy ta'lim jarayonida pedagogik texnologiyalar faqat vosita sifatida emas, balki ta'limni tubdan o'zgartiruvchi omil sifatida namoyon bo'lmoqda. Ularning samaradorligi quyidagi qo'shimcha yo'nalishlarda ham yaqqol ko'rinadi:

1. Kompetensiyaga asoslangan ta'limni qo'llab-quvvatlash. Zamonaviy texnologiyalar o'quvchilarda faqat nazariy bilim emas, balki amaliy ko'nikmalarni shakllantirishga xizmat qiladi. Masalan, muammoli vaziyatlar (case study), loyiha asosida o'qitish (project-based learning) orqali o'quvchilar real hayotiy masalalarni hal qilishga o'rganadi.

2. Individual ta'lim trayektoriyasi. Har bir o'quvchining qobiliyati, qiziqishi va o'zlashtirish darajasi turlicha. Sun'iy intellekt va raqamli platformalar yordamida har bir o'quvchi uchun mos o'quv

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yo'li (personalized learning path) ishlab chiqilishi mumkin. Bu esa o'zlashtirish samaradorligini sezilarli darajada oshiradi.

3. Masofaviy va gibrid ta'limning rivojlanishi. So'nggi yillarda, ayniqsa pandemiya davridan keyin, masofaviy ta'lim tizimi keskin rivojlandi. Zoom, Microsoft Teams, Google Meet kabi platformalar orqali ta'lim olish imkoniyati kengaydi. Bu esa ta'limning uzluksizligini ta'minlashda muhim rol o'ynaydi.

4. STEAM ta'lim yondashuvi. Fan (Science), texnologiya (Technology), muhandislik (Engineering), san'at (Art) va matematika (Mathematics) integratsiyasiga asoslangan STEAM yondashuvi zamonaviy pedagogik texnologiyalar bilan chambarchas bog'liq. Bu yondashuv o'quvchilarning ijodkorlik va innovatsion fikrlashini rivojlantiradi.

5. Raqamli savodxonlikni shakllantirish. Bugungi kunda raqamli savodxonlik asosiy kompetensiyalardan biri hisoblanadi. Zamonaviy pedagogik texnologiyalar o'quvchilarda axborotni izlash, tahlil qilish, tanqidiy baholash va undan samarali foydalanish ko'nikmalarini rivojlantiradi.

6. Ta'limda baholash tizimining takomillashuvi. An'anaviy baholash usullaridan farqli ravishda, zamonaviy texnologiyalar formatif (jarayon davomida baholash) va summativ (yakuniy baholash) usullarni uyg'unlashtirish imkonini beradi. Onlayn testlar, avtomatlashtirilgan baholash tizimlari va portfoliolar o'quvchilarning rivojlanishini aniq kuzatishga yordam beradi.

7. Motivatsiya va psixologik omillar. Gamifikatsiya, interaktiv kontent va multimedia vositalari o'quvchilarning darsga bo'lgan qiziqishini oshiradi. Rag'batlantirish tizimi (ball, badge, reyting) orqali o'quvchilar faolroq bo'lishga undaladi. Pedagogik texnologiya - bu o'quv jarayonini samarali rejalashtirish, tashkil etish va nazorat qilishga qaratilgan ilmiy asoslangan usullar va vositalar tizimidir. U faqat bilim berishga emas, balki o'quvchini har tomonlama rivojlantirishga ham xizmat qiladi. Hozirgi vaqtda zamonaviy pedagogik texnologiyalar bir nechta asosiy yo'nalishlarda rivojlanmoqda: Birinchidan, raqamli ta'lim platformalari (Moodle, Google Classroom, Canvas kabi) masofaviy ta'limni, baholashni va o'qituvchi bilan o'quvchi o'rtasidagi muloqotni ta'minlab, vaqt va joy jihatidan moslashuvchanlikni oshiradi. Ikkinchidan, sun'iy intellektga asoslangan tizimlar o'quvchilarning natijalarini tahlil qilib, individual o'quv yo'llarini taklif etadi va ta'lim samaradorligini oshiradi. Uchinchidan, virtual va kengaytirilgan reallik (VR/AR) texnologiyalari murakkab tushunchalarni vizuallashtirishga yordam beradi va ayniqsa amaliy ko'nikmalar talab qilinadigan fanlarda tushunishni yaxshilaydi. To'rtinchidan, gamifikatsiya o'quv jarayoniga o'yin elementlarini kiritib, o'quvchilarning motivatsiyasi va faolligini oshiradi. Beshinchidan, aralash (blended) va teskari sinf (flipped classroom) modellari o'qish vaqtini optimallashtirib, mustaqil ta'limni rivojlantiradi va dars samaradorligini oshiradi. Bundan tashqari, zamonaviy pedagogik texnologiyalarning samaradorligini oshiruvchi qo'shimcha yo'nalishlar ham mavjud:

Birinchidan, ta'lim tahlili (learning analytics) va ma'lumotlarga asoslangan qaror qabul qilish raqamli ta'limning muhim qismiga aylandi. Zamonaviy LMS tizimlari o'quvchilarning natijalari, faolligi va xulq-atvori haqida katta hajmdagi ma'lumotlarni yig'adi va tahlil qiladi. Bu esa o'qituvchilarga bilimdagi bo'shliqlarni aniqlash, akademik xavflarni oldindan ko'rish va maqsadli choralar ishlab chiqish imkonini beradi.

Ikkinchidan, hamkorlikka asoslangan raqamli ta'lim muhitlari muloqot va jamoada ishlash ko'nikmalarini rivojlantirishda muhim rol o'ynaydi. Onlayn forumlar, umumiy ish maydonlari va bulutli platformalar o'quvchilar o'rtasida hamkorlikni kuchaytiradi.

Uchinchidan, mikroo'qitish va modul asosida kontent taqdim etish samarali strategiyalardan biri hisoblanadi. Qisqa va aniq o'quv materiallari bilimni yaxshiroq o'zlashtirishga yordam beradi va o'quvchilarga o'z tezligida o'rganish imkonini beradi. Yana bir muhim jihat - texnologiyalar orqali inklyuziv ta'limni ta'minlashdir. Zamonaviy vositalar turli ehtiyojlarga ega o'quvchilarni, jumladan nogironligi bo'lganlarni qo'llab-quvvatlash imkonini beradi. Nutqni aniqlash, ekran o'quvchilari va

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moslashuvchan interfeyslar teng imkoniyat yaratadi. Shuningdek, o‘qituvchilarning kasbiy rivojlanishi ham muhim omildir. Doimiy malaka oshirish, raqamli savodxonlikni rivojlantirish va metodik yordam o‘qituvchilarning zamonaviy texnologiyalardan samarali foydalanishini ta’minlaydi. Aks holda, hatto eng ilg‘or texnologiyalar ham kutilgan natijani bermasligi mumkin. Bundan tashqari, ta’limda texnologiyalardan foydalanishning axloqiy va psixologik jihatlarini ham hisobga olish zarur. Ma’lumotlar maxfiyligi, ekran vaqtining ortishi, raqamli qaramlik va sun’iy intellekt kontentining ishonchliligi kabi masalalar muhim ahamiyatga ega. Shuningdek, pedagogik texnologiyalarni mahalliy sharoitlarga moslashtirish zarur. Innovatsiyalar madaniy, iqtisodiy va infratuzilmaviy omillarni hisobga olgan holda joriy etilishi lozim. O‘zbekiston kabi rivojlanayotgan davlatlarda bosqichma-bosqich joriy etish, davlat qo‘llab-quvvatlashi va davlat-xususiy sheriklik muhim hisoblanadi. Umuman olganda, zamonaviy pedagogik texnologiyalarning samaradorligi nafaqat ularning mavjudligiga, balki ularni qanday strategik va oqilona joriy etilishiga ham bog‘liq.

Natijalar va muhokama. Tahlillar shuni ko‘rsatadiki, zamonaviy pedagogik texnologiyalar ta’lim jarayonini interaktiv va o‘quvchiga yo‘naltirilgan shaklga keltiradi. Bu esa bilimlarni samaraliroq o‘zlashtirish va amaliyotda qo‘llash imkonini beradi. Shu bilan birga, muvaffaqiyatli joriy etish uchun o‘qituvchilarning malakasini oshirish, texnik infratuzilmani rivojlantirish va metodik ta’minotni kuchaytirish zarur.

Xulosa. Xulosa qilib aytganda, zamonaviy pedagogik texnologiyalar ta’lim sifatini oshirishda muhim rol o‘ynaydi. Ularni samarali joriy etish o‘quv natijalarini yaxshilaydi va o‘quvchilarni zamonaviy jamiyat talablariga mos ravishda tayyorlaydi.

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MAKTABGACHA YOSHDAGI BOLALARNING TAYANCH KOMPETENSIYALARINI RIVOJLANTIRISH

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Annotatsiya. Ushbu maqolada maktabgacha yoshdagi bolalarning tayanch kompetensiyalarini rivojlantirish haqida so'z boradi.

Аннотация. В данной статье рассматривается роль воспитателя в развитии базовых компетенций детей дошкольного возраста.

Kalit so'zlar. Kompetensiya, rivojlanish, metod, zamonaviy texnologiya, pedagog, tayanch kompetensiya, kompetentli bola.

Ключевые слова. Компетенция, развитие, метод, современная технология, педагог, базовая компетенция, компетентный ребенок.

Maktabgacha ta'lim - maktabgacha yoshdagi bolalar qiziqishi, iqtidori, individual ruhiy va jismoniy xususiyatlari madaniy ehtiyojlarini hisobga olgan holda hamda bolada ma'naviy me'yorlarning shakllanishi hayotiy va ijtimoiy tajriba egallanishining ko'zda tutgan har tomonlama rivojlanishga qaratilgan yaxlit jarayondir.

Rivojlanish-inson tanasi tuzilishi ruhiyatida va xulqida biologik jarayonlar hamda atrof muhit ta'sirida ro'y beradigan o'zgarishlar hisoblanadi.

Kompetensiya-bolaning bilim, ko'nikma, malaka va qadriyatlar majmuidir.

Tayanch kompetensiya-bolaning kelajakdagi o'qish, ijtimoiy moslashish va kasbiy faolligi uchun zarur bo'lgan keng qamrovli bilimlar, ko'nikmalar va munosabatlardir.

Kompetentli bola - o'z bilim va ko'nikmalarni va malakalarini muayyan vaziyatda safarbar qilishi va qo'llashi o'z maqsadiga erishishi va rivojlanishning har bir bosqichida yoshiga mos keladigan vazifalarni hal qilishi mumkin bo'lgan jarayondir.

Bugungi kunda har bir maktabgacha yoshdagi bolalarning tayanch kompetensiyasini asosan to'rtta guruhga ajratilgan holda rivojlantirilmoqda. Xususan bular:

-kommunikativ

-ijtimoiy

-shaxsiy ("Men" konsepsiyasini qurish)

-bilish

Kommunikativ kompetensiya bu - atrofda odamlar bilan munosabatlarning konstruktiv usullari va vositalariga ega bo'lishni taqozo qiladi; muloqot qilish va yuzaga kelgan o'yin bilish maishiy va ijodiy vazifalarni hal qilish qobiliyati. Bu kompetensiyaga nutqni rivojlanish ham kiradi. Nutq bolaning kognitiv va ijtimoiy rivojlanishi hamda dunyoni bilishi uchun zarur vositadir. Mazmunga boy va rag'batlantiruvchi ta'lim muhitida bolalar og'zaki va yozma muloqot ko'nikmalarini rivojlantiradilar, bu ular o'zlariga ishonishga, boshqalar bilan munosabatlarni o'rnatishga, dunyo haqidagi tushunchalarini shakllantirishga, mashg'ulotlarda ishtirok etishga va loyiha ishlarini jamoa bo'lib bajarishga yordam beradi. Bolalar kattalar va boshqa bolalar tomonidan tushunilishlari uchun o'zlarini namoyon etishlari mumkin. Ular aytilganlarni tushunish

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uchun tinglaydilar va kuzatadilar; savol va topshiriqlarni eshitadilar.

Ijtimoiy kompetensiya – bu bolaning belgilangan tartib va odob-axloq qoidalariga rioya qilgan holda tengdoshlari va kattalar bilan birgalikda ishlash qobiliyati. Bolalar boshqalarni hurmat qilishni va ularning aytganlarini hisobga olishni o‘rganadilar. Guruhlarda samarali ishlash uchun zarur bo‘lgan xulq-atvor qoidalariga amal qiladilar. Muammoli vaziyatlarda ular yoshi va individual rivojlanish xususiyatlariga mos ravishda ularni hal qilish harakatlarini amalga oshiradilar.

Shaxsiy kompetensiya (“Men” konsepsiyasini yaratish). Shaxsiy kompetensiyani rivojlantirish orqali bola maktabgacha yoshda shakllanadigan va butun hayoti davomida takomillashib boradigan bir qator xususiyatlarni namoyish etadi. Bu kompetensiya bolaning o‘z-o‘ziga g‘amxo‘rlik qilish uchun mas’uliyatni o‘z zimmasiga olish qobiliyatini hamda kundalik hayotini boshqarish va barqaror sog‘lom turmush tarzini amalda qo‘llash mahoratini o‘z ichiga oladi. Bolalar hayotdagi o‘z o‘rnini biladilar, o‘zlarining, shuningdek, boshqalarning farovonligi haqida g‘amxo‘rlik qilishga o‘rganadilar. Bola mustaqil bo‘lish va o‘ziga ishonish kabi ko‘nikmalar ga ega bo‘ladi.

Bilish kompetensiyasi bilim olish, o‘qish va o‘rganish; mustaqil ravishda izlanish, tahlil qilish va atrofolaqamni tushunish uchun kerakli ma’lumotlarni tanlash qobiliyatini o‘z ichiga oladi. Harakat va o‘zaro munosabatlar orqali bolalar bilim olish va o‘rganish strategiyalarini ishlab chiqadilar. Ular atrofolaqamdagi yangi ob’yektlarni o‘rganadilar va kashf etadilar. Boshqalar bilan o‘yin va o‘zaro muloqot jarayonida ular kuzatadilar va tajriba o‘tkazadilar. Ular muammolarni tushunish va hal qilish uchun yangi imkoniyatlar topadilar. Ular o‘zlarining kashfiyotlari bilan o‘rtoqlashadilar va asta-sekin mustaqil, o‘z-o‘zini boshqaradigan, tahlil qila oladigan va ijodkor shaxsga aylana boshlaydilar.

Maktabgacha yoshdagi bolalarning tayanch kompetensiyalarini rivojlantirishda tarbiyachi pedagoglarning o‘rni ham beqiyosdir. Chunki pedagoglar har bir tarbiyalanuvchi bilan shug‘ullanish jarayonida ularning qobiliyatini aniqlash va qo‘llab quvvatlashi, o‘yin muloqot va mashg‘ulotlar orqali kompetensiyalarini bosqichma bosqich rivojlantirib borishi mumkin. Shu bilan birgalikda pedagog bolalar uchun ijobiy muhit yaratadi va mustaqil bo‘lishga o‘rgatadi. Pedagog bolalarning bunday faoliyati uchun rivojlantiruvchi muhit yaratib berishi lozim. Muhit dastlab birlamchi dunyoqarash asoslarini shakllantiradi va bolaning mustaqil rivojlanishiga ta’sir ko‘rsatadi.

Maktabgacha ta’lim yoshidagi bolalarni tayanch kompetensiyalarini rivojlantirish uchun 2022-yil 4-fevralda qabul qilingan takomillashtirilgan “Ilk qadam” davlat o‘quv dasturida keltirilgan ma’lumotlardan foydalanishimiz ham mumkin. Bundan tashqari bolalarning tayanch kompetensiyalarini rivojlantirishda O‘zbekiston Respublikasining 2020-yil 22-dekabrda qabul qilingan 802-sonli ya’ni “Maktabgacha ta’lim va tarbiyaning davlat standarti” nomli qarorning 2-ilovasi “Ilk va maktabgacha yoshdagi bolalarning rivojlanishiga qo‘yladigan davlat talablari” nomli o‘quv dasturlar metodologik asos bo‘lib xizmat qiladi.

Bolaning tayanch kompetensiyalari shakllanishida amlga oshiriladigan vazifalarning huquqiy asosi sifatida “Maktabgacha ta’lim va tarbiya to‘g‘risida”gi qonuni xizmat qiladi. Bunda bolaning tayanch kompetensiyalarini shakllanishiga xizmat qiladigan maktabgacha ta’lim va tarbiya tashkilotlari hamda tarbiyachi pedagoglar, ota-onalarning huquq va majburiyatlari mustahkamlangan. Maktabgacha ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasida bolaning rivojlanish sohalari kompetensiyalarini shakllantirishning mavjud shart-sharoitlarni va imkoniyatlari kamchiliklari o‘rganilganholda 2030-yilgacha bu jarayonda amalga amalga oshiriladigan vazifalar belgilab berilgan.

Prezidentimiz Shavkat Mirziyoyev o‘zining 2020-yil 29-dekabrda Oliy majlisga murojaatnomasida shunday jikrkarni aytib o‘tadi: “Har qanday davlat o‘z farzandlari qiyofasida unib

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o‘tib kelayotgan barkamol avlod timsolida shu xalqqa xos eng go‘zal fazilatlarini namoyon etadigan, uning ezgu orzu niyatlarini amalga oshirishda mardlik va fidoyilik ko‘rsatishga qodir bo‘lgan o‘z tayanchi va suyanchini ko‘rish tabiiydir”

Xulosa o‘rnida shuni aytish kerakki, maktabgacha yoshdagi bolaning tayanch kompetensiyalarini rivojlantirishda birinchi navbatda fasalitor ya'ni yo‘naltiruvchi pedagoglar ko‘pgina bilimga ega bo‘lishlari lozim. Shundagina bolalarda yon atrofdagilar bilan muloqot qila olish, jamoaga qo‘shilish va ijtimoylashish, o‘zining “Men” ini va shaxs ekanini anglash va shu bilan birgalikda bilim olish o‘rganish mustaqil ravishda rivojlanish kabi ko‘nikmalar shakllanib boradi. Maktabgacha yoshdagi bolalarning tayanch kompetensiyalarini tizimli va samarali rivojlantirish — davlat siyosati, pedagogik metodika va oilaviy hamkorlikni birlashtirishni talab etadi. O‘zbekiston Respublikasining so‘nggi qonun va qarorlarida ushbu yo‘nalish ustuvor vazifa sifatida belgilangan va amalga oshirilmoqda. Kichik amaliy chora-tadbirlar va pedagogik innovatsiyalar yordamida har bir bola maktabga muvaffaqiyatli tayyor bo‘lishi mumkin.

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MAKTABGACHA YOSHDAGI BOLALARNI IJODIY FAOLIYATGA O‘RGATISHDA HAYVONOT DUNYOSIDAN FOYDALANISH (BIONIKA MISOLIDA)

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Annotatsiya. Mazkur maqolada ijtimoiy mas’uliyat tushunchasining nazariy asoslari, uning jamiyat hayotidagi o‘rni hamda pedagogik talqini tahlil qilinadi. Shuningdek, ta’lim jarayonida ijtimoiy mas’uliyatni shakllantirishning pedagogik imkoniyatlari, o‘qituvchi shaxsining bu

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jarayondagi roli va tarbiyaviy ahamiyati yoritib beriladi. Tadqiqot natijalariga ko'ra, ijtimoiy mas'uliyat shaxsning jamiyat oldidagi burchini anglash, ijtimoiy normalarga rioya qilish va jamiyat rivojiga faol hissa qo'shish bilan bog'liq muhim sifat ekanligi asoslab beriladi.

Kalit so'zlar: bionika, maktabgacha ta'lim, ijodiy faoliyat, hayvonot dunyosi, ijodiy fikrlash, kuzatuvchanlik, tasavvur, pedagogik yondashuv, didaktik o'yinlar, bolalar rivoji.

Аннотация. Данная статья посвящена вопросам использования мира животных в обучении творческой деятельности детей дошкольного возраста, в частности значению концепции бионики. В исследовании анализируются педагогические возможности использования живых организмов природы - особенностей строения, движения и образа жизни животных - в развитии творческого мышления детей.

В работе рассматриваются пути формирования у детей элементарных технических представлений на основе идей, заимствованных из мира животных, а также развития их наблюдательности, воображения и творческого мышления. Кроме того, освещаются вопросы формирования у детей интереса к природе, любви к окружающей среде и навыков её осознания посредством организации занятий с элементами бионики.

Результаты исследования показывают, что занятия, организованные с использованием мира животных, способствуют повышению творческой активности детей и оказывают положительное влияние на их всестороннее развитие.

Ключевые слова: бионика, дошкольное образование, творческая деятельность, мир животных, творческое мышление, наблюдательность, воображение, педагогический подход, дидактические игры, развитие детей.

Annotation. This article is devoted to the use of the animal world in teaching creative activities to preschool children, particularly highlighting the importance of the concept of bionics. The study analyzes the pedagogical possibilities of using living organisms in nature - including the structure, movement, and lifestyle of animals - in developing children's creative thinking.

The paper examines ways of forming basic technical concepts in children based on ideas derived from the animal world, as well as developing their observation skills, imagination, and creative thinking abilities. In addition, the study addresses the formation of children's interest in nature, love for the environment, and awareness of it through activities organized with elements of bionics.

The results of the research show that activities organized using the animal world contribute to increasing children's creative activity and have a positive impact on their overall development.

Keywords: bionics, preschool education, creative activity, animal world, creative thinking, observation skills, imagination, pedagogical approach, didactic games, child development.

Hozirgi kunda maktabgacha ta'lim tizimida bolalarning ijodiy faoliyatini rivojlantirish ustuvor vazifalardan biri hisoblanadi. Chunki aynan maktabgacha yosh davrida bola shaxsining asosiy jihatlari - tafakkur, tasavvur, qiziqish va ijodiy qobiliyatlar shakllanadi. Shu bois ta'lim-tarbiya jarayonini bolalar uchun qiziqarli, hayotiy va amaliy ahamiyatga ega tarzda tashkil etish muhimdir.

Maktabgacha yoshdagi bolalarni ijodiy faoliyatga o'rgatishda hayvonot dunyosidan foydalanish, ayniqsa bionika elementlarini qo'llash samarali pedagogik yondashuvlardan biri hisoblanadi. Chunki bolalar tabiat hodisalari va hayvonlarga nisbatan katta qiziqish bildiradilar. Ushbu qiziqishdan to'g'ri foydalanish orqali ularning bilim olishga bo'lgan motivatsiyasini oshirish mumkin.

Bionika - bu tabiatdagi tirik organizmlarning tuzilishi, shakli va harakatidan ilhomlanib texnik va amaliy g'oyalarni yaratishga asoslangan yo'nalishdir. Ushbu yondashuvni maktabgacha ta'lim jarayoniga joriy etish bolalarda kuzatuvchanlik, tahlil qilish va ijodiy fikrlash ko'nikmalarini

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rivojlantirishga xizmat qiladi.

Masalan, qushlarning qanot tuzilishi va uchish jarayonini bolalar bilan kuzatish orqali ularga uchish mexanizmi haqida sodda tushunchalar berish mumkin. Shundan so‘ng bolalar qog‘ozdan samolyot yasab ko‘radilar. Bu jarayonda ular nafaqat kuzatadi, balki o‘z qo‘llari bilan yaratish orqali bilimni mustahkamlaydi.

Baliqlarning suvda harakatlanishini o‘rganish orqali bolalarda suzish va harakat muvozanati haqida dastlabki tushunchalar shakllanadi. Tarbiyachi bolalarga baliqning dum qismi qanday harakatlanishini ko‘rsatib, undan ilhomlanib qog‘oz yoki plastilindan “kema” yoki “baliq modeli” yasashni taklif etadi.

O‘rgimchak to‘rining tuzilishi bolalarga mustahkamlik va tartib tushunchasini berishda samarali vosita hisoblanadi. Bolalar ip yoki chiziqlar yordamida o‘z “to‘r”larini yaratadilar va bu orqali murakkab tuzilmani oddiy shaklda tushunadilar.

Shuningdek, quyidagi misollar ham bionika asosida mashg‘ulotlarda keng qo‘llanilishi mumkin:

- Kapalak qanoti – rang-baranglik va simmetriyani o‘rganish (rasm chizish mashg‘ulotida);
- Delfin harakati – tezlik va silliq harakat tushunchasi;
- Kaltakesak panjalari – yopishish xususiyati (devorga yopishuvchi materiallar bilan taqqoslash);
- Tovus patlari – estetik did va bezak yaratish;
- Asalarilar – tartib va mehnatsevarlikni tushuntirish.

Bunday mashg‘ulotlar orqali bolalar tabiatni kuzatadi, tahlil qiladi va o‘z tasavvuri asosida yangi narsalar yaratishga harakat qiladi. Bu esa ijodiy fikrlashning rivojlanishiga olib keladi.

Didaktik o‘yinlar ushbu jarayonni yanada samarali qiladi.

Masalan:

- “Kim nimaga o‘xshaydi?” - bolalar hayvon va texnik vositalar o‘rtasidagi o‘xshashlikni topadilar (qush–samolyot, baliq–kema);
- “Top va yasagin” - bolalar hayvondan ilhomlanib oddiy model yaratadilar;
- “Tabiatni kuzat” - bolalar hayvonlarning harakatini kuzatib, uni tasvirlaydilar;
- “Men ixtirochiman” - bolalar o‘z tasavvurlari asosida yangi “texnika” o‘ylab topadilar.

Bu o‘yinlar bolalarda nafaqat bilim, balki mustaqil fikrlash, muammoga yechim topish va ijodkorlikni rivojlantiradi.

Xulosa qilib aytganda, maktabgacha yoshdagi bolalarni ijodiy faoliyatga o‘rgatishda hayvonot dunyosidan foydalanish, ayniqsa bionika asosida tashkil etilgan mashg‘ulotlar muhim pedagogik ahamiyatga ega. Ushbu yondashuv bolalarda kuzatuvchanlik, tasavvur, ijodiy fikrlash va tabiatga nisbatan qiziqishni rivojlantiradi.

Shuningdek, bionika elementlari asosida olib borilgan mashg‘ulotlar bolalarning bilimlarini amaliy faoliyat bilan bog‘lashga yordam beradi, ularni mustaqil fikrlovchi va ijodkor shaxs sifatida shakllanishiga xizmat qiladi. Shu bois maktabgacha ta’lim tizimida bionika asosidagi mashg‘ulotlarni keng joriy etish maqsadga muvofiqdir.

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MAKTABGACHA TA'LIM TASHKILOTLARIDAGI FAOLIYATLAR JARAYONIDA O'YIN TEXNOLOGIYALARINING O'RNI VA PEDAGOGIK ASOSLARI

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Annotatsiya. Ushbu maqolada maktabgacha ta'lim tashkilotlarida faoliyatlar jarayonida o'yin texnologiyalaridan foydalanishning ahamiyati, ularning pedagogik asoslari hamda bolalar rivojlanishiga ta'siri yoritilgan. O'yin texnologiyalari maktabgacha yoshdagi bolalarning qiziqishi, faolligi va ijodiy fikrlashini rivojlantirishda muhim vosita hisoblanadi. Maqolada o'yin orqali ta'lim berish jarayonining metodik xususiyatlari, o'yin faoliyati orqali bolalarda bilim, ko'nikma va malakalarni shakllantirish masalalari tahlil qilingan. Shuningdek, o'yin texnologiyalarining bolalarning jismoniy, aqliy va ijtimoiy rivojlanishidagi pedagogik ahamiyati ochib berilgan.

Kalit so'zlar: maktabgacha ta'lim, o'yin texnologiyalari, pedagogik asoslar, o'yin faoliyati, bolalar rivojlanishi, ta'lim jarayoni, innovatsion metodlar, didaktik o'yinlar, tarbiyaviy faoliyat, pedagogik texnologiya.

Аннотация. В данной статье рассматривается важность использования игровых технологий в процессе деятельности дошкольных образовательных организаций, их педагогические основы и влияние на развитие детей. Игровые технологии являются важным инструментом развития интереса, активности и творческого мышления детей дошкольного возраста. В статье анализируются методические особенности процесса обучения посредством игр, вопросы формирования знаний, навыков и компетенций у детей в ходе игровой деятельности. Также раскрывается педагогическое значение игровых технологий в физическом, умственном и социальном развитии детей.

Ключевые слова: дошкольное образование, игровые технологии, педагогические

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основы, игровая деятельность, развитие ребенка, образовательный процесс, инновационные методы, дидактические игры, образовательная деятельность, педагогические технологии.

Abstract. This article discusses the importance of using game technologies in the process of activities in preschool educational organizations, their pedagogical foundations and impact on children's development. Game technologies are an important tool for developing interest, activity and creative thinking of preschool children. The article analyzes the methodological features of the process of teaching through games, the issues of forming knowledge, skills and competencies in children through game activities. The pedagogical significance of game technologies in the physical, mental and social development of children is also revealed.

Keywords. Preschool education, game technologies, pedagogical foundations, game activities, child development, educational process, innovative methods, didactic games, educational activities, pedagogical technology.

Kirish. Bugungi kunda ta'lim tizimida innovatsion pedagogik texnologiyalarni qo'llash muhim ahamiyat kasb etmoqda. Ayniqsa, maktabgacha ta'lim tashkilotlarida bolalarning yosh va psixologik xususiyatlarini hisobga olgan holda ta'lim jarayonini tashkil etish dolzarb masalalardan biri hisoblanadi. Maktabgacha yoshdagi bolalar faoliyatining asosiy turi o'yin bo'lib, u orqali bolalar atrof-muhitni anglaydi, ijtimoiy munosabatlarni o'rganadi hamda turli bilim va ko'nikmalarni egallaydi. Shu sababli maktabgacha ta'lim jarayonida o'yin texnologiyalaridan samarali foydalanish pedagogik jarayonning muhim tarkibiy qismi hisoblanadi. O'yin texnologiyalari bolalarda qiziqish, faollik va mustaqil fikrlashni rivojlantirishga xizmat qiladi. O'yin jarayonida bolalar o'z fikrlarini erkin ifoda etadi, jamoada ishlashni o'rganadi hamda muammoli vaziyatlarni hal qilish ko'nikmalarini shakllantiradi. Shuningdek, o'yin texnologiyalari bolalarning aqliy, jismoniy va ijtimoiy rivojlanishiga ijobiy ta'sir ko'rsatadi. Maktabgacha ta'lim tashkilotlarida o'yin texnologiyalaridan foydalanish pedagogik jarayonni yanada samarali tashkil etishga yordam beradi. Didaktik o'yinlar, rolli o'yinlar, harakatli o'yinlar va boshqa o'yin faoliyatlari orqali bolalarda bilim, ko'nikma va malakalar shakllantiriladi. Shu bilan birga, o'yin texnologiyalari bolalarning ijodkorlik qobiliyatini rivojlantirib, ularni faol ta'lim jarayoniga jalb etadi. Shu sababli maktabgacha ta'lim tashkilotlarida faoliyatlar jarayonida o'yin texnologiyalarining o'rni va pedagogik asoslarini o'rganish, ularning ta'lim samaradorligini oshirishdagi ahamiyatini ilmiy jihatdan tahlil qilish muhim hisoblanadi.

Adabiyotlar sharhi. Maktabgacha ta'lim tizimida o'yin texnologiyalari bolalarning rivojlanishi va tarbiyasini samarali tashkil etishning asosiy vositalaridan biri sifatida tan olingan. Tadqiqotchilar, jumladan Shodmonov Sh. va Raximov A., maktabgacha yoshdagi bolalar faoliyatining asosiy shakli o'yin ekanligini ta'kidlaydilar va o'yin texnologiyalari orqali ta'lim jarayonini yanada interaktiv va qiziqarli qilish mumkinligini ko'rsatadilar. Pedagogik tadqiqotlar shuni ko'rsatadiki, o'yin texnologiyalari bolalarning ijtimoiy, jismoniy va aqliy rivojlanishiga birdek ijobiy ta'sir ko'rsatadi. Masalan, Hasanboyeva O. o'yin orqali bolalarda hamkorlik, do'stlik va axloqiy fazilatlarni shakllantirishning samarali usullari haqida ma'lumot beradi. Shuningdek, F. Qodirova maktabgacha ta'limda didaktik va rolli o'yinlarning pedagogik ahamiyatini yoritadi, bu o'yinlar bolalarni o'qitish va tarbiyalashning birlashtiruvchi vositasi ekanligini ta'kidlaydi.

Xalqaro tadqiqotlar ham o'yin texnologiyalarining bolalar rivojlanishidagi rolini qo'llab-quvvatlaydi. Masalan, Vygotskiy L.S. ijtimoiy muhit va o'yin faoliyatining bolaning ongini shakllantirishdagi ahamiyatini ilmiy asoslab bergan. Shu bilan birga, Leontyev A.N. faoliyat nazariyasi doirasida o'yin bolalarda shaxsiy tajriba va ijtimoiy ko'nikmalarni shakllantirishda muhim vosita ekanligini ko'rsatadi. Bundan tashqari, maktabgacha ta'lim amaliyotida o'yin texnologiyalaridan foydalanish bo'yicha ilmiy qo'llanmalar mavjud. Masalan, Boltaboyev M. va

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Nurmonova Sh. maktabgacha ta'lim tashkilotlarida harakatli va didaktik o'yinlarni samarali tashkil etish metodikasini batafsil tahlil qiladilar. Tadqiqotlar shuni ko'rsatadiki, o'yin texnologiyalari bolalarda ijodkorlik, mustaqil fikrlash va muammolarni hal qilish qobiliyatini rivojlantirishning samarali vositasi sifatida ishlatiladi. Yuqoridagi manbalar tahlili shuni ko'rsatadiki, maktabgacha ta'lim tashkilotlarida faoliyatlar jarayonida o'yin texnologiyalaridan samarali foydalanish bolalarning har tomonlama rivojlanishiga katta hissa qo'shadi. Shu sababli o'yin texnologiyalarining pedagogik asoslarini chuqur o'rganish va amaliyotga tatbiq etish dolzarb masala hisoblanadi.

Asosiy qism

1. O'yin texnologiyalarining pedagogik ahamiyati. Maktabgacha yoshdagi bolalar faoliyatining asosiy shakli o'yin hisoblanadi. O'yin texnologiyalari ta'lim jarayonini interaktiv, qiziqarli va samarali qilishga xizmat qiladi. Pedagogik tadqiqotlar shuni ko'rsatadiki, o'yin orqali bolalarda quyidagi ko'nikmalar shakllanadi: Ijtimoiy ko'nikmalar: hamkorlik, do'stlik, navbat kutish va boshqalarga yordam berish. Axloqiy fazilatlar: halollik, hurmat, sabr-toqat va adolat hissi. Aqliy ko'nikmalar: fikrlash, muammolarni hal qilish, ijodiy yondashuv. Jismoniy rivojlanish: mushaklarni rivojlantirish, koordinatsiya, chidamlilik va harakat qobiliyati. Didaktik va rolli o'yinlar pedagogga bolalarning bilim va ko'nikmalarini o'rganish hamda rivojlantirish imkonini beradi. Shu bilan birga, o'yin bolalarda ijobiy emotsiyalarni shakllantiradi, bu esa ularning o'qishga bo'lgan qiziqishini oshiradi.

2. O'yin texnologiyalarining turlari. Maktabgacha ta'limda qo'llaniladigan asosiy o'yin texnologiyalari quyidagilardan iborat: Didaktik o'yinlar – bolalarni ma'lum bilim va ko'nikmalarni o'rganishga yo'naltiradi. Masalan, ranglar, shakllar, sonlar, hayvonlar va atrof-muhitni o'rgatishga qaratilgan o'yinlar. Rolli o'yinlar – bolalarning ijtimoiy va axloqiy fazilatlarini rivojlantiradi. Masalan, “Do'konda savdo”, “Shifokor va bemor”, “Oila o'yini” kabi o'yinlar orqali bolalar turli ijtimoiy vaziyatlarni o'rganadilar. Harakatli o'yinlar – jismoniy rivojlanish va chidamlilikni oshirishga xizmat qiladi. Masalan, yugurish, sakrash, muvozanat saqlash va sport mashqlari. Ijodiy o'yinlar – bolalarda fantaziya va ijodkorlikni rivojlantiradi. Masalan, rasm chizish, konstruksiya, dramatizatsiya va musiqiy o'yinlar.

3. O'yin texnologiyalarini samarali qo'llash prinsiplari

Maktabgacha ta'limda o'yin texnologiyalaridan samarali foydalanish bir qator pedagogik prinsiplarga asoslanadi: Bolalarning yosh xususiyatlarini hisobga olish – o'yin bolalarning psixologik va jismoniy rivojlanish darajasiga mos bo'lishi kerak.

Faoliyatga qiziqishni rag'batlantirish – o'yin bolalarni faol ishtirok etishga undashi zarur. Ma'lumotni bosqichma-bosqich yetkazish – o'yin jarayonida bilim va ko'nikmalarni sekin-asta oshirish. Ijtimoiy va axloqiy qadriyatlarni shakllantirish – o'yin bolalarda ijobiy xulq-atvor va jamiyatga moslashish ko'nikmalarini rivojlantirishi kerak.

4. O'yin texnologiyalarining pedagogik natijalari

O'yin texnologiyalari orqali bolalarda quyidagi natijalar kuzatiladi:

-Bilim va ko'nikmalarni tez va samarali o'zlashtirish.

-Ijtimoiy va axloqiy fazilatlarining shakllanishi.

-Jismoniy rivojlanish va harakat qobiliyatining oshishi.

-Ijodiy fikrlash va mustaqil qaror qabul qilish qobiliyatining rivojlanishi. Shu bilan birga, o'yin texnologiyalari bolalarni faollashtiradi, ularning ta'lim jarayoniga qiziqishini oshiradi va pedagogga

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bolalarning rivojlanishini kuzatish imkonini beradi.

Xulosa. Maktabgacha yoshdagi bolalarda o'yin texnologiyalari ta'lim va tarbiya jarayonini samarali tashkil etishda muhim vosita hisoblanadi. O'yin faoliyati bolalarning jismoniy, aqliy, ijtimoiy va axloqiy rivojlanishini uyg'un ravishda ta'minlaydi. Didaktik, rolli, harakatli va ijodiy o'yinlar bolalarga bilim va ko'nikmalarni o'zlashtirish, mustaqil fikrlash, ijtimoiy muloqot va axloqiy qadriyatlarni shakllantirish imkonini beradi. O'yin texnologiyalaridan pedagogik asosda foydalanish bolalarni faollashtiradi, ularning ta'lim jarayoniga qiziqishini oshiradi va pedagogga bolalarning rivojlanishini kuzatish imkonini beradi. Shu bilan birga, o'yin orqali shakllangan ijtimoiy va axloqiy fazilatlar bolalarni jamiyatga moslashuvchan va ma'naviy barkamol shaxs sifatida voyaga yetishiga yordam beradi.

Shunday qilib, maktabgacha ta'lim tashkilotlarida faoliyatlar jarayonida o'yin texnologiyalarining pedagogik asoslarini chuqur o'rganish va amaliyotga tatbiq etish bolalarning har tomonlama rivojlanishini ta'minlashning muhim sharti hisoblanadi.

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**OLIV TA'LIM TALABALARINING EMOTSIONAL -INTELLEKTINI
RIVOJLANTIRISH ORQALI KASBIY-PEDAGOGIK FAOLIYATGA TAYYORLASHDA
SUN'IY INTELLEKTNING AHAMIYATI**

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Annotatsiya. Ushbu maqolada bo‘lajak pedagoglarning kasbiy tayyorgarligida emotsional intellektning o‘rni va uni rivojlantirishda zamonaviy sun‘iy intellekt texnologiyalarining imkoniyatlari tahlil qilinadi. Shuningdek, AI asosidagi simulyatsiyalar va shaxsiy o‘qitish tizimlarining talabalardagi empatiya, o‘z-o‘zini boshqarish va kommunikativ ko‘nikmalarni shakllantirishdagi samaradorligi yoritilgan. Tadqiqotda emotsional intellekt tushunchasi, uning tarkibiy komponentlari, sun‘iy intellektning psixologik-pedagogik ta’siri hamda zamonaviy raqamli vositalar yordamida kasbiy kompetensiyalarni shakllantirish masalalari yoritilgan.

Kalit so‘zlar: Emotsional intellekt, emotsional intellekt, sun‘iy intellekt, affektiv hisoblash, kasbiy-pedagogik tayyorgarlik, kognitiv empatiya, adaptiv o‘quv muhiti, simulyatsiya, kasbiy faoliyat, oliy ta’lim, shaxs, faoliyat, stress, psixik jarayon.

Аннотация: В данной статье анализируется роль эмоционального интеллекта в профессиональной подготовке будущих педагогов, а также возможности современных технологий искусственного интеллекта в его развитии. Кроме того, рассматривается эффективность AI-основанных симуляций и персонализированных обучающих систем в формировании у студентов эмпатии, саморегуляции и коммуникативных навыков. В исследовании раскрываются понятие эмоционального интеллекта, его структурные компоненты, психолого-педагогическое воздействие искусственного интеллекта, а также вопросы формирования профессиональных компетенций с использованием современных цифровых инструментов.

Ключевые слова: эмоциональный интеллект, эмоциональный интеллект, искусственный интеллект, аффективные вычисления, профессионально-педагогическая подготовка, когнитивная эмпатия, адаптивная образовательная среда, симуляция, профессиональная деятельность, высшее образование, личность, деятельность, стресс, психические процессы.

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Abstract: This article analyzes the role of emotional intelligence in the professional training of future teachers, as well as the potential of modern artificial intelligence technologies in its development. It also examines the effectiveness of AI-based simulations and personalized learning systems in fostering students' empathy, self-regulation, and communication skills. The study explores the concept of emotional intelligence, its structural components, the psychological and pedagogical impact of artificial intelligence, and the issues of developing professional competencies through the use of modern digital tools.

Key words: Emotional intelligence, emotional intelligence, artificial intelligence, affective computing, professional pedagogical training, cognitive empathy, adaptive learning environment, simulation, professional activity, higher education, personality, activity, stress, mental processes.

Kirish. Bugungi globallashtirish jarayonida pedagog kadrlarning nafaqat bilim darajasi, balki ularning emotsional yetukligi ham muhim ahamiyat kasb etmoqda. Ayniqsa, oliy ta'lim muassasalarida tahsil olayotgan talabalarni kelajakdagi pedagogik faoliyatga tayyorlashda emotsional intellektni rivojlantirish ustuvor vazifalardan biri hisoblanadi.

So'nggi yillarda sun'iy intellekt (SI) texnologiyalarining ta'lim tizimiga kirib kelishi bu jarayonni yangi bosqichga olib chiqdi. Sun'iy intellekt yordamida talabalarning individual xususiyatlarini aniqlash, ularning emotsional holatini tahlil qilish va mos pedagogik yondashuvni tanlash imkoniyati takomillashib bormoqda.

Zamonaviy ta'lim tizimida pedagogdan nafaqat chuqur akademik bilim, balki yuqori darajadagi **emotsional intellekt (EQ)** talab etiladi. Bo'lajak pedagog talabalarning ruhiy holatini tushunishi, stressli vaziyatlarda o'zini jilovlay olishi va sog'lom pedagogik muhit yarata bilishi lozim. Kasbiy-pedagogik faoliyat o'z mohiyatiga ko'ra yuqori darajadagi **psixologik barqarorlik** va **interaktiv kommunikatsiyani** talab etadi. Sun'iy intellekt (SI) texnologiyalarining ta'limga integratsiyasi ushbu ko'nikmalarni sun'iy determinatsiyalangan muhitda shakllantirish uchun yangi metodologik ufqlar ochmoqda.

Goleman modeliga ko'ra EQ tarkibi:

- O'z-o'zini anglash (Self-awareness)
- O'z-o'zini boshqarish (Self-regulation)
- Ijtimoiy ko'nikmalar (Social skills)
- Empatiya (Empathy)

Emotsional intellekt tushunchasi psixologiyada muhim o'rin tutib, shaxsning o'z his-tuyg'ularini anglash, boshqarish hamda boshqalarning hissiyotlarini tushunish qobiliyatini anglatadi. Rus olimlari (masalan, V.V. Davydov, L.S. Vygotskiy ilmiy maktabi vakillari) ta'lim jarayonida emotsional muhitning o'quv samaradorligiga bevosita ta'sirini ta'kidlaganlar.

O'zbek pedagogik adabiyotlarida ham shaxs kamolotida emotsional tarbiyaning o'rni alohida qayd etiladi. Jumladan, milliy pedagogik merosimizda insoniylik, mehr-oqibat, sabr-toqat kabi fazilatlar ta'limning ajralmas qismi sifatida qaraladi.

Emotsional intellekt (EI) tushunchasi ilk bor amerikalik psixolog P. Salovey va J. Mayer tomonidan ilmiy muomalaga kiritilgan bo'lib, keyinchalik psixolog D.Goleman tomonidan keng ommalashtirilgan. Emotsional intellekt shaxsning o'z emotsiyalarini anglash, boshqarish, boshqalarning his-tuyg'ularini tushunish va ular bilan samarali muloqot qilish qobiliyatini ifodalaydi.

Emotsional intellekt- insonning o'z hissiyotlarini anglash, ularni boshqarish va boshqalarning his-tuyg'ularini to'g'ri tushunish qobiliyatidir. Oddiy qilib aytganda, bu – hislar

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yordamida to'g'ri fikrlash va qaror qabul qilish san'ati. Yuqori emotsional intellektga ega inson o'z kayfiyatini boshqara oladi, stressni yengadi va boshqalar bilan sog'lom munosabat o'rnatadi.

Emotsional intellekt rivojlangan pedagog:

- talabalar bilan samarali muloqot qiladi;
- nizoli vaziyatlarni to'g'ri boshqaradi;
- ta'lim jarayonida ijobiy psixologik muhit yaratadi.

Pedagogik faoliyat - bu yuqori darajadagi noaniqlik va emotsional intensivlik muhitida qaror qabul qilish jarayonidir. L.S. Vigotskiyning ijtimoiy-madaniy nazariyasiga ko'ra, ta'lim jarayoni subyektlararo muloqotga asoslanadi. Bu muloqotning samaradorligi bevosita pedagogning **emotsional intellektiga (EQ)** bog'liq. Biroq, an'anaviy pedagogik tayyorgarlik tizimi ko'pincha nazariy bilimlarga urg'u berib, talabalarning affektiv (hissiy) sohasini rivojlantirishda metodologik bo'shliqlarga yo'l qo'yimoqda.

Sun'iy intellektning fundamental o'rni. Sun'iy intellektning kasbiy-pedagogik faoliyatga integratsiyasi quyidagi ilmiy asoslarga tayanadi:

Kognitiv modellash: SI algoritmlari inson miyasining axborotni qayta ishlash va emotsional javob qaytarish mexanizmlarini modellashga oladi. Bu esa talaba-pedagoglarga o'z kasbiy xatti-harakatlarini sun'iy yaratilgan, ammo realistik ijtimoiy muhitda sinab ko'rish imkonini beradi.

Affektiv hisoblash (Affective Computing) nazariyasi: Rosalind Pikard tomonidan asos solingan ushbu yo'nalish SI tizimlariga inson emotsiyalarini tanish, interpretatsiya qilish va ularga adekvat javob qaytarish imkonini beradi. Bu texnologiya bo'lajak pedagogning auditoriya bilan muloqotdagi "emotsional distansiya"ni va empatiya darajasini obyektiv o'lchashga xizmat qiladi.

Adaptivlik va shaxsiylashtirish: Pedagogik faoliyatda "shaxsiylashtirilgan yondashuv" tamoyili SI yordamida yangi bosqichga ko'tariladi. SI tizimlari har bir talabaning individual psixofiziologik xususiyatlarini tahlil qilib, uning emotsional intellektini rivojlantirish uchun shaxsiy rivojlanish trayektoriyasini shakllantiradi

Xulosa qilib aytganda, oliy ta'lim talabalarini kasbiy-pedagogik faoliyatga tayyorlashda sun'iy intellektning ahamiyati uning **evristik va prognostik** imkoniyatlari bilan belgilanadi. EQni SI orqali rivojlantirish bo'lajak o'qituvchining raqamli ta'lim muhitida ham, an'anaviy muloqotda ham raqobatbardoshligini ta'minlaydi. Xulosa o'rnida aytish mumkinki, SI o'qituvchining o'rnini bosishga emas, balki uning insoniy (emotsional) qirralarini ilmiy texnologiyalar yordamida yanada takomillashtirishga xizmat qiladi. Zamonaviy raqamli ta'lim muhitida emotsional-intellektual kompetensiyalarni shakllantirish ta'lim sifatini oshirish, raqobatbardosh va ijtimoiy faol mutaxassislarni tayyorlashga xizmat qiladi. Shu bois, oliy ta'lim tizimida raqamli texnologiyalar asosida emotsional intellektni rivojlantirishga yo'naltirilgan pedagogik mexanizmlarni takomillashtirish dolzarb vazifa bo'lib qolmoqda.

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БИОНИКА КАК СРЕДСТВО РАЗВИТИЯ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ ДОШКОЛЬНИКОВ В УСЛОВИЯХ ИГРОВОЙ ТЕХНОЛОГИИ

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Аннотация: В статье рассматриваются педагогические возможности использования игровых технологий в процессе ознакомления детей дошкольного возраста с основами бионики. Обоснована актуальность интеграции бионического подхода в дошкольное образование в условиях развития STEAM-направления. Раскрываются теоретические основы игровой деятельности и её роль в познавательном развитии детей. Представлены практические формы работы и педагогические условия их реализации. Приводятся результаты апробации игровых методов, направленных на формирование элементов бионического мышления у дошкольников.

Ключевые слова: бионика, дошкольное образование, игровые технологии, STEAM, познавательная активность, исследовательская деятельность, креативное мышление.

Annotatsiya: Maqolada maktabgacha yoshdagi bolalarni bionika asoslari bilan tanishtirish jarayonida o'yin texnologiyalaridan foydalanishning pedagogik imkoniyatlari ko'rib chiqiladi. STEAM yo'nalishi rivojlanishi sharoitida bionik yondashuvni maktabgacha ta'limga integratsiya qilishning dolzarbligi asoslab berilgan. O'yin faoliyatining nazariy asoslari hamda uning bolalarning bilish rivojiga ta'siri yoritilgan. Amaliy ish shakllari va ularni amalga oshirishning pedagogik shart-sharoitlari taqdim etilgan. Maktabgacha yoshdagi bolalarda bionik tafakkur elementlarini shakllantirishga qaratilgan o'yin metodlarining sinov natijalari keltirilgan.

Kalit so'zlar: bionika, maktabgacha ta'lim, o'yin texnologiyalari, STEAM, bilish faolligi, tadqiqotchilik faoliyati, kreativ fikrlash.

Abstract: The article examines the pedagogical potential of using game-based technologies in introducing preschool children to the basics of bionics. The relevance of integrating the bionic approach into preschool education in the context of STEAM development is substantiated. The theoretical foundations of play activity and its role in children's cognitive development are revealed. Practical forms of work and the pedagogical conditions for their implementation are presented. The results of testing game-based methods aimed at developing elements of bionic thinking in preschool children are provided.

Keywords: bionics, preschool education, game-based learning, STEAM, cognitive activity, research activity, creative thinking.

Введение. Современные тенденции развития образования ориентированы на формирование у обучающихся навыков XXI века — критического мышления, креативности, способности к исследованию и решению нестандартных задач. В этой связи особую значимость приобретает внедрение междисциплинарных подходов, одним из которых является бионика.

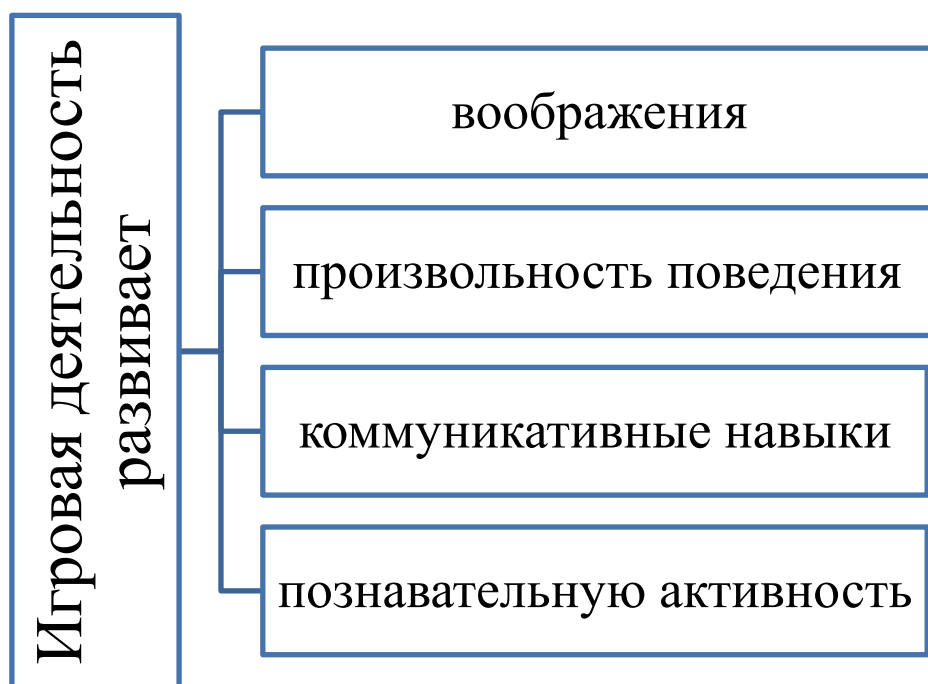
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Бионика, как наука о заимствовании принципов живой природы для решения инженерных задач, позволяет формировать у детей целостное представление о мире и взаимосвязи природы и техники. В условиях дошкольного образования данный подход может быть реализован через игровые технологии как ведущий вид деятельности ребёнка. Согласно Л.С. Выготскому, «в игре ребёнок всегда выше своего среднего возраста, выше своего обычного поведения» [1], что подчёркивает её развивающий потенциал.

Несмотря на высокий потенциал бионики в развитии познавательной активности, в практике дошкольного образования отсутствуют системные методики её внедрения. Бионика остаётся сложной для восприятия областью знаний, требующей адаптации содержания и методов обучения.

Цель исследования. Теоретически обосновать и практически апробировать использование игровых технологий в обучении бионике детей дошкольного возраста.

Игра является ведущей деятельностью дошкольного возраста. По мнению Д.Б. Эльконина, «в игре формируются основные новообразования дошкольного возраста, определяющие развитие личности ребёнка» [2].



Т.С. Комарова отмечает, что «игра выступает важнейшим средством обучения и воспитания, обеспечивая естественное усвоение знаний ребёнком» [3]

Игра – ведущий вид деятельности в дошкольном возрасте. Обучение с помощью игры является одним из наиболее важных подходов в обучении и развитии ребенка. Игра представляет собой естественный способ мотивировать ребенка изучать себя и окружающий мир вокруг. В игре развивается личность ребенка, его познавательные, социально-эмоциональные, творческие и физические качества. Взаимодействие детей со сверстниками и педагогом в игре способствует развитию речи и социальных навыков, совершенствуется моторика. Игра создает возможности обучения в сотрудничестве с другими детьми, позволяет учитывать риски, делать ошибки и справляться с трудностями [4]. И, самое главное, игра делает обучение радостным, развивает воображение детей и их креативность. Игра может быть разнообразной – от полностью свободной, по инициативе самого ребенка или группы детей, с минимальным или полным отсутствием участия педагога – до

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организованной педагогом и осуществляемой с использованием инструкций педагога. Понимая и признавая важность свободной игры, необходимо также признавать критически важную роль педагога в организованной игре.

В контексте бионики игра позволяет перевести сложные научные понятия в доступную форму через наблюдение, сравнение и моделирование.



С.Н. Николаева подчёркивает, что «ознакомление с природой является основой экологического и интеллектуального развития ребёнка [5].

Образовательно-воспитательная деятельность должна предоставлять возможность играть, а предметно-развивающая среда должна способствовать возможности играть. Очень важно создать условия для игры, то есть предоставить детям достаточное время, место, вспомогательные ресурсы и игрушки. В процессе исследования были использованы следующие виды игр:

1. Дидактические игры: «Найди аналог» (животное — техника), «Что подсказала природа?»
2. Игры-эксперименты: исследование воздуха (полет бумажных моделей), изучение свойств воды
3. Сюжетно-ролевые игры: «Юные инженеры», «Конструкторское бюро»
4. Конструирование: моделирование объектов на основе природных форм, использование LEGO и природного материала
5. Наблюдение: изучение форм листьев, крыльев, поиск аналогий

Исследование проводилось на базе дошкольной образовательной организации, где педагоги, работающие с детьми дошкольного возраста, выступают в качестве ключевых субъектов, обеспечивающих целенаправленную организацию и педагогическое сопровождение с элементами бионики игровой деятельности. Роль педагога в содействии игре детей:

- ✓ **создавать условия для детских игр (время, место, ресурсы).**

Педагог подготавливает площадку для игры, обеспечивает стимулирующую игру ресурсы, которые соответствуют возрасту, интересам, способностям и культуре ребенка. Педагог

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создает возможности для игры, как внутри помещения, так и на открытом воздухе, при условии обеспечения его безопасности;

✓ развивать детскую игру.

Педагог создает широкие возможности для детей обучаться и развиваться с помощью игры. Педагог обучает детей навыкам, которые помогают им входить в игровую ситуацию и/или продолжать играть. Педагог планирует игру, основываясь на наблюдении индивидуальных особенностей детей, их интересов, способностей и потребностей в развитии;

✓ помогать детям взаимодействовать в игре.

Наблюдения за детьми в игре помогают педагогу понять, как ребенок играет с другими детьми, какие навыки и понимание ребенок демонстрирует в игре и какие навыки необходимо развивать с помощью игры. Педагог может присоединиться к игре для углубления обучения ребенка, его умения описывать, объяснять, обосновывать, с использованием соответствующего языка, а также помощи в моделировании навыков позитивного поведения;

✓ предоставить возможность детям проявить себя и свои способности.

Педагог при планировании предоставляет достаточно времени для игры, на основе идей самого ребенка или по инициативе ребенка, когда дети могут играть без спешки и опасения прерывания игры взрослыми. Детям предоставляется время для свободной игры, и возможность, без активного вмешательства взрослых, проявить себя и свои способности.

В группах ДОО где использовались в образовательно-воспитательной деятельности дидактические игры: «Найди аналог» (животное — техника), «Что подсказала природа?», игры-эксперименты: исследование воздуха (полет бумажных моделей), изучение свойств воды, сюжетно-ролевые игры: «Юные инженеры», «Конструкторское бюро», конструирование: моделирование объектов на основе природных форм, использование LEGO и природного материала и наблюдение: изучение форм листьев, крыльев, поиск аналогий отмечено:

✚ повышение интереса к познавательной деятельности

✚ развитие способности к сравнению и анализу

✚ рост самостоятельности, т.е. дети стали чаще задавать вопросы, предлагать идеи проявлять инициативу.

Заключение. Таким образом, использование игровых технологий в обучении бионике детей дошкольного возраста является эффективным педагогическим средством. Оно способствует развитию познавательной активности, формированию элементов исследовательского и инженерного мышления. Игровая деятельность позволяет адаптировать сложные научные знания и делает процесс обучения доступным, интересным и продуктивным.

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EXTENSIVE READING AS AN EFFECTIVE APPROACH TO DEVELOPING READING COMPREHENSION IN EFL LEARNERS

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Abstract

Extensive reading (ER) is widely recognized as an effective approach for developing reading comprehension among English as a Foreign Language (EFL) learners. This study examines how extensive reading contributes to the improvement of students' reading abilities by encouraging them to read a large amount of simple, interesting, and meaningful texts. The paper discusses the main principles of ER and its key benefits, including vocabulary expansion, improved reading fluency, and increased learner motivation. Through regular exposure to authentic language patterns, learners gradually develop better comprehension and overall language proficiency. The findings suggest that integrating extensive reading into EFL instruction can significantly enhance students' reading comprehension and support their overall language development.

Key words: Extensive reading; reading comprehension; vocabulary development; reading fluency; authentic language input.

Аннотация

Экстенсивное чтение (Extensive Reading – ER) широко признаётся эффективным методом развития навыков понимания текста у изучающих английский язык как иностранный (EFL). В данной работе рассматривается, каким образом экстенсивное чтение способствует совершенствованию навыков чтения у студентов, побуждая их регулярно читать большое количество простых, интересных и доступных текстов. В статье анализируются основные принципы экстенсивного чтения и его преимущества, включая расширение словарного запаса, повышение беглости чтения и усиление учебной мотивации. Постоянное взаимодействие с аутентичными языковыми моделями способствует улучшению понимания текста и общему развитию языковых навыков учащихся. Результаты исследования показывают, что внедрение программ экстенсивного чтения в обучение EFL может значительно повысить уровень понимания прочитанного и способствовать развитию языковой компетенции обучающихся.

Ключевые слова:

экстенсивное чтение; понимание текста; развитие словарного запаса; беглость чтения; аутентичные языковые модели.

Annotatsiya

Keng qamrovli o‘qish (Extensive Reading – ER) ingliz tilini chet tili sifatida o‘rganayotgan talabalar uchun o‘qib tushunish ko‘nikmalarini rivojlantirishda samarali yondashuv sifatida keng e’tirof etiladi. Mazkur maqolada keng qamrovli o‘qish talabalarning o‘qish ko‘nikmalarini rivojlantirishga qanday hissa qo‘shishi, ularni sodda, qiziqarli va mazmunli matnlarni ko‘p

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miqdorda o'qishga rag'batlantirish orqali tahlil qilinadi. Shuningdek, ER metodining asosiy tamoyillari hamda uning afzalliklari, jumladan lug'at boyligining kengayishi, o'qish ravonligining oshishi va o'quvchilarning o'qishga bo'lgan motivatsiyasining kuchayishi yoritiladi. Autentik til namunalariga muntazam duch kelish natijasida talabalar matnni yaxshiroq tushunish va umumiy til kompetensiyalarini rivojlantirish imkoniyatiga ega bo'ladilar. Tadqiqot natijalari keng qamrovli o'qishni EFL ta'lim jarayoniga integratsiya qilish talabalarning o'qib tushunish darajasini sezilarli darajada oshirishini ko'rsatadi.

Kalit so'zlar: keng qamrovli o'qish; o'qib tushunish; lug'at boyligini rivojlantirish; o'qish ravonligi; autentik til namunalar.

Introduction

Reading comprehension is considered one of the most essential skills in learning English as a Foreign Language (EFL). In traditional language classrooms, reading instruction often focuses on intensive reading, where students analyze short texts in detail, paying close attention to grammar, vocabulary, and sentence structures. While this approach can help learners understand specific language forms, it may also reduce students' motivation and limit their exposure to authentic language use.

In contrast, Extensive Reading (ER) offers an alternative approach that encourages learners to read a large amount of simple, interesting, and enjoyable texts. Through continuous exposure to meaningful language input, ER supports the natural development of reading fluency, vocabulary knowledge, and overall comprehension skills. Extensive reading refers to a language learning approach in which learners read a significant amount of material that is appropriate to their proficiency level and that can be understood with relative ease and enjoyment.

Extensive reading plays an important role in improving reading comprehension among EFL learners. One of the main advantages of ER is increased exposure to language. By reading a wide variety of texts, students encounter numerous examples of vocabulary, sentence structures, and discourse patterns used in authentic contexts. Frequent exposure to such language input allows learners to process and understand language more quickly and effectively.

Another important benefit of extensive reading is vocabulary development. Research indicates that students who engage in extensive reading tend to acquire a larger vocabulary compared to those who rely mainly on classroom language exercises (Boutorwick, Macalister, & Irina, 2019). Since reading is usually self-paced, learners have the opportunity to notice and understand new words within meaningful contexts, which reduces cognitive load and improves long-term retention.

Furthermore, extensive reading contributes significantly to the development of reading fluency and speed. As Day and Bamford (1998) and Renandya (2007) argue, individuals learn to read by reading, and reading proficiency is most effectively developed through extensive reading practice. There is also a strong relationship between vocabulary growth and reading comprehension, as both processes support and reinforce each other.

In addition, extensive reading can increase learners' motivation and reduce anxiety because it promotes reading for pleasure rather than focusing only on linguistic analysis. Students who participate in extensive reading activities often become more confident readers and develop more positive attitudes toward learning the language. Exposure to authentic language patterns through reading can also improve other language skills, including writing, grammar awareness, and speaking fluency.

Despite its many advantages, the implementation of extensive reading may face several challenges. These challenges include limited access to appropriate reading materials, students' lack of motivation to read regularly, time constraints within school curricula, and difficulties in monitoring

learners’ reading progress.

Conclusion

In conclusion, extensive reading is an effective strategy for improving reading comprehension among EFL learners. By encouraging students to read a large amount of interesting and accessible texts, extensive reading promotes vocabulary development, improves reading fluency, and enhances overall language proficiency. Moreover, it supports independent learning and helps learners develop positive attitudes toward reading and language learning. Therefore, integrating extensive reading programs into EFL classrooms can significantly improve students’ reading comprehension and contribute to their long-term language development.

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**ФОРМИРУЮЩЕЕ ОЦЕНИВАНИЕ НАВЫКОВ ГРАМОТНОСТИ:
ОТ ДИКТАНТА К ЭССЕ**

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Аннотация. В статье рассматривается проблема формирования грамотности учащихся в условиях современного образовательного процесса. Особое внимание уделяется технологии формирующего оценивания и возможностям использования диктанта КС как инструмента развития орфографических и пунктуационных навыков. Анализируются принципы формирующего оценивания, его отличие от традиционного контроля знаний, а также методы организации обратной связи, самооценивания и коррекционной работы после диктанта. Представлены практические рекомендации по внедрению формирующего оценивания в учебный процесс. Делается вывод о том, что диктант КС при правильной методической организации становится эффективным средством повышения уровня грамотности учащихся и формирования их учебной самостоятельности.

Ключевые слова: формирующее оценивание, грамотность, диктант КС, обратная связь, самооценивание, орфография, педагогическая диагностика, образовательный процесс.

Annotatsiya. Maqolada zamonaviy ta'lim jarayonida o'quvchilarning savodxonligini shakllantirish muammosi ko'rib chiqilgan. Shakllantiruvchi baholash texnologiyasi, imloviy va punktuatsion ko'nikmalarni rivojlantirish vositasi sifatida KT diktantidan foydalanish imkoniyatlariga alohida e'tibor qaratilmoqda. Shakllantiruvchi baholashning tamoyillari, uning an'anaviy bilimlarni nazorat qilishdan farqi, teskari aloqa, o'z-o'zini baholash va diktantdan keyingi korreksion ishlarni tashkil etish usullari tahlil qilinadi. Shakllantiruvchi baholashni o'quv jarayoniga tatbiq etish bo'yicha amaliy tavsiyalar keltirilgan. KT diktanti metodik jihatdan to'g'ri tashkil etilsa, o'quvchilarning savodxonlik darajasini oshirish va o'quv mustaqilligini shakllantirishning samarali vositasiga aylanadi, degan xulosaga kelinadi.

Kalit so'zlar: shakllantiruvchi baholash, savodxonlik, KT diktanti, teskari aloqa, o'z-o'zini baholash, orfografiya, pedagogik diagnostika, ta'lim jarayoni.

Abstract. The article examines the problem of forming students' literacy in the context of the modern educational process. Particular attention is paid to the technology of formative assessment and the possibilities of using KS dictation as a tool for developing orthographic and punctuation skills. The principles of formative assessment, its difference from traditional knowledge assessment, as well as methods of organizing feedback, self-assessment, and correctional work after dictation, are analyzed. Practical recommendations for implementing formative assessment in the educational process are presented. It is concluded that the dictation of KS, when methodologically organized

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correctly, becomes an effective means of increasing the level of students' literacy and forming their learning independence.

Keywords: formative assessment, literacy, KS dictation, feedback, self-assessment, orthography, pedagogical diagnostics, educational process.

ВВЕДЕНИЕ

Современное образование ориентировано не только на передачу знаний, но и на развитие личности учащегося, его самостоятельности и ответственности за результаты обучения. В этих условиях особое значение приобретает формирующее оценивание — подход, направленный на поддержку учебного процесса через регулярную обратную связь и анализ достижений.

Обучение студентов навыкам иноязычной письменной речи является одной из важнейших задач, стоящих перед педагогами вузов. Учащиеся постоянно сталкиваются с необходимостью создавать письменные произведения на иностранном языке, такие как эссе, рефераты, курсовые работы, статьи и тезисы в международных научных журналах, поскольку в условиях как очного, так и дистанционного обучения они являются основной формой отчетности студентов. В настоящее время, в связи с развитием науки и необходимостью для специалистов присоединиться к мировому научному сообществу, все большее внимание уделяется обучению академическому письму на иностранном языке. [1].

Проблема грамотности остается актуальной на всех уровнях образования. Несмотря на внедрение новых технологий и цифровых инструментов, уровень орфографической и пунктуационной грамотности учащихся часто вызывает затруднения. Одним из традиционных способов проверки грамотности является диктант. Однако в рамках формирующего оценивания диктант КС может выполнять не только контролирующую, но и развивающую функцию.

Цель данной статьи — раскрыть особенности применения формирующего оценивания грамотности через диктант КС и определить его педагогическую эффективность.

Теоретические основы формирующего оценивания

Понятие «формирующее оценивание» активно разрабатывалось зарубежными и отечественными исследователями. Значительный вклад в развитие концепции внесли Пол Блэк и Дилан Уильям, которые доказали, что систематическая обратная связь повышает учебные достижения учащихся.

Определение письменно-речевой компетенции и критерии ее сформированности. При формировании письменно-речевой компетенции следует учесть, что умения устной речи не могут автоматически переноситься в письменную речь. В процессе письма автор выбирает средства, характерные для письменной речи, чтобы в связной, логической и понятной реципиенту форме изложить свои мысли в виде структурно-семантически организованного текста [3].

В отличие от суммативного оценивания, которое направлено на фиксацию итогового результата, формирующее оценивание ориентировано на процесс обучения. Его основными принципами являются: регулярная диагностика знаний; предоставление развивающей обратной связи; вовлечение учащихся в самооценивание; корректировка обучения на основе выявленных трудностей. Формирующее оценивание способствует развитию метапредметных компетенций: умения анализировать ошибки, планировать работу и оценивать собственный прогресс.

Для овладения письменной речью учащимся необходимо использовать механизмы осмысления, умения воспроизводить и преобразовывать высказывания, а также создавать

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новые речевые единицы [4].

Еще одним компонентом письменно-речевой компетенции являются языковые средства, обеспечивающие связность эссе, такие как союзы, местоимения, а также синонимы, позволяющие избегать повторения лексических единиц. Экспериментальные исследования показывают, что часто учащиеся недостаточно или неправильно их употребляют, а иногда, напротив, чрезмерно их используют [8].

Диктант КС как инструмент диагностики грамотности

Диктант КС представляет собой контрольный словарный или комбинированный диктант, направленный на проверку орфографических и пунктуационных навыков. В традиционной системе обучения он служит средством выставления отметки. Однако в условиях формирующего оценивания его функции расширяются.

Основные задачи диктанта КС в системе формирующего оценивания:

1. Выявление типичных орфографических ошибок.
2. Диагностика уровня усвоения правил.
3. Определение индивидуальных затруднений учащихся.
4. Планирование дальнейшей коррекционной работы.

После проведения диктанта важно не ограничиваться выставлением оценки. Анализ ошибок должен стать основой для дальнейшего обучения.

Организация обратной связи

Эффективность формирующего оценивания во многом зависит от качества обратной связи. Она должна быть:

- конкретной;
- понятной;
- направленной на улучшение результата;
- доброжелательной.

Например, вместо формулировки «Много ошибок» учитель может указать: «Повтори правило написания безударных гласных в корне слова» или «Обрати внимание на постановку запятых при однородных членах предложения».

Групповой анализ типичных ошибок позволяет учащимся увидеть общие трудности и понять, что ошибки — это естественная часть учебного процесса.

Самооценивание и взаимное оценивание

Важным элементом формирующего оценивания является активное участие учащихся в анализе собственных работ. После диктанта можно предложить:

- проверить текст по образцу;
- выделить слова, вызвавшие затруднения;
- определить темы для повторения.

Взаимное оценивание также способствует развитию ответственности и коммуникативных навыков. Учащиеся учатся аргументировать замечания и корректно выражать рекомендации.

Коррекционная работа

Работа над ошибками должна быть системной. Возможные формы:

- индивидуальные карточки с заданиями; мини-тренинги по сложным правилам;
- повторные мини-диктанты; творческие задания с использованием проблемных слов.

Такая работа способствует прочному закреплению знаний и предотвращает повторение ошибок.

Практическая значимость

Внедрение формирующего оценивания через диктант КС позволяет:

повысить уровень грамотности;

сформировать навыки самоконтроля;

усилить мотивацию к обучению;

создать психологически комфортную образовательную среду.

Учитель при этом выступает не контролёром, а наставником и помощником в образовательном процессе.

Совместная учебно-познавательная деятельность при формировании письменно-речевой компетенции. Традиционно обучение в сотрудничестве широко применяется на занятиях по устной практике. Составление диалогов, монологов, проведение дискуссий, игры и постановки на иностранном языке являются примерами заданий, выполняемых в парах или малых группах. Однако совместная учебно-познавательная деятельность также может применяться при обучении письменной речи. Групповая работа при подготовке эссе может стимулировать творческое воображение, способствовать развитию критического мышления. Кроме того, обучение в сотрудничестве помогает учащимся выражать и аргументировать свои идеи [10].

Одной из проблем обучения письму является недостаточное количество часов, выделяемое в учебных планах на его освоение, несмотря на то, что овладение письменной формой речи требует большого количества времени [2].

ЗАКЛЮЧЕНИЕ

Иноязычная письменно-речевая компетенция определяется как способность в письменном высказывании на иностранном языке выдвигать и обосновывать тезис, приводя необходимую аргументацию [6].

Формирующее оценивание грамотности на основе диктанта КС является эффективной педагогической технологией. Оно позволяет превратить традиционную форму контроля в инструмент развития. Регулярная обратная связь, анализ ошибок, самооценивание и коррекционная работа способствуют осознанному усвоению правил и формированию устойчивых навыков грамотного письма.

Таким образом, диктант КС в системе формирующего оценивания становится не средством наказания за ошибки, а возможностью для роста и совершенствования учебных достижений учащихся.

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ПОЭТИКА РАССКАЗОВ АНТОНА ПАВЛОВИЧА ЧЕХОВА

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Аннотация. В данной статье анализируются эстетические и психологические особенности творчества А. П. Чехова, его художественный стиль в направлении реализма, а также методы освещения проблем, связанных с жизнью общества и психикой человека. Автор раскрывает вопрос о диалогической природе литературы и влияния отношений автора-героя на эстетическую ценность произведения. Показано, что в творчестве Чехова центральное место занимают не события, а состояния и душевные переживания, где сюжет служит средством раскрытия внутреннего психологического действия. В статье на примере рассказа "Тоска" анализируется авторский способ изображения внутреннего мира героя без вынесения прямых суждений, проблема социальной апатии и потребности в человеческой доброте. Кроме того, через такие произведения, как "Ариадна," "Убийство," "Хамелеон," "Толстый и тонкий," "Студент," в творчестве Чехова проявляются социальная несправедливость, карьеризм, моральный упадок, духовная деградация.

Ключевые понятия: Антон Павлович Чехов, жанр рассказа, поэтика, реализм, психологизм, скрытность авторской позиции, внутренний монолог, душевное переживание,

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художественная детализация, социальное неравенство, карьеризм, лицемерие, равнодушие, духовный кризис, философское наблюдение, сатира и ирония, художественный образ, интерпретация читателя.

Литература - это не явление, отделенное от жизни, а сложное эстетическое явление, воплощающее в художественной форме исторический, социальный и духовный опыт человека. Художественное произведение возникает в результате взаимодействия сознания автора и героя; именно это отношение определяет эстетическую ценность произведения. Автор - это не тот, кто выносит непосредственное суждение в художественном произведении, а эстетический центр, который формирует мир героя и придает ему смысл. Литература по сути имеет диалогическую природу, в которой различные голоса, взгляды и позиции существуют во взаимодействии.

Антон Павлович Чехов - русский писатель, автор прозы, драматург, публицист, врач, общественный деятель, работавший в сфере благотворительности. Он считается классиком мировой литературы. Почетный академик Императорской Академии наук по разряду изящной словесности (1900-1902). Он считается одним из самых известных драматургов мира. Его произведения переведены на более чем 100 языков. В частности, такие его пьесы, как "Чайка," "Три сестры" и "Вишневый сад," более 100 лет остаются основой мирового театрального репертуара.

За свою 25-летнюю творческую деятельность, начиная с окончания гимназии в 1879 году и до смерти в 1904 году, Чехов написал более 500 произведений - в том числе юмористические рассказы, фельетоны, повести и пьесы. Многие из них стали классиками мировой литературы.

Рассказы Антона Павловича Чехова как "Степь," "Скучная история," "Дуэль," "Палата №6" (1892), "Дом с мезонином" (1896), "Попрыгунья", "Рассказ неизвестного человека," "Крестьяне," "Человек в футляре" (1897-1898), "В овраге," "Дети," "Драма на охоте," а также пьесы, такие как "Чайка" (1895), "Дядя Ваня" (1899), "Три сестры" (1901-1903), "Вишневый сад" (1903-1904), стали мировыми литературными шедеврами.

Помимо литературной и медицинской деятельности, Чехов также уделял большое внимание благотворительности, оказывая помощь голодающим, детям, крестьянам и больным туберкулезом. Он был членом благотворительного общества в Ялте, собирал средства для помощи нуждающимся и регулярно публиковал статьи о положении социально уязвимых слоев населения в России. Вот почему главными героями произведений Чехова являются детские образы.

В рассказе "Тоска" рассказывается об Ионе Потапове. Главный герой произведения - Ион Потапов, пожилой извозчик, потерявший сына. Ион всегда пытается начать разговор со своими пассажирами, но каждый раз сталкивается со стеной безразличия и холода. Писатель мастерски изображает образ героя и его настроение - он выглядит как маленький пропавший ребенок, которому не уделяется никакого внимания окружающих. Богатые, поглощенные своими проблемами, не знают о состоянии тележки, их сердца ожесточены, и сострадание им чуждо. Даже коллега Иона Потапова - молодой извозчик - не слышит внутренних мук старого извозчика, когда просыпается пить воду.

По мере развития событий в рассказе эмоции извозчика раскрываются все глубже и глубже. По словам Бахтина, у Чехова автор не возвышается над героем, а стоит рядом, разделяя с ним его ценностный кругозор и позицию, но не говорит за него; это высшее проявление художественной справедливости. Действительно, читатель чувствует его одиночество, особенно ближе к концу произведения, когда автор подчеркивает

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необходимость рассказать Иону Потапову о болезни сына, похоронах, дочери, оставшейся в деревне. "Слушать, вздыхать, дышать, плакать." Эта фраза раскрывает, насколько бедный пожилой человек нуждается в сочувствии и поддержке других. И даже если эта любовь не от сердца, даже самое маленькое ее проявление помогает человеку преодолеть свою боль. Наконец, Ион открывается для своей колесницы, и этим Чехов подчеркивает, что животные в мире более добры, чем люди. Хотя эта маленькая лошадь не может говорить, она никогда не отступает, не критикует и не предаёт в трудные времена.

Рассказ написан в стиле реализма, как и большинство произведений Чехова. Истина показана нам именно так, как она есть, без украшений. И, к сожалению, эта правда нехороша. С одной стороны, это несправедливость социальной системы: если бы кучер был богат, его сына можно было бы вылечить, и трагических последствий можно было бы избежать. С другой стороны - человеческая бессердечность: если бы хоть раз один из пассажиров Иона Потапова выразил сочувствие его горе, сердца обоих немного облегчились бы.

Рассказ "Тревога" еще раз доказывает, что Антон Павлович Чехов был мастером слова. Несмотря на небольшой размер произведения, автор не забывает подробностей. С первых секунд чтения вы настолько погружаетесь в атмосферу рассказа, что представляете себе кружащиеся снежинки в свете фонаря, холодного и неподвижного водителя телеги и его лошадь, уличный шум и крики прохожих. Вы не можете сочувствовать или оставаться равнодушным к главному герою.

Это классическое произведение актуально и сегодня. Люди забывают о простой человеческой теплоте для других среди повседневного шума, под давлением своих проблем. И каждый из нас понимает, как одно доброе слово может облегчить жизнь нуждающимся...

Русский литературовед М.П.Громов описывает произведения Чехова следующим образом: "В художественном мышлении Чехова центральное место занимают не событие, а состояние и душевное переживание; сюжет служит средством раскрытия внутреннего психологического действия." Повесть "Крестьяне" - самое горькое и откровенное выражение чеховского реализма. В произведении показана нищета сельской жизни, духовный упадок и грубость человеческих отношений. Чехов не идеализирует крестьян, а реалистично изображает их духовный кризис в тяжелых жизненных условиях. Повесть "Моя жизнь" - одно из произведений, которое ставит в центр творчества Чехова проблему личного выбора и социального давления. Главный герой отвергает установленные обществом критерии "успеха" и выбирает путь простого труда. Посредством этого писатель критикует социальные стереотипы в обществе и защищает свободу человека. В рассказе "Ариадна" писатель раскрывает конфликт между внешней красотой и внутренней пустотой. Через образ Ариадны Чехов разоблачает широко распространенные в обществе корыстолюбие, ложную любовь и духовную поверхностность. Хотя герой пленяет других своей привлекательностью, он предстает психологически слабым и безответственным человеком. Это произведение является одним из важных примеров моральной критики в творчестве Чехова.

В рассказе "Убийство" Чехов показывает, как религиозный фанатизм и невежество ведут человеческую мысль по трагическому пути. В произведении описывается ситуация, когда религия стала не средством очищения человека, а маской, оправдывающей насилие. Противоречия во внутреннем мире героев приводят их к моральной гибели. Таким образом, Чехов резко критикует форму веры, которая не гармонирует с человечностью и просвещением.

Рассказ А.П.Чехова "Хамелеон" - яркое сатирическое произведение, разоблачающее пороки карьеризма и лицемерия, господствующие в обществе. В произведении в образе

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главного героя Очумелова художественно убедительно раскрывается изменение закона и справедливости в зависимости от личных интересов. Через смех и иронию Чехов критикует духовную нестабильность в обществе и показывает горькую правду о том, что человеческое достоинство оценивается по социальному статусу. В связи с этим рассказ "Хамелеон" имеет актуальное значение и для сегодняшнего дня в освещении проблем социального неравенства и культа власти.

В рассказе "Толстый и худой" Чехов на основе глубокого психологического анализа освещает, как человеческие отношения искусствуются под влиянием карьеры и социального положения. Через встречу двух равных в прошлом людей писатель резко критикует психологию рабства и низость. Замена дружбы и искренности страхом и почтением интерпретируется как признак духовного кризиса в обществе. Произведение продвигает идею о том, что честь и достоинство человека превыше должности.

Рассказ "Студент" занимает важное место в творчестве Чехова как философское произведение, отражающее связь человеческой психики и исторической памяти. В рассказе через простой случай подтверждается духовная преемственность человечества и вечность идеи добра. Внутреннее изменение в психике героя приводит к осознанию смысла жизни и неизменности человеческих ценностей. Открытый и обнадеживающий финал произведения углубляет философские размышления, характерные для творчества Чехова.

Таким образом, рассказы А.П. Чехова отличаются глубоким и тонким художественным осмыслением человеческой психики, социальной среды и нравственных вопросов. Чехов не выносит суждений как автор; он показывает жизнь такой, какая она есть, и возлагает ответственность за оценку на читателя. Писатель описывает события без острых драматических ситуаций, основываясь на простых жизненных сценах, раскрывая внутренние переживания и духовный кризис героев. В рассказах Чехова зачастую не дается непосредственный вывод автора, а читатель побуждается к самостоятельному мышлению, размышлению о жизни и человеке. Также в творчестве Чехова равнодушие в обществе, духовная инертность, конфликт между человеческими мечтами и возможностями проявляются как основная художественная проблема. Хотя его рассказы были небольшими по объему, они имели глубокие философские и психологические пласты по содержанию и внесли значительный вклад в развитие реалистической литературы. В этом отношении рассказы Чехова имеют актуальное значение для современного литературного процесса и исследований в области гуманитарных наук.

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МОТИВЫ РУССКОГО НАРОДНОГО УСТНОГО ТВОРЧЕСТВА В СКАЗКАХ А.С.ПУШКИНА

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Аннотация. В данной статье художественные сказки Александра Пушкина анализируются в сравнении с русскими народными сказками. Автор сравнивает их с народными сказками и показывает их психологические, социальные и культурные пласты. В сказках Пушкина отражение семейных ценностей, справедливости и национального духа проявляется как важные темы.

Ключевые слова: сказки Пушкина, народные сказки, национальная культура, справедливость, художественный анализ, образ, сюжет.

Сказки играют важную роль в жизни человека. Они позволяют читателю воображать, мечтать и извлекать моральные уроки через фантастические события. Сказки делятся на народные и художественные (письменные): в народных сказках автор неизвестен, а художественные сказки создаются писателем. Среди этих писателей особое место занимает А.С. Пушкин. Хотя сказки Пушкина изначально предназначались для взрослых, они были неотъемлемой частью детской литературы. Творчество поэта основано на духе национальной культуры и устного творчества, отражая справедливость, сострадание и семейные ценности [3, 5].

Сказки Пушкина и их особенности созвучны сюжетам устного народного творчества. В истории русской литературы творчество А.С.Пушкина считается важным этапом, обеспечившим органичное сочетание устного народного творчества и письменной литературы. Произведение Пушкина имеет строфическую поэтическую структуру, а также использует постоянные эпитеты, метафоры и образные сравнения, характерные для русской поэзии XIX века. Произведения Пушкина в жанре сказки особенно примечательны тем, что они основаны на традициях русских народных сказок. Произведения Пушкина "Сказка о рыбаке и рыбке," "Сказка о царе Салтане," "Сказка о мертвой царевне и о семи богатырях," "Сказка о золотом петушке" созданы на основе мотивов сказок, существующих в русском устном народном творчестве.

Основными особенностями русских народных сказок являются простота сюжета, традиционные образы (царь, старуха, волшебные существа), строгие нравственные

противоречия (добро-зло). В народных сказках события обычно заканчиваются конкретным выводом, добро вознаграждается, а зло наказывается. Личность автора не ощущается, сказки проявляются как продукт общенародного опыта.

Главная тема "Сказки о попе и о работнике его Балде" - справедливость и нравственная ответственность. Но Балда трудится, а поп очень жадный. В результате справедливость будет восстановлена. Как отмечает Валентин Непомнящий, в пушкинских сказках характеры героев отличаются чёткостью и человечностью [3, 196].

"Сказка о царе Салтане" также создана на основе народного сюжета, которая основана на мотивах клеветы, разлуки и воссоединения. В то время как в народных сказках этот сюжет больше ориентирован на развитие событий, Пушкин усиливает внутренние переживания персонажей и идею справедливости. Хотя образ князя Гвидона близок к идеальному герою народных сказок, Пушкин изображает его с более человеческим и индивидуальным характером. В "Сказке о царе Салтане" семейные мечты в воображении поэта отражаются как символ любви и счастья. Пушкин через князя Гвидона выражает семейное счастье и сочетает его с идеалом в народных сказках [5, 40].

"Сказка о рыбаке и рыбке" А.С. Пушкина и русские народные сказки имеют общие мотивы. Эта сказка близка к мотивам сказки о жадной старухе в русском устном народном творчестве. В народных вариантах жадность старухи резко осуждается, а моральный вывод дается непосредственно. Пушкин же, сохраняя сюжет, психологически углубляет образ старухи. Художественные детали, такие как изменение цвета моря, редко встречаются в народных сказках. Таким образом, Пушкин фокусируется на анализе человеческой психики, а не на простом моральном наставлении. В "Сказке о рыбаке и рыбке" поднимается тема справедливости и социального неравенства. Старый рыбак был кротким и послушным, а его жена - жадной и властной. Монотонность и повторы в сказке создают ритм события [3, 208].

"Сказка о мёртвой царевне и о семи богатырях" и фольклорные традиции гармонично сочетаются. Эта сказка схожа со сказками русского устного народного творчества о ревнивой королеве и невинной девушке. В народных сказках образы строго положительные или отрицательные. Пушкин же в образе царевны ощущает внутреннее противоречие и душевные страдания. Образ царевны становится символом не только красоты, но и нравственной чистоты.

"Сказка о золотом петушке" отличается от народных сказок своими отличительными чертами. "Сказка о золотом петушке" имеет резкую социально-сатирическую направленность по сравнению с народными сказками. В то время как в народных сказках критика власти косвенна, Пушкин в этом произведении открыто разоблачает безответственность и распушенность обещаний в образе царя Додона. Этот аспект отличает сказки Пушкина от образцов чистого фольклора.

Сравнительный анализ показывает, что сюжет и система образов пушкинских сказок опираются на русское устное народное творчество, но поднимаются на более высокий уровень с точки зрения художественного мышления, психологического подхода и символического значения. В то время как в народных сказках моральный вывод ясен, в сказках Пушкина он часто дается косвенно и открыто.

Таким образом, сказки А.С. Пушкина являются творческим продолжением традиций русского устного народного творчества. Сохраняя фольклорные сюжеты, поэт обогатил их с литературно-эстетической точки зрения, углубил их психологическим и философским содержанием. Поэтому сказки Пушкина ценятся как важный художественный мост между устным народным творчеством и письменной литературой.

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**INGLIZ TILIDA YOZUV KOMPETENSIYASINI TARKIBIY MODEL VA
RIVOJLANISH BOSQICHLARI**

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Annotatsiya. Mazkur maqolada ingliz tilida yozma nutq kompetensiyasining nazariy asoslari, uning konseptual mazmuni, tarkibiy modeli hamda rivojlanish bosqichlari tahlil qilinadi. Tadqiqot jarayonida kommunikativ kompetensiya nazariyasi, yozma nutq faoliyatining psixologik mexanizmlari hamda umumiy o‘rta ta’lim maktablari o‘quvchilarida yozma nutq ko‘nikmalarini shakllantirish omillari o‘rganildi. Shuningdek, yozma nutqni rivojlantirish jarayonida motivatsiya, rejalashtirish, til vositalari orqali ifodalash va nazorat bosqichlarining ahamiyati ilmiy manbalar asosida tahlil qilindi. Tadqiqot natijalari yozma nutq kompetensiyasini rivojlantirish jarayoni lingvistik, kognitiv hamda ijtimoiy-madaniy omillarning o‘zaro integratsiyasi asosida shakllanishini ko‘rsatadi.

Kalit so‘zlar: yozma nutq, kommunikativ kompetensiya, ingliz tili, nutq faoliyati, lingvistik kompetensiya, diskursiv kompetensiya, yozish ko‘nikmasi.

Аннотация В данной статье рассматриваются теоретические основы письменной речевой

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компетенции на английском языке, её концептуальное содержание, структурная модель и этапы развития. В ходе исследования были проанализированы теория коммуникативной компетенции, психологические механизмы письменной речевой деятельности, а также факторы формирования навыков письменной речи у учащихся общеобразовательных школ. Кроме того, на основе научных источников изучена роль этапов мотивации, планирования, языкового оформления и контроля в процессе развития письменной речи. Результаты исследования показывают, что формирование письменной речевой компетенции основывается на интеграции лингвистических, когнитивных и социокультурных факторов.

Ключевые слова: письменная речь, коммуникативная компетенция, английский язык, речевая деятельность, лингвистическая компетенция, дискурсивная компетенция, навыки письма.

Abstract .This article examines the theoretical foundations of written speech competence in English, its conceptual content, structural model, and stages of development. The study analyzes the theory of communicative competence, psychological mechanisms of written speech activity, and factors influencing the development of writing skills among secondary school students. Furthermore, the importance of motivation, planning, linguistic expression, and control stages in the process of developing written speech is analyzed based on scientific sources. The results of the study show that the formation of written speech competence is based on the integration of linguistic, cognitive, and sociocultural factors.

Keywords: written speech, communicative competence, English language, speech activity, linguistic competence, discourse competence, writing skills.

O'zbekiston Respublikasi ta'lim tizimida mustaqillik yillaridan boshlab amalga oshirilayotgan islohotlar chet tillarini o'qitish metodikasiga ham sezilarli ta'sir ko'rsatdi. Xususan, umumiy o'rta ta'lim maktablarida ingliz tilini o'qitish sifatini oshirish, o'quvchilarning kommunikativ kompetensiyasini rivojlantirish va ularning xalqaro ta'lim standartlariga mos bilimlarini shakllantirish ustuvor vazifalardan biri sifatida belgilandi. Bugungi kunda yozma nutq kompetensiyasi chet tilini o'rganish jarayonining muhim tarkibiy qismi hisoblanadi. Chunki o'quvchilar nafaqat grammatik jihatdan to'g'ri gap tuzishi, balki fikrlarini mantiqan izchil va kommunikativ vaziyatga mos ravishda yozma shaklda ifoda etishi talab etiladi. Tilshunoslikda yozuv tilning grafik ifodasi sifatida qaraladi⁹. Psixologiya fanida esa yozish murakkab psixofiziologik jarayon sifatida talqin qilinadi. Rogova yozishni nutq tovushlari, grafik belgilar va nutq harakatlari o'rtasidagi o'zaro bog'liqlik asosida amalga oshadigan jarayon sifatida ta'riflaydi. Shu bois ingliz tilida yozma nutq kompetensiyasini shakllantirish masalasi zamonaviy pedagogika va metodika fanining muhim ilmiy yo'nalishlaridan biri hisoblanadi. Umumta'lim maktablarida chet tilida yozma nutqini o'rgatish muammosi mamlakatimizda ham, xorijda ham tadqiqotchilarning F.Alimov, S.Saydaliyev, F.Rashidova, N.D.Galskova, T.P.Leontyeva, R.P.Milrud, E.I.Passov, N.V.Samarina, J.Xarmer, G.Palmer, N.V.Bargamova, va boshqalar katta e'tiborini tortmoqda. Ilmiy izlanishlar natijasida maktab o'quvchilarida chet tilining yozuv kompetensiyasi ko'nikmalarini rivojlantirishni hamda baholash mezonlarini tahlil qilingan. Yozma nutq ko'nikmalarini shakllantirish va rivojlantirish jarayonlarini chet tillarini o'qitishda kommunikativ yondashuv N.V. Bagramova, N.V. Baryshnikov, I.L. Bim, N.D. Galskova, N.I. Gez, I.A. Zimnyaya,

⁹ Reformatskiy, 1998; Saussure, 1999

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A.A. Kolesnikov, Yu.A. Komarova, Y.M. Kolker, O.V. Kudryashova, O.G., G.V. Passov, O. E.N.Solovova, A.V.Shamov, D.Ximes, J.Xarmer, G.Palmer I.L.Bim, E.I.Passov, kabi olimlar tomonidan o'rganilgan.Yuqoridagi adabiyotlarning tahlilidan ma'lum bo'ladiki, izlanishlar turli xil ta'lim sharoitlari va joylarida olib borilgan. Bundan tashqari ayrim izlanishlarda tadqiqot obyekti sifatida maktabgacha ta'lim tashkiloti tarbiyalanuvchilari tanlangan bo'lsa, ayrimlarida 7 yoshdan 12 yoshgacha bo'lgan bolalar chet tili o'rganuvchilari sifatida tadqiqotga qamrab olingan.Shuningdek sohaga doir izlanishlarda kommunikativ kompetensiyadan foydalanilgan holda aynan o'zbek sinflaring 7-8sinf o'quvchilariga ingliz tilida yozish mahoratlarini o'qitish, rivojlantirish va mustahkamlash sifatida qaralmagan va bu o'z navbatida maqolaning naqadar dolzarbligini anglatadi. Nutq faoliyati konsepsiyasining rivojlanishi, mustaqilligidan qat'i nazar, A. A. Leontyev tomonidan rus tilini chet tili sifatida o'qitish metodologiyasiga nisbatan to'liq taqdim etilgan. A. A. Leontyevning fikriga ko'ra, nutq faoliyati tilni o'zlashtirishning eng muhim jihatlarini o'z ichiga oladi: faoliyat kontekstida yo'nalish, nutq harakatlari va operatsiyalarining turlari, yo'nalish natijasiga muvofiq reja tuzish, ushbu rejani amalga oshirish va nazorat.¹⁰

Yuqoridagi adabiyotlarda qayd etilganidek kommunikativ kompetensiya turli adabiyotlar o'zgacha talqinga ega. Zimnyayaning fikricha,`` nutq faoliyatining barcha shakllaridagi manbai kommunikativ-kognitiv ehtiyojdir. Bu fikrlarni ifoda etish va og'zaki ma'lumot olish uchun "zarurat", "ehtiyoj". Bu axborot bo'shlig'ini to'ldirish zarurati, bu atrofda voqelikni og'zaki tushunishga bo'lgan insoniy ehtiyojdir. Bu ehtiyoj, o'zini nutq faoliyati sub'ektida - fikrlarda "topish", shunga mos ravishda ushbu faoliyatning kommunikativ-kognitiv motiviga aylanadi. Bundan tashqari, bu ehtiyoj o'zini ifoda etish kabi boshqa ehtiyojlar bilan birlashtirilishi yoki kiritilishi mumkin. Nutq faoliyatining mustaqilligi foydasiga ikkinchi argument shundaki, boshqa har qanday faoliyat singari, u har bir shaklda professional timsolga ega: masalan, nutq o'qituvchining professional faoliyatini belgilaydi, yozish esa yozuvchining professional faoliyatini belgilaydi.¹¹ Kommunikativ kompetensiya konsepsiyasi 1970 yillardan boshlab qo'llanib kelingan va shaxsning kognitiv (akademik) va asosiy shaxslararo kommunikativ ko'nikmalari o'rtasida chegara chizish" urinishlari natijasidir. Bu konsepsiya keyinchalik D.Xayms tomonidan turli xil modellarni yaratishga va amalda qo'llashga asos bo'ldi.Ilmiiy adabiyotlarda u ilk bor amerikalik olim N.Chomskiy(1965) tomonidan yaratilgan asarlarda "lingvistik kompetensiya" iborasini qo'llagan.N.Chomiskiyning kompetensiyaga asoslangan ta'lim (KTA) 1970-yillarda Amerikada¹² N. Chomskiy tomonidan 1965-yilda (Massachusetts universiteti) til nazariyasi, transformatsion grammatika bilan bog'liq holda taklif qilingan "kompetensiya" tushunchasining umumiy kontekstida shakllangan. N. Chomskiy ta'kidlaganidek, "... biz kompetensiya (ma'ruzachitinglovchining o'z tilini bilishi) va foydalanish (tilning muayyan vaziyatlarda amalda qo'llanilishi) o'rtasida tub farq qilamiz. Faqat idealizatsiya qilingan holatda ... foydalanish kompetensiyaning bevosita aksi hisoblanadi¹³" Kommunikativ kompetensiya – ijtimoiy vaziyatlarda ona tilida hamda birorta xorijiy tilda o'zaro muloqotga kirisha olishni, muloqotda muomala madaniyatiga amal qilishni, ijtimoiy moslashuvchanlikni, hamkorlikda jamoada samarali ishlay olish layoqatlarini

¹⁰ И.А. Зимняя. Психология обучения иностранным языкам в школе,3,2009

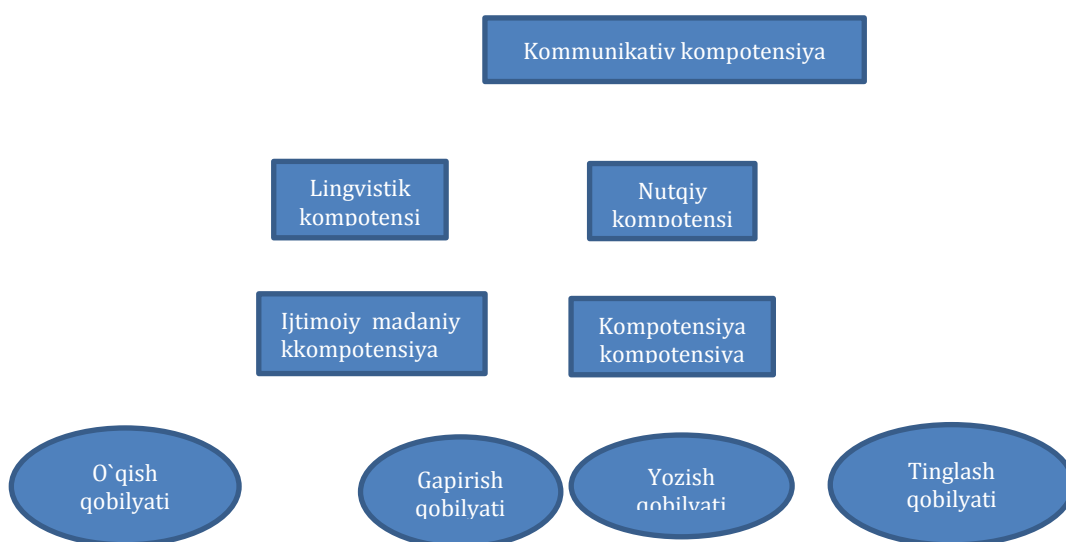
¹¹ И.А. Зимняя. Психология обучения иностранным языкам в школе,3,2009

¹² Isaeva T.E. To the nature of Pedagogical Culture: Competence – Based approach to its Structure//Преподаватель высшей школы в XXI веке. Тр. Международной научно-практической интерконференции. – Ростов-на-Дону, 2003.

¹³ Хомский Н. Аспекты теории синтаксиса. – М., 1972 (англ. 1965).

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shakllantirishni nazarda tutadi. Pedagogika fanlari nomzodi E.I.Litnevskaya “kommunikativ kompetensiya” atamasiga “nutq faoliyatining barcha turlarini hamda og‘zaki va yozma nutq madaniyati elementlarini, ma’lum bir yosh uchun hayotiy ahamiyatga ega bo‘lgan muloqot sohalari va vaziyatlarida tildan foydalanishning asosiy ko‘nikmalari va malakalarini egallash» deb ta’rif beradi. Tilni o‘rganish psixologik nuqtai nazardan o‘quvchining nutq faoliyatini o‘zlashtirish va uni yetarli darajada rivojlantirish jarayoni sifatida qaraladi. Yosh xususiyatini inobatga olgan holda kommunikativ kompetensiyadan dars davomida qo‘llash orqali o‘quvchilarning qiziqishlari va dars samaradorligini oshirishni ta’minlaydi. Atoqli olimlar izlanishlari natijasi o‘laroq kommunikativ kompetensiya bir nechta tarkibiy qismlarga ajratadilar. I.L.Bim kommunikativ kompetensiyani quyidagilarga ajratadi: 1) lingvistik; 2) nutqiy; 3) ijtimoiy-madaniy; 4) kompensatsiya kompetensiyasi. I.L.Bim ushbu kompetensiyalarning barchasi o‘qish, gapirish, yozish va tinglash qobiliyatlari bilan bog‘liqligini ta’kidlaydi.



1.chizma I.L.Bimning qarashlariga ko‘ra kommunikativ kompetensiya qismlari.

M.Z. Biboletova chet tillarini o‘rganish nuqtayi nazaridan kommunikativ kompetensiyaning quyidagi tarkibiy qismlarini taklif qiladi: - nutqiy kompetensiya - nutq faoliyatining to‘rtta asosiy turi (gapirish, tinglash, o‘qish, yozish) bo‘yicha muloqot qobiliyatlarini rivojlantirish; - til kompetensiyasi – o‘quv dasturiga muvofiq yangi til vositalarini (fonetik, imlo, leksik, grammatik) o‘zlashtirish; o‘rganilayotgan tilning lingvistik hodisalari, fikrni ona va chet tillarida ifodalashning turli usullari haqidagi bilimlarni o‘zlashtirish; - ijtimoiy-madaniy madaniyatlararo kompetensiya – 7-8 sinf o‘quvchilarining tajribasi, qiziqishlari, psixologik xususiyatlariga mos keladigan mavzular, o‘rganilayotgan tilda muloqot qiluvchi mamlakatlarning madaniyati, an’analari, voqeliklari bilan tanishish; madaniyatlararo muloqot nuqtayi nazaridan o‘z mamlakatini, uning madaniyatini ifodalash qobiliyatini shakllantirish; - kompensatorlik kompetensiyasi - axborotni qabul qilish va uzatishda til vositalarining yetishmasligi sharoitida vaziyatdan chiqish ko‘nikmalarini rivojlantirish (o‘quvchini murakkab holatda vaziyatdan oson chiqish kompetensiyasidir) (o‘quvchida bo‘lishi kerak: o‘z-o‘zini boshqarish qobiliyati, tashkilotchilik, kamtarlik, talabchanlik, jamoa bilan birgalikda ishlash, faollik, kreativlik bo‘lishi kerak. Ingliz tilida yozma nutq kompetensiyasini shakllantirish zamonaviy ta’lim jarayonining muhim vazifalaridan biridir. Tadqiqot natijalari shuni ko‘rsatadiki, yozma nutq kompetensiyasi lingvistik, nutqiy, ijtimoiy-madaniy va psixologik komponentlarning integratsiyasi asosida rivojlanadi. Yozma nutqni samarali rivojlantirish uchun,

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kommunikativ yondashuvdan foydalanish, yozish jarayonini bosqichma-bosqich tashkil etish; o‘quvchilarning motivatsiyasini oshirish zarur.

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OILAVIY ZO‘RAVONLIK TA‘SIRIDA O‘SMIRLIK DAVRIDA SHAKLLANGAN PSIXOLOGIK TRAVMALARNING YETUKLIK DAVRIDA PSIXOSOMATIK REAKSIYALAR VA QALQONSIMON BEZ FAOLIYATI BUZILISHLARIGA TA‘SIRI

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Annotatsiya: Mazkur maqolada oilaviy zo‘ravonlik ta‘sirida o‘smirlik davrida shakllangan psixologik travmalarning yetuklik davrida psixosomatik reaksiyalar hamda qalqonsimon bez faoliyati buzilishlariga ta‘siri o‘rganilgan. Tadqiqotning dolzarbligi shundaki, bolalik va o‘smirlik davridagi salbiy ijtimoiy-psixologik omillar insonning keyingi hayot bosqichlaridagi nafaqat ruhiy, balki somatik salomatligiga ham sezilarli ta‘sir ko‘rsatadi.

Tadqiqotda 25–45 yoshdagi 60 nafar respondent ishtirok etdi. Ular qalqonsimon bez kasalliklari mavjud bo‘lgan bemorlar va sog‘lom nazorat guruhiga ajratildi. Tadqiqot jarayonida psixologik travmalarni aniqlash uchun Childhood Trauma Questionnaire (CTQ), depressiya darajasini baholash uchun Beck Depression Inventory (BDI), xavotirni aniqlash uchun Spielberger shkalasi hamda psixosomatik simptomlar diagnostikasi qo‘llanildi.

Olingan natijalar shuni ko‘rsatdiki, qalqonsimon bez kasalliklari bilan og‘rigan bemorlarda bolalik davrida boshdan kechirilgan zo‘ravonlik darajasi sezilarli yuqori bo‘lib, bu holat ularning psixologik (depressiya, xavotir) va psixosomatik simptomlari bilan ijobiy bog‘liqlikda ekanligi aniqlandi. Shuningdek, psixologik travmalar va endokrin buzilishlar o‘rtasida o‘rtacha darajadagi korrelyatsiya mavjudligi qayd etildi.

Tadqiqot natijalari bolalikdagi psixologik travmalarni somatik kasalliklarning, xususan qalqonsimon bez faoliyati buzilishlarining muhim psixologik risk omili sifatida ko‘rsatadi. Ushbu holat psixosomatik yondashuvni rivojlantirish va profilaktik psixologik xizmatlarni takomillashtirish zaruratini belgilaydi.

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Kalit so'zlar: oilaviy zo'ravonlik, psixologik travma, psixosomatik buzilishlar, qalqonsimon bez, endokrin tizim, stress, depressiya, xavotir

Abstract: This article examines the impact of psychological trauma formed during adolescence under the influence of domestic violence on psychosomatic reactions and thyroid dysfunctions in adulthood. The relevance of the study lies in the fact that adverse socio-psychological experiences in childhood and adolescence significantly affect not only mental but also physical health in later life.

The study involved 60 participants aged 25–45 years, divided into two groups: patients diagnosed with thyroid disorders and a healthy control group. The research employed the Childhood Trauma Questionnaire (CTQ) to assess early trauma, the Beck Depression Inventory (BDI) to evaluate depressive symptoms, the Spielberger State-Trait Anxiety Inventory (STAI) to measure anxiety levels, and a psychosomatic symptom scale.

The results revealed that individuals with thyroid disorders had significantly higher levels of childhood trauma compared to the control group. Moreover, a positive correlation was identified between trauma exposure, levels of depression and anxiety, and psychosomatic symptoms. A moderate correlation between psychological trauma and endocrine dysfunction was also observed.

The findings suggest that early psychological trauma serves as a significant risk factor for the development of psychosomatic and endocrine disorders, particularly thyroid dysfunction. These results highlight the importance of integrating psychosomatic approaches and improving early psychological intervention strategies.

Keywords: domestic violence, psychological trauma, psychosomatic disorders, thyroid dysfunction, endocrine system, stress, depression, anxiety

Аннотация: В данной статье рассматривается влияние психологических травм, сформированных в подростковом возрасте под воздействием семейного насилия, на развитие психосоматических реакций и нарушений функции щитовидной железы во взрослом возрасте. Актуальность исследования обусловлена тем, что неблагоприятные социально-психологические факторы детства и подросткового периода оказывают долгосрочное воздействие как на психическое, так и на соматическое здоровье человека.

В исследовании приняли участие 60 респондентов в возрасте 25–45 лет, разделённых на две группы: пациенты с заболеваниями щитовидной железы и условно здоровая контрольная группа. Для диагностики использовались опросник детских травм (СТQ), шкала депрессии Бека (BDI), шкала тревожности Спилбергера (STAI), а также шкала психосоматических симптомов.

Результаты показали, что у пациентов с заболеваниями щитовидной железы уровень пережитого в детстве насилия значительно выше по сравнению с контрольной группой. Также выявлена положительная корреляция между уровнем травматизации, депрессией, тревожностью и психосоматическими проявлениями. Обнаружена умеренная связь между психологическими травмами и эндокринными нарушениями.

Полученные данные подтверждают, что психологические травмы детства могут выступать значимым фактором риска развития психосоматических и эндокринных заболеваний, в частности нарушений функции щитовидной железы. Это подчеркивает необходимость развития психосоматического подхода и совершенствования профилактической психологической помощи.

Ключевые слова: семейное насилие, психологическая травма, психосоматические расстройства, щитовидная железа, эндокринная система, стресс, депрессия, тревожность

KIRISH

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So‘nggi yillarda psixologiya va tibbiyot fanlarida inson salomatligiga kompleks yondashuv kuchayib, psixik va somatik jarayonlarning o‘zaro bog‘liqligini o‘rganish dolzarb ilmiy yo‘nalishga aylandi. Ayniqsa, bolalik va o‘smirlik davrida shakllanadigan psixologik omillarning insonning keyingi hayot bosqichlaridagi sog‘ligiga ta’siri keng tadqiq etilmoqda. Shu nuqtai nazardan, oilaviy zo‘ravonlik muammosi nafaqat ijtimoiy, balki chuqur psixologik va biologik oqibatlariga ega kompleks hodisa sifatida qaralmoqda.

Oilaviy zo‘ravonlik — bu shaxsga nisbatan jismoniy, psixologik yoki emotsional bosim ko‘rsatish orqali uning rivojlanishiga salbiy ta’sir etuvchi omil bo‘lib, ayniqsa o‘smirlik davrida bu jarayon shaxsning emotsional barqarorligi, o‘z-o‘zini anglash va ijtimoiy moslashuviga jiddiy zarar yetkazadi. O‘smirlik davri esa psixikaning eng sezgir va shakllanuvchi bosqichlaridan biri bo‘lib, bu davrda yuzaga kelgan travmatik tajribalar shaxsning butun hayot davomida saqlanib qoluvchi psixologik izlarini shakllantiradi.

Ilmiy adabiyotlarda bolalikdagi travmatik tajribalar va keyingi davrda kuzatiladigan depressiya, xavotir, agressivlik hamda ijtimoiy moslashuv buzilishlari o‘rtasidagi bog‘liqlik keng yoritilgan. Biroq so‘nggi tadqiqotlar ushbu travmalar faqat psixik holat bilan cheklanib qolmasdan, balki organizmning fiziologik tizimlariga, xususan endokrin tizimga ham ta’sir ko‘rsatishini tasdiqlamoqda. Surunkali stress gipotalamo-gipofizar-adrenal (HPA) tizim faoliyatini izdan chiqarib, gormonal disbalansga olib kelishi mumkin.

Endokrin tizimning muhim elementi hisoblangan qalqonsimon bez organizmning metabolik jarayonlari, energiya almashinuvi va psixik holatini tartibga solishda muhim rol o‘ynaydi. Qalqonsimon bez faoliyatining buzilishi (gipotireoz, gipertireoz) ko‘pincha nafaqat somatik, balki psixologik simptomlar — depressiya, xavotir, asabiylik va psixosomatik shikoyatlar bilan ham namoyon bo‘ladi. Shu boisdan psixologik omillar va qalqonsimon bez faoliyati o‘rtasidagi bog‘liqlikni o‘rganish muhim ilmiy va amaliy ahamiyatga ega. Shunga qaramay, mavjud tadqiqotlarning aksariyati psixologik travmalar yoki endokrin buzilishlarni alohida o‘rganishga qaratilgan bo‘lib, ularning o‘zaro bog‘liqligi, ayniqsa oilaviy zo‘ravonlik kontekstida yetarli darajada kompleks yondashuv asosida tahlil etilmagan. Ayniqsa, mahalliy (O‘zbekiston sharoitida) ilmiy izlanishlarda ushbu muammo kam o‘rganilgan bo‘lib, bu esa mazkur yo‘nalishda ilmiy tadqiqotlar olib borishni yanada dolzarb qiladi.

Mazkur tadqiqotning ilmiy yangiligi shundaki, unda oilaviy zo‘ravonlik natijasida o‘smirlik davrida shakllangan psixologik travmalarni yetuklik davrida psixosomatik reaksiyalar va qalqonsimon bez faoliyati buzilishlari bilan kompleks bog‘liqlikda o‘rganish nazarda tutilgan. Tadqiqot psixologik va biologik omillarni integrativ yondashuv asosida tahlil qilish orqali ushbu muammoning yangi jihatlarini ochib berishga qaratilgan.

Tadqiqotning maqsadi — oilaviy zo‘ravonlik ta’sirida o‘smirlik davrida shakllangan psixologik travmalarning yetuklik davrida psixosomatik reaksiyalar va qalqonsimon bez faoliyati buzilishlariga ta’sirini aniqlashdan iborat.

Mazkur maqsadga erishish uchun quyidagi vazifalar belgilandi:

- oilaviy zo‘ravonlikning psixologik mohiyatini tahlil qilish;
- o‘smirlik davrida shakllanadigan psixologik travmalar xususiyatlarini aniqlash;
- psixosomatik buzilishlarning shakllanish mexanizmlarini o‘rganish;
- qalqonsimon bez faoliyati va psixologik omillar o‘rtasidagi bog‘liqlikni tahlil qilish;
- empirik tadqiqot asosida psixologik travmalar va endokrin buzilishlar o‘rtasidagi aloqani aniqlash.

METODOLOGIYA

Mazkur tadqiqot kompleks, kesimiy (cross-sectional) dizayn asosida tashkil etilib, unda

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psixologik va somatik ko'rsatkichlar o'rtasidagi o'zaro bog'liqlikni aniqlash maqsad qilingan. Tadqiqot biopsixosotsial yondashuvga tayangan holda olib borildi, bunda shaxsning psixologik holati va somatik (endokrin) ko'rsatkichlari o'zaro integratsiyada tahlil qilindi.

Tadqiqot obyekti sifatida 25–45 yosh oralig'idagi shaxslar tanlab olindi. Ushbu yosh davri tanlanishining asosiy sababi — yetuklik davrida psixosomatik va endokrin buzilishlarning klinik jihatdan aniq namoyon bo'lishidir. Tadqiqotda jami 60 nafar respondent ishtirok etdi va ular ikki guruhga ajratildi: birinchi guruhga qalqonsimon bez faoliyati buzilishlari (gipotireoz, gipertireoz) tashxisi qo'yilgan 30 nafar bemorlar, ikkinchi guruhga esa somatik jihatdan sog'lom bo'lgan 30 nafar nazorat guruhi kiritildi.

Tanlanma shakllantirishda quyidagi mezonlarga amal qilindi: ishtirokchilarning yoshi, jinsiy tarkibi, umumiy sog'liq holati va ijtimoiy-demografik ko'rsatkichlari maksimal darajada moslashtirildi. Tadqiqotga og'ir psixiatrik kasalliklarga ega bo'lgan shaxslar kiritilmadi. Barcha ishtirokchilar tadqiqotda ixtiyoriy ravishda qatnashib, ulardan og'zaki rozilik olindi. Qo'llanilgan metodikalar. Tadqiqotda psixologik travmalar, emotsional holat va psixosomatik simptomlarni aniqlash maqsadida bir qator standartlashtirilgan va validatsiyadan o'tgan psixodagnostik metodikalar qo'llanildi.

Birinchiidan, bolalik va o'smirlik davrida boshdan kechirilgan travmatik tajribalarni aniqlash uchun Childhood Trauma Questionnaire (CTQ) so'rovnoma qo'llanildi. Mazkur metodika emotsional, jismoniy va jinsiy zo'ravonlik hamda e'tiborsizlik (neglect) darajasini baholash imkonini beradi. Ushbu so'rovnoma psixologik tadqiqotlarda keng qo'llanilib, yuqori darajadagi ishonchlilik (reliability) va validlik (validity) ko'rsatkichlariga ega.

Ikkinchiidan, respondentlarda depressiv simptomlarni aniqlash maqsadida Beck Depression Inventory (BDI) metodikasi ishlatildi. Ushbu metodika subyektning so'nggi ikki hafta davomida kuzatilgan affektiv va kognitiv holatini baholashga xizmat qiladi.

Uchinchiidan, xavotir darajasini aniqlash uchun Spielberger State-Trait Anxiety Inventory (STAI) qo'llanildi. Bu metodika shaxsning holat (state) va shaxsiy xususiyat sifatidagi (trait) xavotir darajasini ajratib baholash imkonini beradi.

Bundan tashqari, psixosomatik simptomlarni aniqlash uchun maxsus tuzilgan psixosomatik shikoyatlar shkalasidan foydalanildi. Ushbu shkala orqali yurak urish tezlashuvi, umumiy charchoq, bosh og'rig'i, uyqu buzilishi kabi somatik simptomlarning psixologik omillar bilan bog'liqligi tahlil qilindi.

Tadqiqot usullari. Tadqiqotda ma'lumotlarni yig'ish va tahlil qilish uchun bir nechta ilmiy usullar qo'llanildi. Empirik ma'lumotlar so'rovnoma va psixodagnostik testlar yordamida to'plandi. Olingan natijalar dastlab tavsifiy statistika (descriptive statistics) yordamida umumlashtirildi.

Guruhlar o'rtasidagi farqlarni aniqlash uchun taqqoslovchi tahlil usullari (Student t-testi) qo'llanildi. Bu orqali qalqonsimon bez kasalligi mavjud va sog'lom guruhlar o'rtasida psixologik ko'rsatkichlar farqi aniqlab berildi.

Shuningdek, psixologik travmalar va endokrin buzilishlar o'rtasidagi bog'liqlikni aniqlash maqsadida korrelyatsion tahlil (Pearson korrelyatsiya koeffitsienti) amalga oshirildi. Ushbu usul yordamida travma darajasi, depressiya, xavotir va psixosomatik simptomlar o'rtasidagi o'zaro bog'liqlik darajasi aniqlashtirildi.

Ma'lumotlarni qayta ishlashda statistik ahamiyatlilik darajasi sifatida $p < 0.05$ mezon qabul qilindi. Olingan natijalar ilmiy talablarga mos ravishda tahlil qilinib, ularning nazariy va amaliy ahamiyati asoslab berildi.

Mazkur tadqiqotda qo'llanilgan metodikalar tasodifiy tanlanmagan bo'lib, ular tadqiqotning asosiy

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ilmiy gipotezasini tekshirishga yo'naltirilgan holda tanlandi. Tadqiqotning markaziy g'oyasi shundan iboratki, bolalik va o'smirlik davrida boshdan kechirilgan oilaviy zo'ravonlik natijasida shakllangan psixologik travmalar yetuklik davrida psixosomatik reaksiyalar hamda qalqonsimon bez faoliyati buzilishlariga olib keluvchi muhim omillardan biri hisoblanadi.

Shu sababli metodlar quyidagi mantiqiy zanjir asosida tanlandi:

1. CTQ (Childhood Trauma Questionnaire) — sababni o'lchash

Mazkur metodika tadqiqotda **asosiy sabab omilini — bolalikdagi travmatik tajribalarni** aniqlash uchun tanlandi.

- Respondent haqiqatan ham zo'ravonlikni boshdan kechirganmi yoki yo'q
- Trauma darajasi (past, o'rta, yuqori)

2. BDI (Beck Depression Inventory) — psixologik oqibatni o'lchash

Depressiya — travmaning eng tipik va keng tarqalgan psixologik natijalaridan biri. Shu sababli aynan BDI tanlandi, chunki u:

- klinik jihatdan sinovdan o'tgan
- subyektiv holatni aniq kvantifikatsiya qiladi
- Trauma darajasi oshgani sari depressiya ham oshadimi yoki yo'q

3. STAI (Spielberger Anxiety Inventory) — stress mexanizmini ochish

Xavotir — organizmning doimiy "signal holati". Aynan shu holat fiziologik tizimlarga bosim beradi.

- Trauma faqat "o'tmish hodisa" emas, balki hozirgi psixik zo'riqish manbai ekanini
- Surunkali stress mavjudligini

4. Psixosomatik simptomlar shkalasi — tana reaksiyasini o'lchash

- Psixologik trauma tanada real simptomlar keltirib chiqarayotganini
- Subyektiv shikoyatlar orqali somatik zo'riqishni

Bu — **natijaga olib boruvchi oraliq bosqich**

5. Statistik tahlil — bu yerda hamma narsa hal bo'ladi

T-test:

- Kasallik bor guruh va sog'lom guruh o'rtasida real farq bormi?

Korrelyatsiya (Pearson r):

- Trauma bilan kasallik (yoki simptomlar) o'rtasida bog'liqlik bormi?

Masalan: $r = 0.4 \rightarrow$ o'rtacha bog'liqlik (bu ilmiy jihatdan ahamiyatli)

Umumiy ilmiy isbot shundaki, tadqiqotda qo'llanilgan metodikalar sabab (travma), psixologik holat (depressiya, xavotir), psixosomatik reaksiyalar va somatik buzilishlar o'rtasidagi izchil bog'liqlikni aniqlashga xizmat qildi. Natijalar ushbu omillar o'rtasida statistik ahamiyatli bog'liqlik mavjudligini ko'rsatdi, bu esa bolalikdagi psixologik travmalar yetuklik davrida endokrin buzilishlar uchun muhim risk omili ekanligini tasdiqlaydi.

NATIJARLAR VA MUHOKAMA

Tadqiqot davomida olingan natijalar oilaviy zo'ravonlik natijasida o'smirlik davrida shakllangan psixologik travmalar yetuklik davrida nafaqat psixologik holatga, balki psixosomatik va endokrin tizim faoliyatiga ham sezilarli ta'sir ko'rsatishini tasdiqladi.

Tahlil natijalariga ko'ra, qalqonsimon bez faoliyati buzilishlari bilan og'rikan ishtirokchilarda bolalik davrida boshdan kechirilgan travmatik tajribalar darajasi nazorat guruhiga nisbatan statistik jihatdan ahamiyatli darajada yuqori ekanligi aniqlandi ($p < 0.05$). Bu holat oilaviy zo'ravonlikning uzoq muddatli salbiy oqibatlari mavjudligini ko'rsatadi.

Shuningdek, asosiy guruhda depressiya va xavotir darajasi ham sezilarli darajada yuqori bo'lib, bu psixologik travmalarning shaxsning emotsional holatiga doimiy ta'sir ko'rsatishini

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tasdiqlaydi. Ayniqsa, yuqori travma ko‘rsatkichlariga ega ishtirokchilarda xavotirning trait (barqaror) shakli ustunligi kuzatildi, bu esa surunkali stress holatining mavjudligidan dalolat beradi.

Psixosomatik simptomlar tahlili shuni ko‘rsatdiki, qalqonsimon bez kasalligi mavjud bo‘lgan respondentlarda yurak urish tezlashuvi, umumiy charchoq, bosh og‘rig‘i va uyqu buzilishlari kabi belgilar ko‘proq uchradi. Ushbu simptomlar psixologik zo‘riqishning somatik darajada namoyon bo‘lishi sifatida talqin qilindi.

Korrelyatsion tahlil natijalari psixologik travmalar va psixosomatik hamda endokrin ko‘rsatkichlar o‘rtasida ijobiy bog‘liqlik mavjudligini ko‘rsatdi ($r \approx 0.40-0.45$). Bu o‘rtacha darajadagi bog‘liqlik travma omilining mustaqil va muhim risk faktori ekanligini tasdiqlaydi.

Olingan natijalarni ilmiy jihatdan talqin qilish shuni ko‘rsatdiki, bolalik davrida yuzaga kelgan surunkali stress organizmning adaptatsion mexanizmlariga uzoq muddatli bosim o‘tkazadi. Bu esa gipotalamo-gipofizar-adrenal tizim faoliyatining buzilishiga olib kelib, gormonal muvozanatni izdan chiqaradi. Natijada, psixologik zo‘riqish psixosomatik mexanizmlar orqali endokrin tizimga, xususan qalqonsimon bez faoliyatiga ta‘sir ko‘rsatadi.

Mazkur natijalar zamonaviy psixosomatik yondashuvlar bilan hamohang bo‘lib, unda psixologik omillar somatik kasalliklarning rivojlanishida muhim rol o‘ynashi ta‘kidlanadi. Shu bilan birga, tadqiqot natijalari oilaviy zo‘ravonlikni faqat ijtimoiy muammo sifatida emas, balki uzoq muddatli biologik oqibatlarga ega kompleks xavf omili sifatida ko‘rib chiqish zarurligini ko‘rsatadi.

Tadqiqotning muhim jihatlaridan biri shundaki, unda psixologik travmalar, emotsional holat va somatik buzilishlar o‘rtasidagi bog‘liqlik yagona tizim sifatida tahlil qilindi. Bu esa mazkur muammoni o‘rganishda integrativ yondashuvning samaradorligini tasdiqlaydi.

Shu bilan birga, tadqiqot ayrim cheklovlariga ega. Jumladan, tanlanma hajmining nisbatan kichikligi va kesimiy dizayn sababli sabab-oqibat munosabatlarini to‘liq aniqlash imkoniyati cheklangan. Kelgusidagi tadqiqotlarda longitudinal (uzoq muddatli) kuzatuv usullaridan foydalanish maqsadga muvofiq bo‘ladi.

Umuman olganda, tadqiqot natijalari oilaviy zo‘ravonlik natijasida shakllangan psixologik travmalar yetuklik davrida psixosomatik va endokrin buzilishlarning muhim psixologik prediktori ekanligini asoslab berdi.

XULOSA

Mazkur tadqiqot natijalari oilaviy zo‘ravonlik ta‘sirida o‘smirlik davrida shakllangan psixologik travmalar yetuklik davrida shaxsning psixologik holati, psixosomatik reaksiyalari hamda qalqonsimon bez faoliyati buzilishlariga sezilarli ta‘sir ko‘rsatishini ilmiy jihatdan asoslab berdi.

Empirik ma‘lumotlar tahlili shuni ko‘rsatdiki, bolalik davrida zo‘ravonlikka duch kelgan shaxslarda depressiya va xavotir darajasi yuqori bo‘lib, bu holat psixosomatik simptomlarning kuchayishi bilan bog‘liq holda namoyon bo‘ladi. Shuningdek, psixologik travmalar va qalqonsimon bez kasalliklari o‘rtasida statistik jihatdan ahamiyatli bog‘liqlik aniqlanib, travma omilining endokrin buzilishlar rivojlanishidagi muhim psixologik risk faktori ekanligi tasdiqlandi.

Tadqiqot natijalari asosida quyidagi ilmiy xulosalarga kelindi:

- oilaviy zo‘ravonlik shaxs rivojlanishiga uzoq muddatli va kompleks salbiy ta‘sir ko‘rsatadi;
- o‘smirlik davrida shakllangan psixologik travmalar yetuklik davrida barqaror psixoemotsional buzilishlarga olib keladi;
- surunkali psixologik stress psixosomatik mexanizmlar orqali organizmning endokrin tizimiga, xususan qalqonsimon bez faoliyatiga ta‘sir ko‘rsatadi;
- psixologik va somatik omillar o‘rtasidagi o‘zaro bog‘liqlik integrativ (biopsixosotsial) yondashuv asosida o‘rganilishi zarur.

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Mazkur tadqiqotning ilmiy ahamiyati shundaki, unda psixologik travmalar va endokrin buzilishlar o‘rtasidagi bog‘liqlik kompleks yondashuv asosida ochib berildi. Tadqiqot natijalari psixosomatik kasalliklarning rivojlanishida psixologik omillarni inobatga olish zarurligini yana bir bor tasdiqlaydi.

Amaliy jihatdan esa, ushbu natijalar bolalik davrida zo‘ravonlikka uchragan shaxslarni erta aniqlash, ularga psixologik yordam ko‘rsatish va somatik kasalliklarning profilaktikasini amalga oshirishda muhim ahamiyat kasb etadi. Ayniqsa, tibbiyot va psixologiya sohalarida integratsiyalashgan yondashuvni joriy etish orqali qalqonsimon bez kasalliklari bilan og‘rigan bemorlar bilan ishlash samaradorligini oshirish mumkin.

Kelgusida mazkur yo‘nalishda tadqiqotlarni kengaytirish, xususan uzoq muddatli (longitudinal) kuzatuvlar asosida psixologik travmalar va endokrin buzilishlar o‘rtasidagi sabab-oqibat munosabatlarini chuqurroq o‘rganish maqsadga muvofiq hisoblanadi.

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ИНТЕГРАЦИЯ ИННОВАЦИЙ И ТРАДИЦИОННЫХ ПЕДАГОГИЧЕСКИХ ПОДХОДОВ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

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Аннотация: Быстрое внедрение инновационных методов и цифровых технологий в современную систему образования требует переосмысления роли и значимости традиционных педагогических подходов. В данной статье анализируются вопросы интеграции инновационных и традиционных педагогических подходов в современный образовательный процесс с теоретической и практической точек зрения. Подчеркиваются возможности использования искусственного интеллекта, цифровой педагогики и интерактивных методов в образовательном процессе в гармонии с традиционным воспитанием, моральными ценностями и педагогическим опытом. Также обосновывается важность сочетания инновационных и традиционных подходов в развитии профессиональных компетенций учителей. Результаты исследования показывают, что интегрированные педагогические подходы способствуют повышению качества образования.

Ключевые слова: инновационное образование, традиционная педагогика, интеграция педагогических подходов, цифровые технологии, искусственный интеллект, образовательный процесс, профессиональные компетенции.

Annotatsiya: Zamonaviy ta'lim tizimida innovatsion metodlar va raqamli texnologiyalarning jadal joriy etilishi an'anaviy pedagogik yondashuvlarning o'rni va ahamiyatini qayta ko'rib chiqishni taqozo etmoqda. Ushbu maqolada zamonaviy ta'lim jarayonida innovatsion va an'anaviy pedagogik yondashuvlarning integratsiyasi masalalari nazariy va amaliy jihatdan tahlil qilinadi. Ta'lim jarayonida sun'iy intellekt, raqamli pedagogika va interfaol metodlardan foydalanish imkoniyatlari an'anaviy tarbiya, axloqiy qadriyatlar va pedagogik tajriba bilan uyg'unlikda yoritib beriladi. Shuningdek, pedagoglarning kasbiy kompetensiyalarini rivojlantirishda innovatsiya va an'anaviy yondashuvlar uyg'unligining ahamiyati asoslab beriladi. Tadqiqot natijalari integratsiyalashgan pedagogik yondashuvlar ta'lim sifatini oshirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: Innovatsion ta'lim, an'anaviy pedagogika, pedagogik yondashuvlar integratsiyasi, raqamli texnologiyalar, sun'iy intellekt, ta'lim jarayoni, kasbiy kompetensiyalar.

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Abstract: The rapid introduction of innovative methods and digital technologies into the modern education system requires a rethinking of the role and significance of traditional pedagogical approaches. This article analyzes the integration of innovative and traditional pedagogical approaches into the modern educational process from theoretical and practical perspectives. It highlights the potential of using artificial intelligence, digital pedagogy, and interactive methods in the educational process in harmony with traditional education, moral values, and teaching experience. It also substantiates the importance of combining innovative and traditional approaches in developing teachers' professional competencies. The results of the study demonstrate that integrated pedagogical approaches contribute to improving the quality of education.

Keywords: innovative education, traditional pedagogy, integration of pedagogical approaches, digital technologies, artificial intelligence, educational process, professional competencies.

Современный этап развития системы образования характеризуется глубокими трансформационными процессами, обусловленными глобализацией, цифровизацией и возрастающими требованиями к качеству подготовки специалистов. В этих условиях особую актуальность приобретает проблема соотношения и взаимодополнения традиционных педагогических подходов и инновационных образовательных технологий. Если ранее традиционная модель обучения полностью удовлетворяла потребности общества, обеспечивая передачу знаний и формирование базовых умений, то в настоящее время она требует существенного пересмотра и адаптации к новым социально-экономическим реалиям.

Традиционная педагогика исторически формировалась как система, ориентированная на передачу накопленного научного знания от преподавателя к обучающемуся. Она характеризуется ведущей ролью преподавателя, строгой структурированностью учебного материала, последовательностью изложения и доминированием репродуктивных методов обучения. Класно-урочная система, лекционно-семинарская форма организации учебного процесса, а также контроль знаний посредством экзаменов и тестирования выступают её основными компонентами. Данная модель обеспечивает фундаментальность образования, формирует академическую дисциплину и способствует системному усвоению знаний. Вместе с тем, её ограничениями являются недостаточная гибкость, слабая ориентация на индивидуальные особенности обучающихся и ограниченные возможности для развития критического мышления и творческого потенциала.

На фоне указанных ограничений усиливается интерес к инновационным подходам в образовании, направленным на активизацию познавательной деятельности обучающихся и формирование компетенций, востребованных в условиях современного общества.

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Инновационные образовательные технологии ориентированы на смещение акцента с преподавателя на обучающегося, который становится активным субъектом образовательного процесса. В рамках таких подходов широко используются интерактивные методы обучения, проектная и исследовательская деятельность, проблемно-ориентированное обучение, а также цифровые образовательные ресурсы. Применение данных технологий способствует развитию критического мышления, самостоятельности, коммуникативных навыков и способности к адаптации в условиях неопределённости.

Однако следует отметить, что внедрение инноваций в образовательный процесс не всегда приводит к ожидаемым результатам. При отсутствии педагогической обоснованности и методической проработки инновационные методы могут носить формальный характер и не обеспечивать должного уровня усвоения знаний. В этой связи становится очевидной необходимость не противопоставления традиционных и инновационных подходов, а их интеграции в рамках единой образовательной системы.

Интеграция традиционных и инновационных педагогических подходов предполагает гармоничное сочетание фундаментальности и гибкости, академической строгости и практической направленности обучения. В данной модели сохраняется системность и логика изложения учебного материала, характерная для традиционной педагогики, при одновременном внедрении активных и интерактивных методов обучения. Важную роль играет использование цифровых технологий, которые рассматриваются не как самоцель, а как инструмент повышения эффективности образовательного процесса. Такой подход позволяет обеспечить более высокий уровень вовлечённости обучающихся, повысить мотивацию к обучению и создать условия для индивидуализации образовательной траектории.

Практика современного образования демонстрирует различные модели интеграции, среди которых особое место занимает комбинированное обучение, сочетающее традиционные аудиторные занятия с использованием онлайн-ресурсов. В рамках данной модели лекционный материал может быть представлен в цифровом формате, тогда как аудиторное время используется для обсуждения, анализа и практического применения знаний. Перспективной формой организации обучения также является модель «перевернутого класса», при которой самостоятельное изучение теоретического материала предшествует аудиторной работе, направленной на углубление и закрепление знаний. Кроме того, эффективной является интеграция проектной деятельности в традиционную структуру учебных дисциплин, что способствует развитию исследовательских и аналитических навыков обучающихся.

В условиях интеграции существенно трансформируется роль преподавателя, который

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перестаёт выступать исключительно в качестве источника знаний и приобретает функции организатора, наставника и модератора образовательного процесса. Это требует от него высокой профессиональной компетентности, владения современными образовательными технологиями и готовности к постоянному профессиональному развитию. Несмотря на активное внедрение технологий, именно педагог остаётся ключевой фигурой, определяющей качество образования.

Следует отметить, что процесс интеграции сопровождается рядом объективных трудностей, среди которых можно выделить недостаточный уровень подготовки преподавателей, ограниченность материально-технической базы, а также сопротивление изменениям со стороны участников образовательного процесса. Нередко инновационные технологии внедряются формально, без учёта специфики образовательной среды, что снижает их эффективность. В связи с этим особую значимость приобретает системный подход к модернизации образования, включающий подготовку педагогических кадров, разработку методического обеспечения и оценку результатов внедрения инноваций.

Перспективы развития современного образования связаны с формированием гибридной образовательной модели, в которой органично сочетаются традиционные и инновационные элементы. Особое значение в данном контексте приобретает интернационализация образования, предполагающая интеграцию национальных образовательных систем в глобальное образовательное пространство. Это требует развития межкультурной компетенции, использования международного опыта и внедрения лучших образовательных практик.

Таким образом, интеграция инновационных и традиционных педагогических подходов является необходимым условием повышения качества образования и его соответствия современным требованиям. Эффективность данного процесса определяется не количеством внедрённых технологий, а степенью их осмысленного и целенаправленного использования в образовательной практике. Только при условии гармоничного сочетания традиций и инноваций возможно формирование образовательной среды, способной обеспечить подготовку конкурентоспособных специалистов, готовых к профессиональной деятельности в условиях динамично развивающегося мира.

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YOSHLARDA XORIJIY TILLARNI O'RGANISHDA PSIXOLOGIK YONDASHUV

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o'qituvchisi,

Annotatsiya

Ushbu maqolada yoshlar orasida xorijiy tillarni o'rganish jarayonining psixologik asoslari chuqur tahlil qilinadi. Xususan, motivatsiya, kognitiv jarayonlar, emotsional holat va individual xususiyatlarning til o'zlashtirishga ta'siri ilmiy jihatdan asoslanadi. Shuningdek, zamonaviy pedagogik-psixologik yondashuvlar, innovatsion metodlar va texnologiyalarning ahamiyati yoritiladi.

Kalit so'zlar: xorijiy til, psixologik yondashuv, motivatsiya, kognitiv jarayon, emotsional intellekt, kommunikativ metod, yoshlar ta'limi.

Аннотация:

В данной статье комплексно анализируются психологические основы процесса изучения иностранных языков среди молодежи. В частности, с научно-теоретической точки зрения обосновывается влияние мотивации, когнитивных процессов (памяти, мышления, внимания), эмоционального состояния, а также индивидуальных психологических особенностей на эффективность усвоения языка. Кроме того, раскрывается значение современных педагогических и психологических подходов, инновационных методов обучения и цифровых технологий в процессе преподавания иностранных языков. В статье также предлагаются практические рекомендации по совершенствованию эффективных стратегий обучения.

Ключевые слова: иностранный язык, психологический подход, мотивация, когнитивные процессы, эмоциональный интеллект, коммуникативный метод, образование молодежи.

Xorijiy tillarni o‘qitishda integrativ yondashuv: innovatsiyalar va ilg‘or tajribalar

Annotation:

This article provides a comprehensive analysis of the psychological foundations of foreign language learning among youth. In particular, it scientifically and theoretically substantiates the influence of motivation, cognitive processes (memory, thinking, attention), emotional states, and individual psychological characteristics on the effectiveness of language acquisition. Furthermore, the importance of modern pedagogical and psychological approaches, innovative teaching methods, and digital technologies in the process of foreign language instruction is highlighted. The article also offers practical recommendations for improving effective learning strategies.

Keywords: foreign language, psychological approach, motivation, cognitive processes, emotional intelligence, communicative method, youth education.

Kirish

Globalashuv va axborot texnologiyalari rivojlangan zamonaviy jamiyatda xorijiy tillarni bilish yoshlar uchun nafaqat zarurat, balki raqobatbardoshlik omiliga aylangan. Xorijiy tilni o‘rganish jarayoni oddiy bilim olish emas, balki murakkab psixik faoliyat bo‘lib, u insonning tafakkuri, xotirasi, hissiyoti va motivatsiyasi bilan chambarchas bog‘liqdir. Psixologik yondashuv asosida tashkil etilgan ta‘lim jarayoni o‘quvchilarning individual xususiyatlarini hisobga olish orqali yuqori samaradorlikka erishishni ta‘minlaydi. Shu sababli, bugungi kunda xorijiy tillarni o‘qitishda psixologik yondashuvdan foydalanish dolzarb ilmiy va amaliy masala hisoblanadi. Psixologik yondashuv ta‘lim jarayonida o‘quvchining shaxsiy xususiyatlari, qiziqishlari va psixik rivojlanish darajasini hisobga olishni nazarda tutadi. Bu yondashuv pedagogika va psixologiya fanlarining integratsiyasi asosida shakllangan.

Asosiy nazariy yo‘nalishlar:

Lev Vigotskiy

Uning “yaqin rivojlanish zonasi” konsepsiyasi shuni ko‘rsatadiki, o‘quvchi mustaqil bajara olmaydigan vazifalarni boshqalarning yordami bilan uddalay oladi. Til o‘rganishda bu — o‘qituvchi va tengdoshlar bilan muloqot orqali rivojlanishni anglatadi.

Jan Piaje

Piaget kognitiv rivojlanish nazariyasida yosh bosqichlariga mos ravishda tafakkur shakllanishini asoslab beradi. Bu esa o‘quv metodlarini yoshga moslashtirish zarurligini ko‘rsatadi.

Stepfen Krashen

Krashenning “Input Hypothesis” nazariyasiga ko‘ra, til o‘rganish uchun o‘quvchiga biroz murakkab, ammo tushunarli materiallar berilishi lozim ($i+1$ tamoyili).

Til o‘rganishdagi psixologik jarayonlar

Kognitiv jarayonlar

Kognitiv jarayonlar — bu insonning bilish faoliyati bo‘lib, quyidagilarni o‘z ichiga oladi:

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Tafakkur – grammatik qoidalarni tushunish

Xotira – so‘z boyligini saqlash

Diqqat – o‘rganishga jamlanish

Zamonaviy tadqiqotlar shuni ko‘rsatadiki, faol o‘rganish (active learning) usullari kognitiv rivojlanishni tezlashtiradi.

Motivatsiya va uning turlari

Motivatsiya — o‘rganishning asosiy harakatlantiruvchi kuchidir:

Ichki motivatsiya: qiziqish, o‘zini rivojlantirish istagi

Tashqi motivatsiya: baho, diplom, ishga joylashish

Ilmiy tadqiqotlarga ko‘ra, ichki motivatsiya yuqori bo‘lgan o‘quvchilar tilni tezroq o‘zlashtiradi.

Emotsional omillar

Til o‘rganishda emotsional holat muhim rol o‘ynaydi:

Ijobiy muhit → o‘ziga ishonchni oshiradi

Salbiy muhit → qo‘rquv va passivlikni keltirib chiqaradi

Krashen bu holatni “affective filter” tushunchasi bilan izohlaydi.

Individual farqlar

Har bir o‘quvchi o‘ziga xos:

o‘rganish tezligi

qiziqish

qobiliyat

ega. Shuning uchun differensial yondashuv muhim hisoblanadi.

Zamonaviy psixologik-pedagogik metodlar

Kommunikativ yondashuv

Bu metodda asosiy e’tibor:

real muloqotga

nutq faoliyatiga qaratiladi

Interaktiv metodlar

Xorijiy tillarni o‘qitishda integrativ yondashuv: innovatsiyalar va ilg‘or tajribalar

rolli o‘yinlar

guruhli ishlar

muhokamalar

Bu usullar o‘quvchilarni faol ishtirok etishga undaydi.

Gamifikatsiya (o‘yinlash)

O‘yin elementlari:

motivatsiyani oshiradi

stressni kamaytiradi

o‘rganishni qiziqarli qiladi

Axborot texnologiyalari

mobil ilovalar

onlayn platformalar

sun‘iy intellekt asosidagi dasturlar

Til o‘rganishni individuallashtirish imkonini beradi.

Amaliy tavsiyalar

O‘qituvchilar uchun:

ijobiy psixologik muhit yarating

har bir o‘quvchiga individual yondashing

rag‘batlantirish tizimini qo‘llang

Talabalar uchun:

har kuni kichik maqsad qo‘ying

ko‘proq amaliyot qiling (gapirish, tinglash)

xatodan qo‘rqmang

Muammolar va ularni bartaraf etish

Muammo	Sabab	Yechim
Gapirishdan qo‘rquv	Past o‘ziga ishonch	Erkin muhit yaratish
Motivatsiya yetishmasligi	Maqsad yo‘qligi	Aniq reja tuzish

Xorijiy tillarni o‘qitishda integrativ yondashuv: innovatsiyalar va ilg‘or tajribalar

Muammo	Sabab	Yechim
Tez unutish	Takrorlash yo‘qligi	Spaced repetition
Zerikish	Monoton darslar	Interaktiv metodlar

Xulosa. Yoshlar orasida xorijiy tillarni o‘rganish jarayoni murakkab va ko‘p qirrali bo‘lib, u nafaqat lingvistik bilimlarni egallashni, balki shaxsning psixologik xususiyatlarini ham chuqur hisobga olishni talab etadi. Mazkur maqolada tahlil qilinganidek, til o‘rganish samaradorligi ko‘p jihatdan motivatsiya, kognitiv jarayonlar, emotsional holat va individual farqlar bilan chambarchas bog‘liqdir. Ayniqsa, ichki motivatsiya yuqori bo‘lgan yoshlar xorijiy tilni tezroq va mustahkamroq o‘zlashtirishi ilmiy jihatdan asoslandi. Psixologik yondashuvning nazariy asoslari sifatida Lev Vygotsky, Jean Piaget va Stephen Krashen kabi olimlarning qarashlari muhim ahamiyat kasb etadi. Ularning nazariyalari asosida o‘quv jarayonini to‘g‘ri tashkil etish, ya‘ni o‘quvchilarga tushunarli, bosqichma-bosqich va psixologik jihatdan qulay muhit yaratish zarurligi aniqlandi. Xususan, Vygotskiyning yaqin rivojlanish zonasi konsepsiyasi o‘qituvchi va o‘quvchi o‘rtasidagi hamkorlikning ahamiyatini ko‘rsatsa, Piaget nazariyasi yosh xususiyatlariga mos metodlarni tanlashni taqozo etadi. Krashen esa tilni o‘zlashtirishda emotsional holat va tushunarli inputning muhimligini asoslab beradi. Shuningdek, maqolada til o‘rganishda muhim bo‘lgan kognitiv jarayonlar — xotira, tafakkur va diqqatning o‘rni alohida yoritildi. Bu jarayonlarni rivojlantirish uchun interaktiv metodlar, takrorlash strategiyalari va zamonaviy texnologiyalardan foydalanish samarali natija berishi ta’kidlandi. Ayniqsa, gamifikatsiya, kommunikativ yondashuv va multimedia vositalari yoshlarning qiziqishini oshirib, o‘rganish jarayonini yengillashtiradi. Tadqiqot natijalari shuni ko‘rsatadiki, xorijiy tilni o‘rganishda yuzaga keladigan asosiy muammolar — motivatsiya yetishmasligi, qo‘rquv, zerikish va tez unutish kabi holatlar — asosan psixologik omillar bilan bog‘liqdir. Ushbu muammolarni bartaraf etishda ijobiy psixologik muhit yaratish, o‘quvchilarga individual yondashish va ularni rag‘batlantirish muhim ahamiyatga ega. Xulosa qilib aytganda, yoshlar orasida xorijiy tillarni samarali o‘rgatish uchun psixologik yondashuvni ta’lim jarayonining ajralmas qismi sifatida qo‘llash zarur. Bu esa nafaqat bilim sifatini oshiradi, balki yoshlarning mustaqil fikrlashini, o‘ziga bo‘lgan ishonchini va kommunikativ kompetensiyalarini rivojlantirishga xizmat qiladi. Zamonaviy ta’lim tizimida aynan shu yondashuv yuqori natijalarga erishishning asosiy omillaridan biri hisoblanadi.

Foydalanilgan adabiyotlar

1. Lev Vigotskiy – “Thought and Language”
2. Jean Piaget – “The Psychology of Intelligence”
3. Stephen Krashen – “Principles and Practice in Second Language Acquisition”
4. Zamonaviy pedagogik va psixologik ilmiy maqolalar

Xorijiy til o‘qitish metodikasi bo‘yicha tadqiqotlar



**O'ZGA TILLI GURUHLARDA RUS TILI MASHG'ULOTLARINI O'TKAZISHDA
INTERAKTIV DARS METODLARIDAN SAMARALI FOYDALANISH**

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Annotatsiya

Mazkur maqolada o'zga tilli guruhlarda rus tilini o'qitish jarayonida interaktiv dars metodlaridan foydalanishning ahamiyati, afzalliklari va amaliy jihatlari yoritilgan. Zamonaviy pedagogik texnologiyalar asosida tashkil etilgan darslar talabalarning til o'rganishga bo'lgan qiziqishini oshirishi, kommunikativ kompetensiyalarini rivojlantirishi hamda mustaqil fikrlash ko'nikmalarini shakllantirishi tahlil qilinadi. Shuningdek, "Aqliy hujum", "Klaster", "Rol o'ynash", "Debat" kabi interaktiv metodlarning rus tili mashg'ulotlarida qo'llanilishi bo'yicha tavsiyalar beriladi.

Kalit so'zlar: interaktiv metodlar, rus tili, o'zga tilli guruhlar, pedagogik texnologiya, kommunikativ yondashuv, dars samaradorligi.

Аннотация. В данной статье рассматриваются важность, преимущества и практические аспекты использования интерактивных методов обучения русскому языку в группах изучающих иностранные языки. Анализируется, как уроки, организованные на основе современных педагогических технологий, повышают интерес учащихся к изучению языка, развивают их коммуникативные компетенции и формируют навыки самостоятельного мышления. Также даются рекомендации по использованию интерактивных методов, таких как «Мозговой штурм», «Кластерный анализ», «Ролевая игра», «Дебаты», на уроках русского языка.

Ключевые слова: интерактивные методы, русский язык, языковые группы, педагогические технологии, коммуникативный подход, эффективность урока.

Abstract: This article discusses the importance, advantages and practical aspects of using interactive teaching methods in teaching Russian in foreign language groups. It analyzes how lessons organized on the basis of modern pedagogical technologies increase students' interest in language learning, develop their communicative competences and form independent thinking skills. It also provides recommendations on the use of interactive methods such as "Brainstorming", "Cluster", "Role Playing", "Debate" in Russian language classes.

Keywords: interactive methods, Russian language, foreign language groups, pedagogical technology, communicative approach, lesson effectiveness.

Xorijiy tillarni o‘qitishda integrativ yondashuv: innovatsiyalar va ilg‘or tajribalar

Kirish

Bugungi globallashuv sharoitida xorijiy tillarni, xususan rus tilini o‘rganish muhim ahamiyat kasb etmoqda. O‘zga tilli guruhlarda rus tilini o‘qitish jarayoni o‘ziga xos yondashuvni talab qiladi. An‘anaviy dars usullari ko‘pincha talabalarni faol ishtirok etishga undamaydi. Shu sababli interaktiv metodlardan foydalanish zamonaviy ta‘limning ajralmas qismiga aylanmoqda.

Interaktiv metodlarning mohiyati.

Interaktiv metodlar — bu o‘qituvchi va talabalar o‘rtasidagi faol hamkorlikka asoslangan ta‘lim usullaridir. Bu metodlar orqali har bir talaba dars jarayonida faol ishtirok etadi, o‘z fikrini erkin ifodalaydi va amaliy mashg‘ulotlar orqali bilimini mustahkamlaydi.

Rus tili mashg‘ulotlarida interaktiv metodlardan foydalanish.

1. “Aqliy hujum” metodi.

Bu metod orqali talabalar berilgan mavzu yuzasidan tezkor fikrlar bildiradi. Masalan, yangi so‘z boyligini o‘zlashtirishda samarali qo‘llaniladi.

2. “Rol o‘ynash” metodi.

Talabalar turli hayotiy vaziyatlarni sahnalashtiradi. Bu usul nutq faoliyatini rivojlantirishda juda foydali.

3. “Klaster” metodi

Mavzuni tizimli o‘rganishga yordam beradi. Talabalar tushunchalar o‘rtasidagi bog‘liqlikni aniqlaydi.

4. “Debat” metodi.

Talabalarning mustaqil fikrlashini rivojlantiradi va rus tilida erkin gapirishga undaydi.

Interaktiv metodlarning afzalliklari:

- talabalarning darsga qiziqishini oshiradi;
- kommunikativ kompetensiyani rivojlantiradi;
- mustaqil fikrlashni shakllantiradi;
- amaliy ko‘nikmalarni mustahkamlaydi;

O‘z pedagogik faoliyatimiz davomida to‘plangan tajribadan kelib chiqib aytadigan bo‘lsak, bitta **“eng yaxshi” metod yo‘q** — qaysi biri afzal bo‘lishi **dars maqsadi, talabalarning darajasi va mavzuga** bog‘liq. Har bir metod o‘z vazifasiga ko‘ra eng samarali natija beradi.

Quyida ushbu masalani taqqoslab tushuntiraman:

1. “Aqliy hujum” – eng yaxshi boshlanish uchun

Qachon afzal:

- yangi mavzuni ochishda;
- talabalarni faollashtirishda;
- tez fikrlar yig‘ishda;

Nima uchun: Qisqa vaqt ichida ko‘p g‘oya beradi va darsni “jonlantiradi”.

2. “Klaster” – tushunishni chuqurlashtirish uchun

Qachon afzal:

- mavzuni tizimlashtirishda;
- murakkab tushunchalarni o‘rganishda;

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Nima uchun: Ma’lumotlarni tartibga soladi, mantiqiy bog‘lanishni ko‘rsatadi.

3. “Rol o‘ynash” – til o‘rganishda eng samarali

Qachon afzal:

- nutqni rivojlantirishda;
- real hayotiy vaziyatlarni o‘rganishda;

Nima uchun: Talabalar tilni amalda ishlatadi — ayniqsa rus tili darslari uchun juda foydali.

4. “Debat” – yuqori darajadagi talabalar uchun

Qachon afzal:

- fikrni himoya qilishda;
- tanqidiy fikrlashni rivojlantirishda;

Nima uchun: Dalillash, tahlil qilish va erkin gapirishni rivojlantiradi.

Agarda o‘zga tilli guruhlarda rus tili uchun **bitta metodni tanlash kerak bo‘lsa:**

- **“Rol o‘ynash” metodi eng afzali.**

Sabablari:

- tilni amaliy qo‘llash imkonini beradi;
- real kommunikatsiyani shakllantiradi;
- talabalarni gapirishga majbur qiladi;
- darsni tabiiy muhitga yaqinlashtiradi;

Eng samarali usul esa — **metodlarni kombinatsiya qilish:**

- Aqliy hujum → Klaster → Rol o‘ynash → Debat

Quyidagi samarani beradi:

- fikr uyg‘otadi;
- tizimlashtiradi;
- amaliyotga olib chiqadi;
- chuqur tahlil bilan yakunlaydi;

Xulosa

O‘zga tilli guruhlarda rus tilini o‘qitishda interaktiv metodlardan foydalanish ta’lim samaradorligini sezilarli darajada oshiradi. Bunday yondashuv talabalarning faolligini kuchaytiradi, ularni mustaqil fikrlashga o‘rgatadi va til o‘rganish jarayonini yanada qiziqarli qiladi. Shu bois zamonaviy pedagoglar interaktiv metodlarni keng qo‘llashlari zarur.

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**RAQAMLI TA'LIM MUHITIDA SUN'IY INTELLEKT TEXNOLOGIYALARIDAN
FOYDALANISH VA UNING TA'LIM SAMARADORLIGIGA TA'SIRI**

Jumaboyeva Nilufar Zoirovna

Xorazm viloyati, Xazorasp tumani,

11 son umumiy o'rta ta'lim maktabining

ingliz tili fani o'qituvchisi

Annotatsiya

Maqolada raqamli ta'lim muhitida sun'iy intellekt (AI) texnologiyalarining ta'lim samaradorligini oshirishdagi roli o'rganilgan. Tadqiqotda adaptiv o'quv platformalari, virtual yordamchilar, interaktiv mashqlar va gamifikatsiya orqali talabalarning bilim olish tezligi, motivatsiyasi va individual rivojlanishi tahlil qilingan. Shuningdek, O'zbekiston ta'lim tizimida AI integratsiyasini kengaytirish imkoniyatlari va yuzaga keladigan muammolar (texnik imkoniyatlar, o'qituvchilar malakasi) ko'rib chiqilgan. Maqola xorijiy tajribalarni o'zlashtirish orqali raqamli va innovatsion o'quv jarayonini tashkil etish zarurligini ta'kidlaydi. Natijalar AI texnologiyalarining ta'lim jarayonini interaktiv, individual va samarali qilish imkoniyatini ko'rsatadi.

Kalit so'zlar: sun'iy intellekt, raqamli ta'lim, innovatsion metodlar, adaptiv o'quv platformalari, interaktiv mashqlar.

Аннотация

В статье исследована роль технологий искусственного интеллекта (ИИ) в повышении эффективности обучения в цифровой образовательной среде. В исследовании проанализированы адаптивные учебные платформы, виртуальные помощники, интерактивные задания и геймификация для ускорения усвоения знаний, повышения мотивации и индивидуального развития студентов. Также рассмотрены возможности интеграции ИИ в систему образования Узбекистана и возникающие проблемы (технические возможности, квалификация преподавателей). Статья подчеркивает необходимость адаптации зарубежного опыта для организации цифрового и инновационного учебного процесса. Результаты демонстрируют, что технологии ИИ делают образовательный процесс интерактивным, индивидуализированным и эффективным.

Ключевые слова: искусственный интеллект, цифровое образование, инновационные методы, адаптивные учебные платформы, интерактивные задания.

Abstract

The article examines the role of artificial intelligence (AI) technologies in enhancing the effectiveness of learning in a digital educational environment. The study analyzes adaptive learning platforms, virtual assistants, interactive exercises, and gamification to accelerate knowledge acquisition, increase student motivation, and support individual development. It also explores the possibilities of integrating AI into Uzbekistan's education system and addresses challenges such as technical infrastructure and teacher qualifications. The article emphasizes the need to adapt international experience to organize a digital and innovative learning process. The results demonstrate that AI technologies make the educational process interactive, individualized, and effective.

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Keywords: artificial intelligence, digital education, innovative methods, adaptive learning platforms, interactive exercises.

Kirish

So‘nggi yillarda globallashtirish jarayoni nafaqat iqtisodiy va madaniy sohalarga, balki ta‘lim tizimlariga ham sezilarli ta‘sir ko‘rsatmoqda. Raqamli texnologiyalar ta‘limda keng qo‘llanilishi bilan o‘quv jarayoni interaktiv, samarali va moslashuvchan shaklga ega bo‘lmoqda. Ushbu jarayonda sun‘iy intellekt (AI) texnologiyalari alohida o‘rin egallaydi, chunki ular o‘quvchilarning individual ehtiyojlariga moslashgan darslarni yaratish, o‘quv jarayonini avtomatlashtirish va baholashda yordam beradi. AI texnologiyalarining ta‘limga kirib kelishi innovatsion yondashuvlarni tatbiq etish imkonini yaratadi. Masalan, adaptiv o‘quv platformalari, virtual yordamchilar, interaktiv testlar va avtomatlashtirilgan baholash tizimlari o‘quvchilarning bilimini individual darajada rivojlantirishga xizmat qiladi. Shu bilan birga, AI vositalari o‘qituvchilarning ish yukini kamaytiradi va dars jarayonini samarali tashkil etish imkonini beradi.

Ushbu tadqiqotning dolzarbligi shundaki, AI texnologiyalari orqali ta‘lim samaradorligini oshirish, o‘quvchilarni individual rivojlantirish va interaktiv o‘quv jarayonini tashkil etish imkoniyatlari mavjudligi ortib bormoqda. Shu sababli, AI texnologiyalarining raqamli ta‘lim muhitida o‘quv jarayoniga ta‘sirini o‘rganish bugungi kunda dolzarb ilmiy masala hisoblanadi.

Tadqiqotning maqsadi – raqamli ta‘lim muhitida sun‘iy intellekt texnologiyalarining o‘quv jarayoniga ta‘sirini aniqlash, ularning samaradorligini baholash va ta‘lim jarayonida optimal qo‘llash yo‘llarini aniqlashdan iborat.

Sun‘iy intellekt va raqamli ta‘lim tushunchasi

Sun‘iy intellekt (AI) texnologiyalari ta‘lim sohasida o‘quv jarayonini avtomatlashtirish va individuallashtirish imkonini beradi. AI o‘quvchilarning o‘quv natijalarini tahlil qilish, ularning kuchli va zaif tomonlarini aniqlash, shuningdek, adaptiv dars materiallarini taqdim etishda samarali vosita sifatida ishlatiladi.[3] Masalan, adaptiv o‘quv platformalari talabaning bilim darajasiga moslashadi, virtual yordamchilar (chatbots) o‘quvchilarning savollariga real vaqtda javob beradi, interaktiv mashqlar esa o‘quv jarayonini qiziqarli va samarali qiladi.[1]

Raqamli ta‘lim muhiti o‘quvchilarga masofaviy va interaktiv o‘qish imkoniyatini yaratadi. U o‘z ichiga virtual laboratoriyalar, interaktiv testlar, onlayn darsliklar va multimedia resurslarini oladi. Raqamli ta‘lim muhitining asosiy xususiyati shundaki, u talabaning individual ehtiyojlariga moslashadi va dars jarayonini interaktiv va qiziqarli qiladi.[5]

AI va raqamli o‘quv resurslarining afzalliklari quyidagilardan iborat:

1. Individuallashtirilgan o‘qish – har bir talabaning o‘ziga xos qobiliyat va ehtiyojlariga mos darslar tashkil etish.[1]
2. O‘quv jarayonining samaradorligini oshirish – avtomatlashtirilgan baholash tizimi va adaptiv mashqlar orqali bilimlarni tezroq va aniqroq mustahkamlash.
3. Interaktiv va qiziqarli o‘qitish – multimedia va virtual resurslar talabalarning faolligini oshiradi.[3]
4. O‘qituvchining ish yukini kamaytirish – AI yordamida testlarni avtomatik baholash, talabalarning natijalarini monitoring qilish imkoniyati mavjud.[5]

Shu bilan birga, AI va raqamli ta‘lim resurslari yordamida o‘quvchilarning kommunikativ, analitik va pragmatik ko‘nikmalarini rivojlantirish imkoniyati ortadi, bu esa zamonaviy ta‘lim jarayoni sifatini sezilarli darajada oshiradi.

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Sun'iy intellektning ta'lim samaradorligiga ta'siri

Sun'iy intellekt (AI) texnologiyalari ta'lim samaradorligini sezilarli darajada oshirish imkoniyatiga ega. Tadqiqotlar shuni ko'rsatadiki, AI asosidagi adaptiv o'quv platformalari va virtual yordamchilar talabalarning bilim olish tezligini va qoniqligini oshiradi.[3] Talabalar individual ehtiyojlariga moslashtirilgan mashqlarni bajarish orqali mavzularni tezroq o'zlashtiradi va o'rganish jarayoni ularga yanada qiziqarli bo'ladi.

Individualizatsiyalashgan o'quv jarayoni. AI yordamida o'quvchilarning qobiliyat va bilim darajasiga moslashtiriladi. Masalan, adaptiv testlar va shaxsiylashtirilgan mashqlar talabaning zaif tomonlarini aniqlab, unga maxsus qo'shimcha materiallar taklif qiladi.[1] Shu bilan birga, individualizatsiyalashgan yondashuv o'quvchilarni o'z-o'zini rivojlantirishga undaydi va mustaqil fikrlashni rivojlantiradi.

Interaktivlik va motivatsiyani oshirish. AI vositalari yordamida o'quv jarayoni qiziqarli va interaktiv shaklga ega bo'ladi. Virtual laboratoriyalar, simulyatsiyalar va gamifikatsiya elementlari talabalarni faol ishtirok etishga undaydi, ularning e'tiborini ushlab turadi va o'rganishga bo'lgan motivatsiyasini oshiradi.[5]

Misol sifatida, AQSH va Yevropa universitetlarida AI asosidagi platformalarda o'qigan talabalar an'anaviy darslarga nisbatan bilimlarni o'zlashtirish tezligini 20-30% ga oshirganligi kuzatilgan.[3] Shu bilan birga, talabalar platformaning interaktiv mashqlaridan foydalanishdan yuqori darajada qoniqligini bildirgan. AI texnologiyalari nafaqat bilim olish jarayonini tezlashtiradi, balki individual o'quv strategiyalarini ishlab chiqish, interaktivlikni oshirish va talabalarning motivatsiyasini rag'batlantirish orqali ta'lim samaradorligini sezilarli darajada oshiradi.

Raqamli ta'lim muhitida AI texnologiyalaridan foydalanish imkoniyatlari

Raqamli ta'lim muhiti sun'iy intellekt (AI) texnologiyalari yordamida o'quv jarayonini yanada samarali va individualizatsiyalashgan shaklga keltirish imkonini beradi. O'zbekiston ta'lim tizimida AI texnologiyalarini joriy etish nafaqat oliy ta'lim, balki umumiy o'rta va maktabgacha ta'lim darajasida ham muhim ahamiyatga ega. Bu esa o'quvchilarning bilim darajasini oshirish, ta'lim jarayonini interaktiv qilish va individual ehtiyojlarga moslashtirishga yordam beradi.[4]

AI texnologiyalarini ta'lim jarayonida qo'llashning bir qator innovatsion yondashuvlar va metodlari mavjud. Masalan:

1. Adaptiv o'quv platformalari – har bir talabaning bilim darajasiga moslashgan mashqlar va testlar orqali individual o'rganish imkonini beradi.[1]
2. Virtual yordamchilar (chatbots) – talabalarning savollariga real vaqtda javob berish va dars materiallarini tushuntirish orqali o'quv jarayonini qo'llab-quvvatlaydi.
3. Gamifikatsiya va interaktiv mashqlar – motivatsiyani oshirish va darslarni qiziqarli qilish orqali talabalarning faol ishtirokini rag'batlantiradi.[3]
4. Analitik va monitoring tizimlari – o'quvchilarning bilim darajasi va natijalarini kuzatib borish, baholash va individual rivojlanish yo'nalishlarini belgilash imkonini beradi.[5]

Shu bilan birga, AI texnologiyalarini joriy etishda muammolar va cheklovlar ham mavjud.

Ularga quyidagilar kiradi:

- Texnik imkoniyatlar – barcha maktab va oliy ta'lim muassasalarida yuqori sifatli internet va kompyuter jihozlari mavjud emas.
- O'qituvchilarning malakasi – AI va raqamli platformalardan samarali foydalanish uchun o'qituvchilarni maxsus tayyorlash va ularning malakasini oshirish zarur.
- O'quv materiallarining moslashuvchanligi – mahalliy o'quv dasturlariga moslashtirilgan interaktiv va AI asosidagi resurslar yetarli emas.[2]

Shu sababli, O'zbekistonda AI texnologiyalarini joriy etish nafaqat texnologik, balki

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pedagogik va tashkiliy tayyorgarlikni ham talab qiladi. Innovatsion yondashuvlarni tizimli tatbiq etish orqali raqamli ta’lim muhitini samarali tashkil etish va talabalarning individual bilim olish jarayonini rivojlantirish mumkin.

Xulosa va tavsiyalar

Mazkur tadqiqot shuni ko‘rsatdiki, sun‘iy intellekt (AI) texnologiyalari ta’lim samaradorligini oshirishda muhim vosita sifatida namoyon bo‘ladi. AI yordamida individualizatsiyalashgan o‘quv jarayoni tashkil etish, o‘quvchilarning bilim darajasini real vaqtda monitoring qilish va interaktiv mashqlar orqali ularning motivatsiyasini oshirish mumkin. Shu bilan birga, AI platformalari o‘qituvchilar ish yukini kamaytiradi va ta’lim jarayonini tizimli hamda samarali tashkil etishga yordam beradi.

AI texnologiyalaridan samarali foydalanish uchun bir qator tavsiyalar mavjud. Birinchidan, adaptiv o‘quv platformalari, virtual yordamchilar, gamifikatsiya va interaktiv mashqlarni darslarda keng qo‘llash orqali individual va samarali o‘quv jarayoni yaratish zarur. Ikkinchidan, o‘qituvchilarning malakasini oshirish muhim bo‘lib, AI va raqamli platformalardan samarali foydalanish bo‘yicha maxsus treninglar va seminarlar tashkil etilishi lozim. Uchinchidan, texnik infratuzilmani rivojlantirish – maktab va oliy ta’lim muassasalarida yuqori sifatli internet, kompyuter va virtual laboratoriyalarni ta’minlash – AI texnologiyalarini joriy etishda muhim shart hisoblanadi. Shuningdek, xorijiy tajribalarni o‘rganib, ularni O‘zbekiston sharoitiga moslashtirish orqali ta’lim samaradorligini oshirish mumkin. Nihoyat, AI asosidagi o‘quv materiallarini lokalizatsiya qilish va turli fanlar bo‘yicha qo‘llash, interaktiv va multimediya resurslarini kengaytirish orqali o‘quvchilarning individual bilim darajasi va muloqot qobiliyatini rivojlantirish mumkin. AI texnologiyalarini tizimli va integratsiyalashgan holda qo‘llash O‘zbekiston ta’lim tizimida o‘quv jarayonini interaktiv, qiziqarli va samarali qilishga xizmat qiladi hamda ta’lim samaradorligini sezilarli darajada oshiradi.

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**INGLIZ TILINI O'QITISHDA YANGI INNOVATSION METODLAR VA
ULARNING SAMARADORLIGI**

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Annotatsiya: Mazkur tezisda ta'lim jarayonida innovatsion metodlardan foydalanishning ahamiyati va samaradorligi tahlil qilinadi. Zamonaviy ta'lim tizimida interfaol metodlar, loyiha asosida o'qitish hamda raqamli texnologiyalar o'quvchilarning bilim olish jarayonini faollashtirishda muhim rol o'ynaydi. Tadqiqot natijalari innovatsion metodlardan foydalanish o'quvchilarning mustaqil fikrlashini rivojlantirish hamda ta'lim samaradorligini oshirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: innovatsion metodlar, interfaol ta'lim, pedagogik texnologiyalar, loyiha metodi, raqamli ta'lim, ta'lim samaradorligi.

Abstract: This thesis analyzes the importance and effectiveness of using innovative methods in the educational process. In the modern education system, interactive methods, project-based learning, and digital technologies play an important role in activating students' learning activities. The results of the research show that the use of innovative methods contributes to the development of students' independent thinking and improves the effectiveness of education.

Keywords: innovative methods, interactive learning, pedagogical technologies, project-based learning, digital education, educational effectiveness.

Аннотация: В данных тезисах анализируются значение и эффективность использования инновационных методов в образовательном процессе. В современной системе образования интерактивные методы, проектное обучение и цифровые технологии играют важную роль в активизации познавательной деятельности учащихся. Результаты исследования показывают, что применение инновационных методов способствует развитию самостоятельного мышления учащихся и повышению эффективности образования.

Ключевые слова: инновационные методы, интерактивное обучение, педагогические технологии, проектное обучение, цифровое образование, эффективность образования.

Bugungi globallashuv davrida ingliz tilini bilish insonning shaxsiy va kasbiy rivojlanishida

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muhim ahamiyat kasb etadi. Shu sababli ta'lim tizimida ingliz tilini o'qitish metodikasini takomillashtirish dolzarb masalalardan biri hisoblanadi. Zamonaviy ta'lim jarayonida an'anaviy o'qitish usullari bilan bir qatorda innovatsion metodlardan foydalanish tobora kengayib bormoqda. Innovatsion metodlar o'quvchilarning dars jarayonidagi faolligini oshirish, mustaqil fikrlashini rivojlantirish hamda o'rganilayotgan tilni amaliy vaziyatlarda qo'llash ko'nikmalarini shakllantirishga xizmat qiladi. Shuning uchun ingliz tilini samarali o'qitishda yangi pedagogik texnologiyalar va interaktiv metodlardan foydalanish muhim ahamiyatga ega.[3]

Innovatsion metodlar ta'lim jarayoniga yangi g'oya va yondashuvlarni joriy etishni anglatadi. Bunday metodlar o'quvchini faqat bilim oluvchi emas, balki faol ishtirokchi sifatida ko'radi. Zamonaviy pedagogik yondashuvlar o'quvchilarning mustaqil o'rganish qobiliyatini rivojlantirish, ularni izlanishga undash va dars jarayonini yanada qiziqarli hamda samarali tashkil etishga yordam beradi. Ayniqsa, ingliz tilini o'rganishda kommunikativ muhit yaratish, o'quvchilarni faol muloqotga jalb qilish va ularning nutqiy ko'nikmalarini rivojlantirish katta ahamiyatga ega. Ingliz tilini o'qitishda keng qo'llanilayotgan innovatsion metodlardan biri kommunikativ metod hisoblanadi. Bu metod o'quvchilarning tilni muloqot jarayonida o'rganishiga asoslanadi. Dars davomida o'quvchilar turli dialoglar, munozaralar va suhbatlarda qatnashadilar. Natijada ular grammatik qoidalarni faqat nazariy jihatdan o'rganibgina qolmay, balki amaliy jihatdan ham qo'llash imkoniyatiga ega bo'ladilar. Bu esa o'quvchilarning nutqiy faolligini oshirib, tilni tezroq va samaraliroq o'zlashtirishga yordam beradi.[1]

Shuningdek, ingliz tilini o'qitishda o'yin texnologiyalaridan foydalanish ham muhim innovatsion yondashuvlardan biri hisoblanadi. Turli didaktik o'yinlar, rolli o'yinlar, viktorinalar va jamoaviy musobaqalar o'quvchilarning darsga bo'lgan qiziqishini oshiradi. O'yin jarayonida o'quvchilar erkin fikr bildiradilar, yangi so'zlarni oson eslab qoladilar va tilni tabiiy muhitda qo'llash imkoniyatiga ega bo'ladilar. Bu esa o'rganish jarayonini yanada samarali va qiziqarli qiladi. Zamonaviy axborot-kommunikatsiya texnologiyalari ham ingliz tilini o'qitishda katta imkoniyatlar yaratmoqda.[2] Kompyuter, internet, multimedia taqdimotlari, video va audio materiallar o'quvchilarga tilni turli usullar orqali o'rganish imkonini beradi. Masalan, ingliz tilidagi filmlar, podkastlar yoki onlayn dars platformalari orqali o'quvchilar tilni eshitish va tushunish ko'nikmalarini rivojlantiradilar. [1]Bunday texnologiyalar dars jarayonini yanada interaktiv va zamonaviy qiladi hamda o'quvchilarning mustaqil ta'lim olish imkoniyatini kengaytiradi. Bundan tashqari, loyihaviy ta'lim usuli ham ingliz tilini o'qitishda samarali hisoblanadi. Bu metodda o'quvchilar ma'lum bir mavzu bo'yicha loyiha tayyorlaydilar, ma'lumot to'playdilar va natijani ingliz tilida taqdim etadilar. Masalan, taqdimot tayyorlash, maqola yozish yoki kichik tadqiqot o'tkazish orqali o'quvchilar nafaqat til ko'nikmalarini rivojlantiradilar, balki mustaqil fikrlash va ijodkorlik qobiliyatlarini ham shakllantiradilar. Hamkorlikda o'qitish metodi ham innovatsion yondashuvlar qatoriga kiradi. Bu metodda o'quvchilar kichik guruhlarda ishlaydi va birgalikda topshiriqlarni bajaradi. Guruhli muhokamalar, jamoaviy loyihalar va fikr almashish jarayoni o'quvchilarning bir-biridan o'rganishiga yordam beradi. Shu bilan birga, ular jamoada ishlash ko'nikmalarini ham rivojlantiradilar.[5]

Innovatsion metodlarning qo'llanilishi ingliz tilini o'qitish samaradorligini sezilarli darajada oshiradi. Bunday metodlar o'quvchilarning darsga bo'lgan qiziqishini kuchaytiradi, ularning motivatsiyasini oshiradi va bilimlarni uzoq vaqt eslab qolishiga yordam beradi. Shuningdek, o'quvchilar tilni real hayotiy vaziyatlarda qo'llash imkoniyatiga ega bo'ladilar, bu esa ularning kommunikativ kompetensiyasini rivojlantiradi. Ingliz tilini o'qitishda innovatsion metodlardan foydalanish zamonaviy ta'lim tizimining muhim talablaridan biridir. Kommunikativ metod, o'yin texnologiyalari, axborot-kommunikatsiya texnologiyalari, loyihaviy ta'lim va hamkorlikda o'qitish

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kabi usullar o‘quvchilarning til o‘rganish jarayonini yanada samarali va qiziqarli qiladi. Shu sababli o‘qituvchilar dars jarayonida innovatsion yondashuvlardan keng foydalanishlari zarur, chunki bu metodlar o‘quvchilarning bilim darajasini oshirish bilan birga ularning ijodiy va mustaqil fikrlash qobiliyatlarini ham rivojlantiradi.[8]

Zamonaviy ta’lim tizimida innovatsion metodlardan foydalanish muhim ahamiyat kasb etadi. Ilmiy-texnik taraqqiyot va axborot texnologiyalarining rivojlanishi ta’lim jarayonini yangicha yondashuvlar asosida tashkil etishni talab qilmoqda. Innovatsion metodlar o‘quv jarayonining samaradorligini oshirish, o‘quvchilarning mustaqil fikrlashini rivojlantirish hamda ularning ijodiy salohiyatini namoyon etishga imkon yaratadi. [6]Ta’lim jarayonida qo‘llanilayotgan interfaol metodlar o‘quvchilarning darsdagi faolligini oshiradi va bilimlarni samarali o‘zlashtirishga yordam beradi. “Brainstorming”, “Case study”, “Debate” kabi metodlar o‘quvchilarning muammoli vaziyatlarni tahlil qilish hamda mustaqil qaror qabul qilish ko‘nikmalarini rivojlantiradi.

Bundan tashqari, loyiha asosida o‘qitish metodi o‘quvchilarning izlanish faoliyatini rivojlantiradi. Ushbu metod orqali o‘quvchilar turli manbalardan foydalanib, muayyan muammoni o‘rganadi va uning yechimini taklif qiladi. Bu jarayon o‘quvchilarning analitik va ijodiy fikrlashini shakllantirishga xizmat qiladi. Raqamli texnologiyalar ham ta’lim jarayonini modernizatsiya qilishda muhim rol o‘ynaydi.[7] Elektron ta’lim platformalari va multimedia vositalari o‘quvchilarning bilimlarni mustaqil o‘zlashtirish imkoniyatlarini kengaytiradi hamda ta’lim jarayonini yanada samarali tashkil etishga yordam beradi. Tadqiqot natijalari shuni ko‘rsatadiki, innovatsion metodlardan foydalanish o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi, ularning mustaqil fikrlashini rivojlantiradi hamda bilimlarni chuqur o‘zlashtirishga yordam beradi. Shu sababli ta’lim tizimida innovatsion metodlarni keng joriy etish muhim ahamiyatga ega.

Xulosa qilib aytganda, innovatsion metodlar zamonaviy ta’lim tizimining muhim tarkibiy qismi hisoblanadi. Ular ta’lim jarayonining samaradorligini oshirish, o‘quvchilarning ijodiy va mustaqil fikrlashini rivojlantirish hamda bilimlarni amaliyot bilan bog‘lashga xizmat qiladi. Shuning uchun ta’lim jarayonida innovatsion metodlardan keng foydalanish dolzarb vazifa hisoblanadi.

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TYPOLOGICAL AND COGNITIVE MODELS OF TIME IN LANGUAGE, LITERATURE, AND THOUGHT

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Abstract

This thesis investigates typological models of time as reflected in language and thought, with a focus on comparative analysis between Uzbek and English. Drawing on cognitive linguistics, cultural semantics, and typological frameworks, the research explores how different linguistic systems encode temporal categories such as tense, aspect, and adverbial markers. It examines metaphorical conceptualizations of time, such as linear versus cyclical models and their philosophical underpinnings in Eastern and Western traditions. Pragmatic functions of temporal expressions in everyday discourse are analyzed to reveal how cultural norms shape communicative practices. The study also considers literary and artistic representations of time, highlighting how narrative structures embody distinct cultural perceptions. By integrating linguistic, cognitive, and cultural perspectives, the research aims to classify universal and language-specific models of temporality, offering insights into the interplay between language, cognition, and cultural worldview.

Keywords: temporality, typology, cognitive linguistics, temporal lexicon, metaphor theory, Uzbek language, English language, cultural worldview, time conceptualization, comparative linguistics, pragmatics, linear vs. cyclical time.

Introduction

Time is a universal category of human cognition, yet its linguistic representation and cultural interpretation vary widely across societies. The study of typological models of time allows us to uncover how languages encode temporality and how these encodings reflect deeper cultural worldviews. Uzbek and English, belonging to distinct linguistic families and traditions, provide a compelling basis for comparative analysis.

In Uzbek, time is often conceptualized through cyclical models influenced by agrarian culture and Eastern philosophical traditions, while English tends to emphasize linear progression, shaped by Western rationalist thought. These differences are not merely grammatical but extend to metaphorical frameworks, discourse practices, and literary representations. For instance, metaphors such as “time is a road” or “time is money” reveal how cognitive models are embedded in everyday language and thought.

This thesis situates temporality within cognitive linguistics, typology, and cultural semantics. It examines tense, aspect, and adverbial markers as linguistic reflections of temporal models, while also analyzing pragmatic functions of time expressions in communication. Literary and artistic depictions of time are considered to highlight how narrative structures embody cultural perceptions of temporality.

The significance of this study lies in its interdisciplinary approach. By integrating linguistic, cognitive, and cultural perspectives, the research aims to classify universal¹ and language-specific models of time. Ultimately, it contributes to a deeper understanding of the interplay between

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language, cognition, and culture, offering insights relevant to translation studies, comparative linguistics, and intercultural communication.

Literature Review

The study of time in language and thought has attracted considerable attention across linguistics, philosophy, and cognitive science. Early works such as **Clark’s** exploration of temporal reference [1] and **Traugott’s** studies on grammaticalization [2] laid the foundation for understanding how languages ¹encode temporality. **Lakoff and Johnson’s** conceptual metaphor theory [3] introduced the idea that time is often understood through metaphors like “time is money” or “time is a resource.

Later developments in cognitive linguistics, particularly **Evans’** comprehensive framework [4], expanded the analysis of temporal metaphors and frames of reference. **Boroditsky’s** cross-linguistic research [5] demonstrated how language shapes cognitive models of time, while **Levinson’s** work on spatial and temporal frames [6] highlighted the cultural variability of temporal orientation.

Typological studies, including **Comrie’s** survey of tense systems [7] and **Bybee, Perkins, and Pagliuca’s** evolutionary grammar [8], provided comparative insights into how temporal categories are structured across languages. **Aksan’s** research on Turkish temporality [9] offers useful parallels for analyzing Uzbek.

In Uzbek scholarship, **Nurmonov [12]** has contributed to comparative linguistics by analyzing tense and aspect systems in Uzbek, situating them within broader typological frameworks. **Yuldashev [13]** examined metaphorical models of time in Uzbek literature, emphasizing cyclical and linear representations. **Saidov [14]** addressed translation challenges of temporal expressions between Uzbek and English, while **Tursunov [15]** explored pragmatic functions of time expressions in Uzbek discourse. More recently, **Rakhimov [16]** studied cognitive-linguistic aspects of time metaphors in modern Uzbek prose, and **Akhmedov [17]** analyzed temporal lexicon in Uzbek folklore, linking linguistic temporality to cultural traditions. More recent interdisciplinary approaches include **Vogelzang et al.’s** review of cognitively constrained models of language processing [10] and **Chu et al.’s** computational evaluation of temporal reasoning in large language models [11], which show how temporality is now studied at the intersection of linguistics .

Methodology and Data Collection

The methodology of this research is based on a comparative typological and cognitive-linguistic approach, combining descriptive, analytical, and interpretive strategies to examine how time is conceptualized and expressed in Uzbek and English. The study proceeds through several stages, beginning with corpus analysis, extending to literary and cultural texts, incorporating surveys and interviews, and concluding with translation and pragmatic studies. This multi-layered design ensures that both linguistic structures and cultural models of temporality are systematically investigated.

In the first stage, corpus analysis is conducted using the Uzbek National Corpus (UN Corpus), the British National Corpus (BNC), and the Corpus of Contemporary American English (COCA). From these corpora, temporal expressions such as tense markers, aspectual forms, adverbs, and idiomatic phrases are extracted and classified. For example, Uzbek expressions like “*ertalab*” (in the morning), “*kechqurun*” (in the evening), and “*bir zamonlar*” (once upon a time) are compared with English equivalents such as “*at dawn*,” “*in the evening*,” and “*once upon a time*.” Frequency counts are performed to identify dominant patterns, and typological tables are constructed to highlight similarities and differences.

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The second stage involves literary and cultural texts, where metaphorical and narrative models of time are examined. Uzbek literature, particularly the works of Abdulla Qodiriy and Chingiz Aitmatov, often employs cyclical models of time, reflecting agrarian traditions and cultural philosophies. For instance, in Qodiriy’s *“O‘tkan kunlar”* (Days Gone By), expressions such as *“zamona o‘zgaradi”* (times change) and *“hayot oqimi”* (the flow of life) illustrate a cyclical and collective perception of temporality. In contrast, English modernist literature, such as Virginia Woolf’s *“Mrs. Dalloway”* or James Joyce’s *“Ulysses,”* emphasizes linear progression and subjective temporality, with expressions like *“time passes”* and *“the hours stretched endlessly.”* These literary samples reveal how cultural traditions and artistic practices shape temporal worldview.

The third stage incorporates surveys and interviews with bilingual Uzbek-English speakers to capture cognitive perceptions of time. Respondents are asked to interpret metaphors such as *“time is money”* in English and *“vaqt oltindan qadrli”* (time is more precious than gold) in Uzbek. They are also asked to describe whether they perceive time as linear, cyclical, or event-based. These responses provide empirical evidence of how speakers conceptualize temporality across languages, highlighting both universal tendencies and culture-specific orientations.

The fourth stage focuses on translation and pragmatic studies. Official documents, presidential speeches, policy texts, and literary translations are analyzed to identify challenges in rendering temporal expressions between Uzbek and English. For example, the Uzbek phrase *“bugungi kunning talabi”* (the demand of today) is often translated as *“the requirements of the present day,”* which shifts the pragmatic emphasis. Similarly, idiomatic expressions such as *“vaqt shamoldek uchadi”* (time flies like the wind) are compared with the English idiom *“time flies,”* showing both equivalence and cultural nuance.

Throughout these stages, both qualitative and quantitative methods are employed. Qualitative analysis focuses on metaphorical models, discourse functions, and cultural interpretations, while quantitative analysis involves frequency counts and distribution patterns of temporal markers. Comparative tables are used to systematically contrast Uzbek and English categories, and cross-cultural integration synthesizes findings to classify universal and culture-specific models of time.

By combining corpus data, literary analysis, empirical surveys, and translation studies, this methodology ensures a comprehensive examination of temporality. Real-life expressions such as *“vaqtni boy bermaslik”* (not to lose time), *“vaqt tig‘iz”* (time is tight), and *“vaqt yetishmaydi”* (time is not enough) in Uzbek are juxtaposed with English expressions like *“running out of time,”* *“pressed for time,”* and *“time is short.”* Literary samples, everyday idioms, and pragmatic discourse together provide a rich dataset that reflects both linguistic encoding and cultural conceptualization of time.

Corpus analysis draws on the Uzbek National Corpus, the British National Corpus, and the Corpus of Contemporary American English to identify temporal markers such as tense, aspect, adverbs, and idiomatic expressions. Everyday Uzbek expressions like *“vaqt tig‘iz”* (time is tight), *“vaqt oltindan qadrli”* (time is more precious than gold), and *“vaqt shamoldek uchadi”* (time flies like the wind) are compared with English idioms such as *“pressed for time,”* *“time is money,”* and *“time flies.”* These are further contrasted with metaphorical expressions from other nations: in Chinese, *“time is life”* emphasizes existential urgency; in Spanish, *“time is gold”* parallels Uzbek and English notions of value; in Japanese, *“time is money”* reflects pragmatic efficiency; while in Arabic, *“time is like a sword; if you don’t cut it, it will cut you”* conveys a sharp metaphor of urgency and discipline.

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Literary and cultural texts provide deeper insights into narrative temporality. Other traditions enrich this comparison: Russian literature frequently depicts time as a river “*время как река*”, while Persian poetry often frames time as a wheel “*the wheel of time*”, symbolizing fate and inevitability.

Surveys and interviews with bilingual Uzbek-English speakers further capture cognitive perceptions of time. Respondents are asked to interpret metaphors across languages, such as English “*time is money*” versus Uzbek “*vaqt oltindan qadrli*,” or to reflect on cyclical metaphors like the Chinese lunar calendar’s emphasis on repeating cycles. These responses provide empirical evidence of how speakers conceptualize temporality, revealing both shared metaphors and culturally distinct orientations.

Translation and pragmatic studies highlight challenges in rendering temporal expressions. For example, the Uzbek phrase “*bugungi kunning talabi*” (the demand of today) is translated into English as “*the requirements of the present day*,” shifting pragmatic emphasis. Similarly, idioms like “*vaqt shamoldek uchadi*” (time flies like the wind) align with English “*time flies*,” but Arabic’s metaphor of time as a sword requires cultural adaptation.

By integrating corpus data, literary analysis, empirical surveys, and translation studies, this methodology ensures a comprehensive examination of temporality. Real-life idioms and literary metaphors from Uzbek, English, Chinese, Spanish, Japanese, Arabic, Russian, and Persian traditions demonstrate the diversity of temporal conceptualization. This comparative approach not only highlights universal metaphors such as time as money, time as a river, or time as a cycle, but also uncovers culturally specific models that enrich our understanding of how language encodes human experience of time. (For the more brief information look at the appendix-1).

Conclusion

This study demonstrates that temporal metaphors are both universal and culture-specific. Models such as *time as money*, *time as a river*, and *time as a cycle* appear across languages, yet their interpretations vary according to cultural traditions and pragmatic needs. Uzbek temporality emerges as a hybrid system, reflecting cyclical Eastern orientations while also adopting linear Western frameworks. The findings have several implications. In **translation studies**, they highlight the need for cultural sensitivity when rendering temporal expressions across languages. In **intercultural communication**, awareness of differing temporal worldviews can reduce misunderstandings in diplomacy, education, and business. In **artificial intelligence**, integrating diverse metaphorical models into computational systems can improve temporal reasoning in multilingual contexts. Future research should expand the typological scope to additional languages, validate cognitive differences with larger bilingual populations, and foster interdisciplinary collaboration between linguistics, cognitive science. By situating Uzbek scholarship within global debates, this work contributes to comparative linguistics and cognitive metaphor theory, offering a framework for deeper exploration of how language encodes human experience of time.

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Appendix - 1 : Typological Table of Time Metaphors Across Languages and Cultures

Metaphorical Model	Language / Nation	Examples of Expressions (Meaning Only)	Conceptual Implication
Time as Money / Value	English	“Time is money”; “Don’t waste time”	Time is a scarce economic resource, linked to productivity.
	Uzbek	“Time is more precious than gold”	Time is valued as wealth, emphasizing moral and cultural importance.
	Spanish	“Time is gold”	Time equated with treasure, stressing efficiency.
	Japanese	“Time is money”	Pragmatic, efficiency-driven view of time.
Time as a River / Flow	Russian	“Time is like a river”	Time flows continuously, irreversible.
	Uzbek	“The flow of life”	Life and time are seen as a stream, collective and cyclical.
	English	“The stream of time”	Continuous passage, often poetic.
Time as a Cycle / Wheel	Persian	“Wheel of time”	Time repeats, fate-driven worldview.
	Chinese	“Time is cyclical, tied to nature and tradition”	Time repeats across seasons and generations.
	Uzbek	“Once upon a time / cycles of time”	Time repeats across generations.
Time as a Sword / Weapon	Arabic	“Time is like a sword; if you don’t cut it, it will cut you”	Time is sharp, urgent, unforgiving.
	Turkish	“Time is like a sword”	Urgency and discipline in managing time.
Time as a Living Being	English	“Time heals all wounds”; “Old Father Time”	Time personified as healer or judge.
	Uzbek	“Time shows everything”	Time reveals truth, acts as a witness.
	French	“Time heals everything”	Time as a benevolent force.
Time as a Path / Journey	English	“The road ahead”; “Looking back in time”	Time conceptualized as movement along a path.

Metaphorical Model	Language / Nation	Examples of Expressions (Meaning Only)	Conceptual Implication
	Uzbek	“Step toward the future”	Time as a journey toward destiny.
	Chinese	“Years walked through”	Time as a path one travels.



**THE ROLE OF INTERACTIVE TEACHING METHODS IN ENHANCING
LANGUAGE LEARNING IN SCHOOLS**

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Abstract: This article explores the role of interactive teaching methods in enhancing language learning in schools. In modern education, the effectiveness of language teaching largely depends on the methods used by teachers to engage students in the learning process. Traditional teacher-centered approaches often limit students’ participation, while interactive methods promote active involvement, communication, and collaboration among learners. The purpose of this study is to analyze how interactive teaching techniques contribute to the development of students’ language skills. Particular attention is given to commonly used classroom strategies such as group discussions, role-play activities, pair work, brainstorming, and language games. These methods encourage learners to participate actively in classroom activities and create opportunities for meaningful communication in the target language. The study also highlights the advantages of interactive learning, including increased student motivation, improved speaking and listening skills, and the development of critical thinking abilities. The findings suggest that the implementation of interactive teaching methods creates a more dynamic and supportive learning environment. Therefore, the use of interactive strategies in school classrooms plays a significant role in improving the overall effectiveness of language learning.

Key words: interactive teaching methods, language learning, student engagement, communicative competence, classroom interaction, English language teaching.

Аннотация: В данной статье рассматривается роль интерактивных методов обучения в повышении эффективности изучения языков в школах. В современной системе образования эффективность преподавания языков во многом зависит от методов, используемых учителями для вовлечения учащихся в учебный процесс. Традиционные учитель-центрированные подходы часто ограничивают участие учащихся, тогда как интерактивные методы способствуют активному участию, коммуникации и сотрудничеству между обучающимися. Цель данного исследования — проанализировать, каким образом

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интерактивные методы обучения способствуют развитию языковых навыков учащихся. Особое внимание уделяется таким распространённым стратегиям, как групповые обсуждения, ролевые игры, работа в парах, мозговой штурм и языковые игры. Эти методы поощряют активное участие учащихся в учебной деятельности и создают возможности для содержательного общения на изучаемом языке. Исследование также подчёркивает преимущества интерактивного обучения, включая повышение мотивации учащихся, улучшение навыков говорения и аудирования, а также развитие критического мышления. Полученные результаты показывают, что применение интерактивных методов обучения способствует созданию более динамичной и благоприятной образовательной среды. Следовательно, использование интерактивных стратегий в школьных классах играет важную роль в повышении эффективности изучения языков.

Ключевые слова: интерактивные методы обучения; изучение языка; вовлечённость учащихся; коммуникативная компетенция; взаимодействие в классе; преподавание английского языка.

Annotatsiya: Ushbu maqolada maktablarda til o'rganish samaradorligini oshirishda interaktiv o'qitish metodlarining roli tahlil qilinadi. Zamonaviy ta'lim tizimida til o'qitish samaradorligi ko'p jihatdan o'qituvchilar tomonidan o'quvchilarni ta'lim jarayoniga jalb etish uchun qo'llaniladigan metodlarga bog'liq. An'anaviy o'qituvchi markazli yondashuvlar ko'pincha o'quvchilarning faolligini cheklaydi, interaktiv metodlar esa o'quvchilarning faol ishtirokini, muloqotini va hamkorligini rivojlantiradi. Mazkur tadqiqotning maqsadi interaktiv o'qitish usullari o'quvchilarning til ko'nikmalarini rivojlantirishga qanday ta'sir ko'rsatishini tahlil qilishdan iborat. Tadqiqotda guruhli muhokamalar, rolli o'yinlar, juftlikda ishlash, "miya hujumi" hamda til o'yinlari kabi keng qo'llaniladigan interaktiv usullarga alohida e'tibor qaratiladi. Ushbu metodlar o'quvchilarning dars jarayonida faol ishtirok etishiga yordam beradi hamda o'rganilayotgan tilda mazmunli muloqot qilish uchun imkoniyat yaratadi. Tadqiqot natijalari interaktiv o'qitish metodlari o'quvchilarning motivatsiyasini oshirishi, tinglab tushunish va gapirish ko'nikmalarini rivojlantirishi hamda tanqidiy fikrlash qobiliyatini shakllantirishini ko'rsatadi. Shuningdek, bu metodlar yanada faol va qo'llab-quvvatlovchi o'quv muhitini yaratishga yordam beradi. Shuning uchun maktablarda interaktiv metodlardan foydalanish til o'rganish samaradorligini oshirishda muhim ahamiyatga ega.

Kalit so'zlar: interaktiv o'qitish metodlari, til o'rganish, o'quvchilarning faolligi, kommunikativ kompetensiya, sinfdagi o'zaro hamkorlik, ingliz tilini o'qitish.

to practice language in real-life contexts, improve fluency, and build confidence (Richards & Rodgers, 2001; Nunan, 2004; Ur, 2012). Overall, interactive methods shift learning from Language learning in schools is a fundamental part of modern education, providing students with essential communication skills needed in today's globalized world. Traditionally, teacher-centered methods have dominated classrooms, where teachers are the main source of knowledge and students take a passive role. While structured, these methods often limit students' engagement, creativity, and opportunities for real-life communication, resulting in weaker speaking, listening, and overall language skills. Interactive teaching methods have emerged to address these challenges. These approaches emphasize active student participation, collaboration, and problem-solving, encouraging learners to express ideas and engage meaningfully with the target language. Common strategies include group discussions, role-plays, pair work, brainstorming, language games, and project-based learning, all focusing on practical communication rather than memorization. Research shows that interactive methods not only improve language skills but also increase motivation, confidence, and critical thinking. According to Harmer (2007), students participating in interactive activities are

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more likely to develop communicative competence and retain knowledge effectively. Richards and Rodgers (2001) also note that student-centered strategies make learning more meaningful and enjoyable. The aim of this study is to examine how interactive teaching methods contribute to students’ linguistic development, participation, and overall learning outcomes. Understanding the benefits and challenges of these approaches can help educators create more effective and engaging language learning environments. Interactive teaching represents a shift from traditional instruction to a student-centered approach, promoting active learning, collaboration, and practical communication, which significantly enhances language education in schools.

Interactive teaching methods are approaches that actively involve students in learning, emphasizing participation, collaboration, and communication rather than passive reception of knowledge. Unlike traditional teacher-centered instruction, where the teacher delivers information and students mainly listen, interactive methods encourage learners to construct understanding through engagement with content, peers, and teachers (Harmer, 2007). In language learning, these methods focus on “communicative competence”, enabling students not only to use grammar correctly but also to communicate effectively in social contexts. Larsen-Freeman and Anderson (2011) note that interactive methods help develop both language and social skills, as learners must negotiate meaning, collaborate, and solve problems together. The theoretical foundation for interactive methods comes from Vygotsky’s (1978) “sociocultural theory”, which emphasizes that social interaction is essential for cognitive development. Activities such as peer discussions, cooperative tasks, and guided practice allow students to scaffold each other’s learning, receive feedback, and gradually achieve independent mastery. Interactive teaching also aligns with “Communicative Language Teaching (CLT)” principles, which prioritize meaningful communication over drills. Techniques like group discussions, role-plays, pair work, brainstorming, and project-based tasks allow learners passive reception to active participation, fostering engagement, collaboration, and critical thinking. These methods create a supportive and stimulating environment, enhancing students’ language skills while developing essential communication and teamwork abilities. Interactive teaching methods in language classrooms engage students actively in learning and promote communication, collaboration, and problem-solving. These methods help learners practice language in meaningful contexts while developing social and cognitive skills (Harmer, 2007; Larsen-Freeman & Anderson, 2011).

Group discussions involve students sharing opinions, debating topics, and exchanging ideas in small or medium-sized groups. This method develops speaking and listening skills, critical thinking, and the ability to justify ideas. For example, a teacher may ask students to discuss “The benefits and drawbacks of online learning” and later present the group’s conclusion to the class. Discussions also encourage quieter students to participate in a supportive environment, improving confidence and collaborative skills (Richards & Rodgers, 2001).

Role-plays simulate real-life scenarios such as visiting a doctor, interviewing for a job, or buying items at a store. Students take on different roles and practice using functional language. Teachers can provide scripts for beginners or let advanced students create dialogues independently. Role-plays enhance fluency, vocabulary, pronunciation, and interpersonal communication while fostering creativity and problem-solving skills (Ur, 2012).

Pair work involves two students working together on tasks like practicing dialogues, completing exercises, or solving problems. This method ensures active participation for every student, allows peer support, and provides frequent speaking opportunities. For example, students may conduct a short interview with their partner about hobbies or daily routines, then report to the class. Pair work also strengthens interpersonal communication and cooperative skills (Larsen-

Freeman & Anderson, 2011).

Brainstorming tasks ask students to generate ideas on a given topic without judgment or immediate evaluation. For instance, learners may brainstorm ways to protect the environment or ideas for a story plot. This method promotes creativity, critical thinking, and collaboration while encouraging students to organize and develop language skills when later structuring their ideas (Nunan, 2004).

Language games make learning enjoyable and interactive. Examples include vocabulary bingo, word chains, or charades with English words. Games help reinforce vocabulary, grammar, and conversational skills while motivating students and reducing anxiety. They also encourage active participation in a fun, competitive, and collaborative environment (Harmer, 2007).

Project-based learning (PBL) involves students working on extended, collaborative assignments, such as creating a short video, preparing a class magazine, or presenting a cultural topic. PBL integrates multiple language skills—reading, writing, speaking, listening—while promoting teamwork, responsibility, and authentic communication. Students develop problem-solving skills and learn to apply language meaningfully beyond the classroom (Nunan, 2004). These interactive methods provide diverse opportunities for students to actively practice language, think critically, collaborate with peers, and gain confidence. By integrating discussions, role-plays, pair work, brainstorming, language games, and project-based learning, teachers create dynamic, student-centered classrooms that improve both linguistic competence and social skills.

Despite the clear benefits of interactive teaching methods, their implementation in school language classrooms can face several challenges. Understanding these difficulties is essential for designing effective lessons.

Large classrooms make it difficult for teachers to monitor all students during group activities, pair work, or discussions. Some students may dominate while others remain passive, reducing overall participation. For example, in a class of 40 students, a group discussion can become chaotic unless the teacher carefully organizes groups, assigns clear roles, and monitors progress.

Interactive activities such as role-plays, projects, and brainstorming often require more time than traditional lectures or exercises. Teachers may struggle to cover the full syllabus while ensuring sufficient time for interactive tasks. For instance, a 45-minute lesson may only allow a short discussion or role-play, which may not be enough for all students to participate fully (Nunan, 2004). Many teachers lack training in designing and facilitating interactive lessons. Without guidance, activities may be poorly executed, leading to confusion or low student engagement. Professional development programs are crucial for helping educators integrate interactive strategies effectively, such as structuring group discussions or managing classroom dynamics during pair work (Harmer, 2007). Some students may feel uncomfortable speaking in front of peers, particularly in cultures accustomed to passive learning. Schools focused on exams and standardized tests may prioritize rote learning, limiting time for interactive methods. Teachers may face administrative pressure to adhere strictly to the syllabus, reducing flexibility for student-centered activities (Ur, 2012). Interactive methods often require additional resources, including teaching materials, technology, or adequate classroom space. For example, project-based learning or language games may require computers, visual aids, or extra worksheets, which may not be available in all schools. Creative adaptation, such as using low-cost materials or organizing outdoor activities, can help mitigate these constraints.

Classroom Management. Managing multiple groups or pairs simultaneously can be challenging, especially with younger or less disciplined learners. Teachers need clear rules, defined

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roles, and monitoring strategies to ensure that all students participate productively (Larsen-Freeman & Anderson, 2011). While challenges exist, careful planning, teacher training, and adaptive strategies—such as combining traditional methods with interactive tasks—can help overcome obstacles. Addressing these challenges ensures that students can fully benefit from interactive methods and achieve meaningful language learning outcomes.

Interactive teaching methods significantly enhance language learning by promoting student engagement, communication, and collaboration. Unlike traditional teacher-centered approaches, these methods place learners at the center, encouraging active participation and practical language use (Harmer, 2007; Larsen-Freeman & Anderson, 2011). Techniques such as group discussions, role-plays, pair work, brainstorming, language games, and project-based learning provide opportunities for authentic communication, critical thinking, and social interaction (Richards & Rodgers, 2001; Nunan, 2004). These methods improve linguistic competence, motivation, and confidence while making learning more enjoyable. Role-plays and projects simulate real-life contexts, enhancing fluency and vocabulary, while games and brainstorming encourage creativity and reduce learning anxiety (Ur, 2012). However, implementing interactive strategies can be challenging. Large class sizes, limited time, insufficient teacher training, and resource constraints may restrict effectiveness. Careful planning, combining traditional and interactive techniques, and adapting activities to classroom conditions can help overcome these challenges (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2001). Theoretically, interactive methods align with Vygotsky’s sociocultural theory and Communicative Language Teaching, emphasizing social interaction, scaffolding, and meaningful communication (Vygotsky, 1978). By connecting theory with practice, teachers can design lessons that enhance language skills, critical thinking, and engagement. While challenges exist, the benefits of interactive teaching method - enhanced language learning, student motivation, and practical communication - make them highly effective in school classrooms.

CONCLUSION

Interactive teaching methods play a critical role in modern language education by actively engaging students in the learning process, fostering communication, collaboration, and critical thinking. Unlike traditional teacher-centered approaches, which often rely on lectures, memorization, and repetitive exercises, interactive methods place students at the center of learning, encouraging them to participate actively and use language in meaningful, practical contexts. These methods not only improve linguistic competence but also enhance motivation, creativity, and confidence, preparing learners to communicate effectively in real-life situations. Among the most commonly used interactive techniques are group discussions, role-play activities, pair work, brainstorming, language games, and project-based learning, each providing unique opportunities to develop various skills. Group discussions involve students sharing ideas, debating topics, and analyzing different perspectives. For example, learners may discuss the benefits and drawbacks of social media or debate environmental issues, which improves speaking, listening, and critical thinking skills while fostering the ability to justify opinions. Role-play activities allow students to simulate real-life scenarios such as ordering food at a restaurant, participating in a job interview, or asking for directions, which helps develop fluency, vocabulary, pronunciation, confidence, and problem-solving abilities.

The benefits of interactive methods are well-documented. Students who participate in interactive activities tend to demonstrate higher levels of motivation, confidence, and engagement, as they are actively involved in constructing knowledge rather than passively receiving it. Interactive methods also encourage learners to apply language practically, promoting retention and

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improving fluency across speaking, listening, reading, and writing skills. Moreover, these approaches cultivate essential social and cognitive skills, including collaboration, problem-solving, creativity, and critical thinking, which extend beyond the classroom and support lifelong learning. For instance, a student participating in a role-play scenario not only practices language but also learns to negotiate meaning, adapt to unexpected situations, and interact effectively with peers.

Practical applications of interactive methods demonstrate their effectiveness in enhancing language learning. Teachers can organize small group discussions on relevant topics, such as environmental protection or cultural traditions, allowing students to express opinions and develop reasoning skills. Role-play activities can simulate real-life situations like ordering in a café or conducting interviews, helping learners practice functional language in authentic contexts. Pair work allows students to practice dialogues or complete collaborative exercises, ensuring equal participation and peer learning. Brainstorming exercises enable students to generate ideas for class projects, stories, or problem-solving tasks, stimulating creativity and improving organizational skills. Language games, including word charades, vocabulary quizzes, or competitive grammar challenges, make lessons engaging and memorable, reinforcing language structures while reducing anxiety. Project-based learning provides opportunities for extended collaboration, such as creating presentations, short videos, or class magazines, integrating reading, writing, speaking, and listening while developing teamwork, planning, and presentation skills.

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ARABIC BORROWINGS IN THE UZBEK LANGUAGE

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Abstract. This research observes how Arabic loanwords has influenced on the Uzbek Language. As a Turkish language, Uzbek has long-term contact with other languages, involving Arabic has played special role. Because of historical, religious, and educational factors, especially due to spread of Islam in Central Asia, Arabic contributed large number of vocabulary to Uzbek language. These borrowings are especially active in semantic fields such as religious, law, philosophy, education, culture, and abstract thinking. This article analyzes estimated proportion of Arabic origin words in Uzbek and identifies which are still commonly used, including religion, education, law, science, and culture. The observation also considers the role of borrowings in formal and academic communication and examine historical background of process of linguistic adaptation.

Key words: Uzbek language, Arabic borrowings, loanwords, language contact, historical linguistics, lexical development.

Annotatsiya. Ushbu tadqiqot arabcha so'zlar (qarz so'zlar)ning o'zbek tiliga ta'sirini o'rganadi. Turk tiliga mansub bo'lgan o'zbek tili boshqa tillar bilan uzoq muddatli aloqada bo'lgan bo'lib, ularning orasida arab tilining alohida o'rni mavjud. Tarixiy, diniy va ta'limiy omillar, xususan Markaziy Osiyoda Islomning tarqalishi, arab tilidan o'zbek tiliga katta miqdorda lug'aviy boylik kirib kelishiga sabab bo'lgan. Bu qarz so'zlar ayniqsa diniy, huquqiy, falsafiy, ta'limiy, madaniy va abstrakt fikrlash kabi semantik sohalarda faol ishlatiladi. Maqolada o'zbek tilidagi arabcha so'zlar taxminiy ulushi tahlil qilinib, qaysilari hozir ham keng qo'llanilayotgani aniqlanadi, jumladan, din, ta'lim, huquq, fan va madaniyat sohalarida. Shuningdek, tadqiqot qarz so'zlarning rasmiy va akademik muloqotdagi rolini ham ko'rib chiqadi hamda ularning lingvistik moslashuv jarayonining tarixiy kontekstini o'rganadi.

Kalit so'zlar: o'zbek tili, arabcha qarz so'zlar, qarz so'zlar, tiliy aloqa, tarixiy lingvistika, leksik rivojlanish

Аннотация. Данное исследование рассматривает влияние арабских заимствований на узбекский язык. Будучи тюркским языком, узбекский на протяжении длительного времени находился в контакте с другими языками, среди которых особую роль сыграл арабский. Исторические, религиозные и образовательные факторы, в особенности распространение ислама в Центральной Азии, способствовали проникновению в узбекский язык значительного количества арабской лексики. Эти заимствования особенно активно представлены в таких семантических областях, как религия, право, философия, образование, культура и сфера абстрактного мышления. В данной статье анализируется приблизительная доля слов арабского происхождения в узбекском языке, а также определяется, какие из них продолжают широко употребляться, в том числе в сферах религии, образования, права, науки

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и культуры. Кроме того, рассматривается роль данных заимствований в формальной и академической коммуникации, а также анализируется исторический контекст процесса их лингвистической адаптации.

Ключевые слова: узбекский язык, арабские заимствования, заимствованные слова, языковой контакт, историческая лингвистика, лексическое развитие.

Introduction

Language is a living and changing system that develops over time. Many reasons can influence on its change such as social, cultural, and historical factors. One important way a language develops is through lexical borrowing, which happens when people take word from another language to express new idea or object. Throughout history, the Uzbek language has been in contact with many languages such as Persian, Arabic, Russian, and more English recently. Each of these languages has influenced Uzbek vocabulary at different periods.

Among these influence, Arabic holds a special place. The appearance of Arabic words in the Uzbek language was not accidental or short-term; instead it was the result of major historical changes in Central Asia. With the spread of Islam in the eighth century, Arabic became the language of religion, education, and scholarship. Religious text, scientific works, and literary writings were studied in Arabic, which gave the language high prestige among the local population and encourage the adaptation of Arabic vocabulary into Uzbek.

Persian was widely used in literature, administration, and count life, and it had already borrowed many words from Arabic. As a result, many Arabic words entered the Uzbek language through Persian. With time, these words became part of the Uzbek language and started to be used in daily communication.

Reasons for borrowing from Arabic

There are several reasons why Arabic borrowings become common in the Uzbek language. First, Arabic was the language of Islam, and religious life required special terms to express ideas such as faith, worship, morality, and law. Since Uzbek did not have exact words for many of these concepts, borrowing became necessary.

Second, Arabic served as the language of science and education for many centuries. Area such as medicine, astronomy, mathematics, philosophy, and linguistics depended heavily on Arabic terminology. As new knowledge spread, Uzbek speakers adopted Arabic words to describe new concepts and fields of study.

Third, Arabic had high social and cultural prestige. Knowing Arabic was connected with education, literacy, and religious authority. The use of Arabic words in speech and writing often showed a person's intellectual level and cultural refinement, which encourage the borrowing of Arabic vocabulary

Semantic fields of Arabic borrowings in Uzbek

Arabic loanwords in Uzbek appear in the several important semantic fields. One of the most significant areas is religion. Words such as *iman* (faith), *namoz* (prayer), *majid* (masque), *duo* (prayer), and *halol* (permissible) are commonly used in everyday language. Another major field is education and science. Words like *ilm* (knowledge), *maktab* (school), *ustoz- muallim* (teacher), *dars* (lesson) and *adabiyot* (literature) show the strong influence of Arabic on intellectual and educational life.

Arabic borrowings are also widely used in law and administration. Example include *qonun* (law), *hudud* (rights), *adolat* (justice) majlis (assembly) and *davlat* (state). These words reflect the historical role of Islamic legal and administrative systems. In addition, many abstract concepts in Uzbek come from Arabic. Words such as *ma'no* (meaning), *sabab* (reason), *hayot* (life), *taqdir*

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(fate), and *axloq* (morality) show how Arabic enriched the abstract vocabulary of the Uzbek language.

When Arabic words entered the Uzbek language, they did not stay the same. Instead they were adapted to the Uzbek sound system. Sounds that did not exist in Uzbek were simplified or replaced with similar sounds. For example, some Arabic consonants were changed to match Uzbek pronunciation. Over time, these phonetic changes made Arabic loanwords sound natural to Uzbek speakers. As a result, many speakers no longer recognize these words as borrowed without linguistic analysis.

To conclude, Arabic has had a strong influence on the Uzbek language because of historical, religious, and cultural factors. Many Arabic words entered Uzbek directly Persian. In many decades, Arabic words were adapted to the Uzbek sound and grammar system, which helped them become a natural part of the language. Studying Arabic borrowings helps us understand the development of Uzbek vocabulary and the history processes that shaped Uzbek culture and society.

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THE ROLE OF TEACHERS IN ONLINE AND BLENDED LEARNING

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Abstract. Online and blended learning have become widely used approaches in modern education due to the rapid development of digital technologies. These learning models combine traditional classroom instruction with online educational tools and platforms. As a result, the role of teachers has significantly evolved. Teachers are no longer only providers of information but also facilitators, instructional designers, technological guides, social supporters, and assessors. This article examines the main roles of teachers in online and blended learning environments and highlights the skills required for effective teaching in digital contexts. It discusses how teachers guide students' learning

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processes, design engaging educational materials, support communication and collaboration, and evaluate students' academic progress. The study also emphasizes the importance of digital literacy, course planning, and communication skills for teachers working in technology-enhanced learning environments. Overall, effective teacher involvement is essential for creating interactive, supportive, and successful online and blended learning experiences.

Аннотация. Онлайн и смешанное обучение стали широко используемыми подходами в современном образовании благодаря быстрому развитию цифровых технологий. Эти модели обучения сочетают традиционное обучение в классе с онлайн-образовательными инструментами и платформами. В результате роль учителей значительно изменилась. Учителя больше не только являются поставщиками информации, но и фасилитаторами, конструкторами учебных пособий, технологическими гидами, социальными сторонниками и оценщиками. В этой статье рассматриваются основные роли учителей в онлайн-средах и средах смешанного обучения и освещаются навыки, необходимые для эффективного обучения в цифровом контексте. В нем обсуждается, как учителя направляют процессы обучения учащихся, разрабатывают увлекательные учебные материалы, поддерживают общение и сотрудничество, а также оценивают академический прогресс учащихся. В исследовании также подчеркивается важность цифровой грамотности, планирования курсов и коммуникативных навыков для учителей, работающих в технологически усиленной учебной среде. В целом, эффективное участие учителей имеет важное значение для создания интерактивного, поддерживающего и успешного онлайн- и смешанного обучения.

Annotatsiya. Onlayn va aralash ta'lim raqamli texnologiyalarning tez rivojlanishi tufayli zamonaviy ta'limda keng qo'llaniladigan yondashuvlarga aylandi. Ushbu ta'lim modellari an'anaviy sinfdagi o'qitishni onlayn ta'lim vositalari va platformalari bilan birlashtiradi. Natijada, o'qituvchilarning roli sezilarli darajada o'zgardi. O'qituvchilar endi faqat ma'lumot beruvchilar emas, balki o'quv jarayonini yo'naltiruvchi, o'quv materiallarini loyihalovchi, texnologik yo'l ko'rsatuvchi, ijtimoiy qo'llab-quvvatlovchi va baholovchi sifatida ham faoliyat yuritadilar. Ushbu maqola onlayn va aralash ta'lim muhitida o'qituvchilarning asosiy rollarini ko'rib chiqadi hamda raqamli ta'lim sharoitida samarali o'qitish uchun zarur bo'lgan ko'nikmalarni yoritadi. Unda o'qituvchilarning talabalarning o'quv jarayonini boshqarishi, qiziqarli o'quv materiallarini yaratishi, muloqot va hamkorlikni qo'llab-quvvatlashi hamda talabalarning akademik rivojlanishini baholashi muhokama qilinadi. Shuningdek, texnologiyaga asoslangan ta'lim muhitida ishlaydigan o'qituvchilar uchun raqamli savodxonlik, kursni rejalashtirish va muloqot ko'nikmalarining ahamiyati ta'kidlanadi. Umuman olganda, o'qituvchilarning samarali ishtiroki interaktiv, qo'llab-quvvatlovchi va muvaffaqiyatli onlayn hamda aralash ta'lim tajribasini yaratishda muhim ahamiyatga ega.

Keywords: Online learning; Blended learning; Teacher roles; Digital education; Instructional design; Educational technology; Distance learning; Student engagement.

Introduction. Online and blended learning have become important approaches in modern education. Blended learning combines traditional face-to-face teaching with online educational technologies. In these environments, the role of teachers changes significantly compared with traditional classrooms. Teachers are no longer only providers of knowledge; they also act as facilitators, course designers, mentors, and technological guides.

Main Roles of Teachers in Online and Blended Learning

Teacher as a Facilitator of Learning. In online and blended learning environments, teachers guide students in the learning process rather than simply delivering information. They help students understand the material, encourage participation, and support independent learning. Researchers

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state that teachers in digital learning environments support students through guidance and feedback instead of traditional lectures. For example, in online discussions or forums, teachers encourage students to ask questions, share ideas, and collaborate with classmates.

Teacher as an Instructional Designer. Teachers must design learning materials, activities, and assessments that work both online and offline. This includes creating digital content such as videos, quizzes, presentations, and interactive tasks. According to the book *The Handbook of Blended Learning* by Curtis J. Bonk and Charles R. Graham, teachers play an important role in designing effective blended courses that integrate classroom instruction with online learning resources.

Teacher as a Technology Guide. In online education, teachers must use digital tools such as learning management systems, video platforms, and communication applications. They help students understand how to use these technologies for learning purposes. According to research on online instruction, teachers perform technological roles by managing digital platforms and assisting students with technical issues during the learning process. Therefore, teachers need strong digital literacy skills to integrate technology effectively into education.

Teacher as a Social Supporter. Online learning can sometimes feel isolating for students. Teachers help create a supportive and interactive learning environment by encouraging communication and collaboration. Studies show that teachers act as social supporters by motivating students, promoting discussion, and building a sense of community in online classrooms. This role is important for maintaining students’ motivation and engagement.

Teacher as an Assessor. Teachers are responsible for evaluating students’ progress in online and blended courses. They design assignments, quizzes, and exams to measure students’ understanding. Assessment in online learning may include digital quizzes, online discussions, projects, and peer evaluation. Teachers also provide feedback to help students improve their performance.

Skills Required for Teachers in Online and Blended Learning

Teachers need several important skills in digital learning environments:

- Digital literacy and technology skills
- Course design and planning abilities
- Communication and facilitation skills
- Ability to monitor and support students remotely

According to Moore and Kearsley’s book *Distance Education: A Systems View of Online Learning*, teachers must adapt their teaching methods to support students who learn through digital platforms and remote communication.

The role of teachers in online and blended learning is more complex than in traditional classrooms. Teachers act as facilitators, instructional designers, technological guides, social supporters, and assessors. These roles help create effective digital learning environments and support students’ academic success. As technology continues to develop, teachers must continuously improve their digital and pedagogical skills to meet the needs of modern education.

In conclusion, online and blended learning have transformed the traditional role of teachers in education. Teachers now perform multiple functions that go beyond delivering knowledge. They facilitate learning, design digital courses, guide students in using technology, provide social and academic support, and assess students’ performance. These roles are essential for ensuring effective learning experiences in digital environments. Furthermore, teachers must develop strong technological, pedagogical, and communication skills to meet the challenges of modern education. As educational technologies continue to evolve, the role of teachers will remain crucial in supporting students’ learning, motivation, and academic success in online and blended learning settings.

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AI FEEDBACK TIZIMINING BO'LAJAK INGLIZ TILI O'QITUVCHILARINING YOZMA KOMPETENSIYASIGA TA'SIRI

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Abstract

This article analyzes the role and impact of artificial intelligence (AI)-based feedback systems in developing the writing competence of future English language teachers. AI technologies, particularly automated grammar checking, text editing, and real-time feedback systems, are considered important tools for improving students' writing quality. The research findings indicate that AI feedback systems contribute to the fast, individualized, and effective development of writing skills.

Keywords: artificial intelligence, feedback system, writing competence, English language teachers, Grammarly, ChatGPT, academic writing.

Аннотация

В данной статье анализируется роль и влияние систем обратной связи на основе искусственного интеллекта (ИИ) в развитии письменной компетенции будущих преподавателей английского языка. Технологии ИИ, в частности автоматическая проверка грамматики, редактирование текста и системы оперативной обратной связи, рассматриваются как важные инструменты повышения качества письменной речи студентов. Результаты исследования показывают, что системы обратной связи на основе ИИ способствуют быстрому, индивидуализированному и эффективному развитию письменных навыков.

Ключевые слова: искусственный интеллект, система обратной связи, письменная компетенция, преподаватели английского языка, Grammarly, ChatGPT, академическое письмо.

Annotatsiya

Mazkur maqolada sun'iy intellekt (SI) asosidagi feedback tizimlarining bo'lajak ingliz tili o'qituvchilarining yozma kompetensiyasini rivojlantirishdagi o'rni va ta'siri tahlil qilinadi. AI texnologiyalari, xususan avtomatik grammatika tekshiruvi, matnni tahrirlash va yozma ishga tezkor izoh berish tizimlari talabalar yozuv sifatini oshirishda muhim vosita sifatida ko'rib chiqiladi. Tadqiqot natijalari AI feedback tizimlari yozma ko'nikmalarni tezkor, individual va samarali rivojlantirishga xizmat qilishini ko'rsatadi.

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Kalit so'zlar: sun'iy intellekt, feedback tizimi, yozma kompetensiya, ingliz tili o'qituvchilari, Grammarly, ChatGPT, akademik yozuv.

Zamonaviy ta'lim tizimida yozma kompetensiyani rivojlantirish eng muhim pedagogik vazifalardan biri sifatida qaraladi, chunki yozma nutq talabani tilni egallash darajasini, uning mantiqiy fikrlash qobiliyatini hamda akademik savodxonligini yaqqol namoyon etadi. Ayniqsa, bo'lajak ingliz tili o'qituvchilari uchun yozma nutqni mukammal darajada egallash nafaqat til bilish kompetensiyasining bir qismi, balki kelajakdagi kasbiy faoliyatda samarali pedagog bo'lishning asosiy shartlaridan biridir. Chunki ular nafaqat o'z fikrini yozma ravishda to'g'ri va aniq ifoda eta olishi, balki kelajakda o'quvchilarning yozma ishlarini baholash, tahlil qilish va ularga samarali feedback bera olish ko'nikmasiga ham ega bo'lishlari lozim.

An'anaviy ta'lim yondashuvlarida yozma ishlarni baholash va o'qituvchi tomonidan beriladigan yozma feedback jarayoni ko'pincha ko'p vaqt talab qiladi hamda o'qituvchining ish yuklamasi yuqoriligi sababli har bir talabani individual ehtiyojlarini to'liq qamrab olish imkoniyati cheklanadi. Natijada, ba'zi talabalar faqat umumiy izohlar bilan cheklanib qoladi va o'z xatolarini chuqur tahlil qilish imkoniyatidan mahrum bo'lishi mumkin. Bundan tashqari, an'anaviy feedback jarayoni har doim ham tezkor bo'lmaganligi sababli, talabani xatolarni darhol tuzatish va o'rganish jarayoni sekinlashadi.

Shu nuqtai nazardan qaraganda, sun'iy intellekt asosidagi feedback tizimlari ushbu muammolarni hal etishda samarali va innovatsion yechim sifatida namoyon bo'lmoqda. Bunday tizimlar real vaqt rejimida ishlash imkoniyatiga ega bo'lib, talabani yozma ishini avtomatik tahlil qiladi, grammatik, leksik va stilistik xatolarni aniqlaydi hamda ularni tuzatish bo'yicha aniq va tushunarli tavsiyalar beradi. Natijada, talabalar o'z xatolarini darhol ko'rib chiqish va ularni tuzatish orqali tezkor o'rganish jarayonini amalga oshiradi. Bu esa yozma kompetensiyani shakllanishini sezilarli darajada tezlashtiradi.

Bundan tashqari, sun'iy intellekt tizimlari individual yondashuv imkoniyatini kengaytiradi, ya'ni har bir talabani bilim darajasi va xatolar xarakteriga mos ravishda maxsus tavsiyalar berishi mumkin. Bu esa differensial ta'lim tamoyilini amalga oshirishga xizmat qiladi. Shu sababli, AI asosidagi feedback tizimlari nafaqat texnologik innovatsiya, balki zamonaviy pedagogik yondashuvlarning ajralmas qismi sifatida ham baholanmoqda.

So'nggi yillarda ta'lim sohasida sun'iy intellekt texnologiyalarining jadal rivojlanishi bir qator olimlar va tadqiqotchilarning e'tiborini tortmoqda. Xususan, AI vositalarining o'quv jarayoniga integratsiyasi, ularning didaktik imkoniyatlari hamda talabalarning til ko'nikmalariga ta'siri keng ilmiy muhokama qilinmoqda. Bax (2017) yozma feedbackning o'quv jarayonidagi ahamiyatini alohida ta'kidlab, samarali qayta aloqa talabalarning xatolarni anglash va ularni tuzatish jarayonida muhim rol o'ynashini ko'rsatadi. Uning fikricha, yozma feedback faqat xatoni ko'rsatish emas, balki o'quvchini to'g'ri yo'naltirish va uning til kompetensiyasini bosqichma-bosqich rivojlantirish vositasi hisoblanadi.

Hyland (2019) esa yozma kompetensiyani rivojlantirish jarayonini murakkab, ko'p bosqichli va doimiy tahlilni talab qiladigan jarayon sifatida izohlaydi. U yozma faoliyatda izchil tahlil, qayta yozish (rewriting) va muntazam feedback berish o'quvchining akademik yozuv sifatini sezilarli darajada oshirishini ta'kidlaydi. Hylandning yondashuvi yozma kompetensiyani faqat yakuniy mahsulot sifatida emas, balki uzluksiz rivojlanib boruvchi jarayon sifatida ko'rishga asoslanadi.

Zamonaviy tadqiqotlar esa ushbu an'anaviy qarashlarni yangi texnologik yondashuvlar bilan boyitmoqda. Xususan, Grammarly, ChatGPT, ProWritingAid va shunga o'xshash AI asosidagi vositalar talabalar yozma ishlarini avtomatik tahlil qilish, grammatik va stilistik xatolarni aniqlash hamda real vaqt rejimida aniq tavsiyalar berish imkoniyatiga ega ekani ilmiy adabiyotlarda qayd

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etilmoqda. Ushbu vositalar nafaqat xatolarni ko'rsatadi, balki matnni akademik uslubga moslashtirish, so'z boyligini oshirish va jumla tuzilishini takomillashtirish bo'yicha ham yo'naltiruvchi funksiyani bajaradi.

Bundan tashqari, so'nggi tadqiqotlar AI texnologiyalarining adaptiv ta'lim imkoniyatlarini ham yoritmoqda. Ya'ni, sun'iy intellekt tizimlari foydalanuvchining yozma darajasini tahlil qilib, individual ehtiyojlarga mos tavsiyalar berishi mumkin. Bu esa an'anaviy o'qituvchi feedbackiga nisbatan tezkorlik, aniqlik va uzluksizlik jihatidan ustunlikni ta'minlaydi. Shu bilan birga, AI vositalari talabalarga mustaqil o'rganish imkoniyatini kengaytirib, ularning o'z-o'zini tahlil qilish (self-assessment) ko'nikmalarini rivojlantirishga ham xizmat qiladi.

AI feedback tizimining mohiyati

AI feedback tizimi — bu sun'iy intellekt algoritmlari asosida ishlaydigan, foydalanuvchining yozma matnini lingvistik va strukturaviy jihatdan tahlil qilib, grammatik, leksik, stilistik hamda diskursiv xatolar bo'yicha avtomatik va yarim avtomatik tavsiyalar beruvchi innovatsion texnologik tizimdir. Ushbu tizimlar tabiiy tilni qayta ishlash (Natural Language Processing – NLP) texnologiyalariga asoslanib, matndagi xatolarni aniqlash bilan birga ularni tuzatish bo'yicha kontekstga mos alternativ variantlarni ham taklif etadi.

Bunday tizimlar zamonaviy ta'lim jarayonida bir nechta muhim funksiyalarni bajaradi va yozma kompetensiyani rivojlantirishda kompleks yondashuvni ta'minlaydi.

Avvalo, grammatik xatolarni aniqlash va tuzatish funksiyasi orqali AI tizimlari talabalar yozma ishlaridagi zamonlar, artikllar, predloglar va sintaktik tuzilmalardagi xatolarni avtomatik ravishda belgilab beradi hamda to'g'ri variantlarni tavsiya qiladi. Bu jarayon o'quvchilarga o'z xatolarini darhol ko'rish va ularni mustaqil tahlil qilish imkonini yaratadi.

Ikkinchidan, leksik boylikni oshirish bo'yicha tavsiyalar berish funksiyasi orqali tizim bir xil so'zlarning takrorlanishini kamaytiradi va ularning o'rniga sinonimlar yoki kontekstga mosroq akademik leksik birliklarni taklif etadi. Bu esa talabaning so'z boyligini kengaytirish va yozma nutqini yanada boy va professional qilishga xizmat qiladi.

Uchinchidan, matn strukturasi yaxshilash funksiyasi yozma ishning mantiqiy ketma-ketligini tahlil qiladi, paragraf tuzilishini tekshiradi hamda fikrlar o'rtasidagi bog'lanishni kuchaytirish bo'yicha tavsiyalar beradi. Natijada, matnning umumiy izchilligi va o'qilishi osonligi oshadi.

To'rtinchidan, uslubiy (academic style) takomillashtirish funksiyasi orqali AI tizimlari norasmiy ifodalarni aniqlab, ularni akademik yozuv standartlariga mos shakllarga o'zgartirishni tavsiya qiladi. Bu ayniqsa bo'lajak ingliz tili o'qituvchilari uchun muhim bo'lib, ularning ilmiy va akademik yozuv kompetensiyasini rivojlantirishga xizmat qiladi.

Nihoyat, real vaqt rejimida feedback berish funksiyasi AI tizimlarining eng muhim afzalliklaridan biri hisoblanadi. Ushbu imkoniyat foydalanuvchiga yozish jarayonining o'zida xatolarni ko'rish va darhol tuzatish imkonini beradi, bu esa o'rganish jarayonining samaradorligini sezilarli darajada oshiradi hamda "learning by doing" tamoyilini qo'llab-quvvatlaydi.

AI feedback tizimining yozma kompetensiyaga ta'siri

Sun'iy intellekt asosidagi feedback tizimlari bo'lajak ingliz tili o'qituvchilarining yozma kompetensiyasini rivojlantirish jarayonida bir qator muhim pedagogik funksiyalarni bajaradi. Ushbu tizimlarning ta'siri nafaqat xatolarni aniqlash va tuzatish bilan cheklanib qolmay, balki o'quvchilarning mustaqil o'rganish qobiliyati, akademik yozuv sifati hamda reflektiv fikrlash ko'nikmalarini rivojlantirishga ham xizmat qiladi.

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1. Tezkor va individual feedback

AI tizimlarining eng muhim afzalliklaridan biri — tezkor va individual yondashuvni ta'minlashidir. Har bir talabaning yozma ishi avtomatik tarzda tahlil qilinib, uning bilim darajasi va xatolar xarakteriga mos aniq tavsiyalar beriladi. Bu esa an'anaviy o'qituvchi feedbackiga nisbatan vaqt tejamkorligi va samaradorlik jihatidan ustunlik yaratadi. Natijada o'quv jarayoni yanada interaktiv va dinamik tus oladi.

2. Xatolarni kamaytirish

AI asosidagi tizimlar grammatik, orfografik va stilistik xatolarni avtomatik aniqlash orqali talabalarning yozma ishlarida sezilarli yaxshilanishga yordam beradi. Ayniqsa, ingliz tili grammatikasidagi murakkab strukturalar (zamonlar, artikllar, predloglar) bo'yicha xatolarni kamaytirishda ushbu tizimlar samarali vosita hisoblanadi. Bu esa yozma matnning umumiy aniqligi va sifatini oshiradi.

3. Mustaqil o'rganishni rivojlantirish

AI feedback tizimlari talabalarni o'z xatolarini mustaqil tahlil qilish va ularni tuzatishga undaydi. Bu jarayon o'quvchida reflektiv yondashuvni shakllantiradi hamda avtonom o'qish (autonomous learning) ko'nikmasini rivojlantiradi. Natijada talabalar faqat o'qituvchi ko'rsatmasiga tayanib qolmasdan, o'z bilimini mustaqil ravishda takomillashtirish imkoniga ega bo'ladi.

4. Akademik yozuv sifatini oshirish

AI vositalari orqali beriladigan tavsiyalar talabalarning akademik yozuv standartlariga moslashishiga yordam beradi. Uslubiy jihatdan to'g'ri, mantiqan izchil va formal akademik tilda yozish ko'nikmasi shakllanadi. Bu ayniqsa bo'lajak ingliz tili o'qituvchilari uchun muhim bo'lib, ularning professional va ilmiy faoliyatida katta ahamiyat kasb etadi.

AI feedback tizimlarining afzalliklari va cheklovlari

Afzalliklari: Sun'iy intellekt asosidagi feedback tizimlari ta'lim jarayonida bir qator afzalliklarni taqdim etadi. Birinchidan, ular tezkor feedback berish imkoniyatiga ega bo'lib, o'quv jarayonini sezilarli darajada tezlashtiradi. Ikkinchidan, ushbu tizimlar 24/7 rejimida ishlashi mumkin, bu esa talabaga istalgan vaqtda foydalanish imkonini yaratadi. Uchinchidan, AI vositalari individual yondashuvni ta'minlab, har bir talabaning ehtiyojiga mos tavsiyalar beradi. Bundan tashqari, interaktivlik va o'z-o'zini tahlil qilish imkoniyati talabalarning motivatsiyasini oshirishga xizmat qiladi.

Cheklovlari: Shu bilan birga, AI feedback tizimlarining ayrim cheklovlari ham mavjud. Eng muhim muammolardan biri — talabalarning texnologiyaga haddan tashqari bog'lanib qolish ehtimolidir. Bu holat mustaqil fikrlash va ijodiy yozish ko'nikmalarining susayishiga olib kelishi mumkin. Bundan tashqari, AI tizimlari har doim ham kontekstni to'liq to'g'ri tushuna olmasligi sababli ba'zan noto'g'ri yoki to'liq bo'lmagan tavsiyalar berishi mumkin. Shu sababli, AI vositalarini an'anaviy o'qituvchi feedbacki bilan uyg'unlashtirish eng samarali yondashuv hisoblanadi.

Xulosa

Sun'iy intellekt asosidagi feedback tizimlari zamonaviy ta'lim jarayonida bo'lajak ingliz tili o'qituvchilarining yozma kompetensiyasini rivojlantirishda muhim innovatsion vosita sifatida namoyon bo'lmoqda. Ushbu tizimlar tezkor, individual va doimiy feedback berish orqali talabalarning yozma ko'nikmalarini samarali shakllantirishga xizmat qiladi.

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Tahlillar shuni ko‘rsatadiki, AI texnologiyalari yozma kompetensiyani rivojlantirish jarayonini sezilarli darajada optimallashtiradi, xatolarni kamaytiradi hamda talabalarning mustaqil o‘rganish qobiliyatini kuchaytiradi. Shu bilan birga, ular pedagogik jarayonni to‘liq almashtira olmaydi, balki uni boyituvchi va qo‘llab-quvvatlovchi vosita sifatida ishlaydi.

Kelgusida ushbu texnologiyalarni metodik jihatdan yanada takomillashtirish, ularni ta’lim standartlariga moslashtirish hamda o‘qituvchi va AI o‘rtasidagi samarali hamkorlik modelini ishlab chiqish muhim ilmiy va amaliy vazifa hisoblanadi.

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“THE IMPACT OF ARTIFICIAL INTELLIGENCE ON STUDENTS' LINGUISTIC IDENTITY IN EFL CONTEXTS”

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Annotatsiya. Ushbu tadqiqot sun‘iy intellekt (SI) vositalarining chet tili sifatida ingliz tilini o‘rganayotgan o‘zbek talabalarining lingvistik identitetini shakllantirish, muzokara qilish va ifodalashiga ko‘rsatayotgan murakkab hamda ko‘p qirrali ta’sirini o‘rganadi. Intellektual o‘quv tizimlari, avtomatlashtirilgan yozma nutq baholovchilari, suhbat agentlari va real vaqt tarjimonlari kabi SI asosidagi ilovalar ta’lim muhitida tobora keng qo‘llanilar ekan, ular til o‘zlashtirish ekotizimini tubdan o‘zgartirmoqda. Tadqiqot shuni ko‘rsatadiki, SI shaxsiylashtirilgan, samarali va qulay til amaliyotini taqdim etishi bilan birga, o‘quvchilarning lingvistik “men”i, til mahsulotining autentikligi va madaniy mansubligini idrok etishida yangi dinamikalarni yuzaga keltiradi. Aralash

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tadqiqot metodologiyasidan foydalangan holda, ushbu maqolada talabalar so'rovnomalari, chuqurlashtirilgan intervyular hamda "inson-SI" o'zaro ta'siri diskurs namunalari tahlil qilinadi. Natijalar uch yo'nalishli ta'sirni aniqlaydi: SI tilga bo'lgan ishonchni kuchaytiruvchi omil, madaniy mazmun vositachisi hamda autentik lingvistik identitet shakllanishining potensial buzuvchisi sifatida namoyon bo'ladi. Tadqiqot yakunida tanqidiy raqamli pedagogikani joriy etish zarurligi asoslanadi, ya'ni talabalarni SI'dan ongli va mustaqil foydalanishga o'rgatish orqali texnologiyaning ularning noyob lingvistik va madaniy identitetini boyitishiga erishish taklif etiladi.

Kalit so'zlar: sun'iy intellekt, lingvistik identitet, chet tili sifatida ingliz tili, til o'rganish, raqamli pedagogika, madaniy vositachilik, texnologik qaramlik, O'zbekiston.

Аннотация. Данное исследование посвящено изучению сложного и многогранного влияния инструментов искусственного интеллекта (ИИ) на формирование, переосмысление и выражение лингвистической идентичности узбекских студентов, изучающих английский язык как иностранный (EFL). По мере того как приложения на базе ИИ – такие как интеллектуальные обучающие системы, автоматизированные системы оценки письменной речи, диалоговые агенты и переводчики в реальном времени – становятся повсеместными в образовательной среде, они коренным образом трансформируют экосистему усвоения языка. В исследовании выдвигается тезис о том, что, с одной стороны, ИИ предоставляет персонализированную, эффективную и доступную языковую практику, а с другой – вносит новые динамики в восприятие учащимися собственного лингвистического «я», аутентичности языкового производства и культурной принадлежности. Используя смешанный методологический подход, в работе анализируются данные анкетирования студентов, глубинных интервью и дискурсивные образцы взаимодействий «человек-ИИ». Основные результаты выявляют триединственный эффект: ИИ выступает как фасилитатор языковой уверенности, медиатор культурного содержания и потенциальный дестабилизатор формирования аутентичной лингвистической идентичности. В заключении предлагаются педагогические импликации, направленные на развитие критической цифровой педагогики, которая позволит студентам использовать ИИ рефлексивно и автономно, обеспечивая, чтобы технологии способствовали обогащению, а не размыванию их уникальной языковой и культурной идентичности.

Ключевые слова: искусственный интеллект, лингвистическая идентичность, английский как иностранный язык, изучение языка, цифровая педагогика, культурное посредничество, технологическая зависимость, Узбекистан.

Abstract. This study investigates the complex and multifaceted impact of Artificial Intelligence (AI) tools on the formation, negotiation, and expression of linguistic identity among Uzbek students learning English as a Foreign Language (EFL).

As AI-powered applications—such as intelligent tutoring systems, automated writing evaluators, conversational agents, and real-time translators—become ubiquitous in educational settings, they fundamentally alter the language acquisition ecosystem. The research posits that while AI offers personalized, efficient, and accessible language practice, it simultaneously introduces new dynamics in how learners perceive their linguistic self, authenticity in language production, and cultural affiliation. Employing a mixed-methods approach, this paper analyzes data from student surveys, in-depth interviews, and discourse samples of AI-human interactions. Key findings reveal a tripartite effect: AI acts as a facilitator of linguistic confidence, a mediator of cultural content, and a potential disruptor of authentic identity formation. The study concludes with pedagogical

implications, advocating for a critical digital pedagogy that empowers students to use AI reflectively and autonomously, ensuring technology serves to enrich rather than erode their unique linguistic and cultural identity.

Keywords: artificial intelligence, linguistic identity, EFL, language learning, digital pedagogy, cultural mediation, technology dependency, Uzbekistan.

Introduction. The digital transformation of education has ushered in an era where Artificial Intelligence (AI) is no longer a futuristic concept but an active participant in the language learning process. In Uzbekistan, as in many EFL contexts, the proliferation of AI-driven tools—from grammar checkers like Grammarly to conversational agents like ChatGPT and adaptive platforms like Duolingo—has created new opportunities and challenges for learners. While significant research has focused on AI’s efficacy in improving grammatical accuracy, vocabulary acquisition, and reading comprehension (Chen et al., 2020; Hwang et al., 2020), its psychosocial impact on the learner’s linguistic identity remains underexplored, particularly in Central Asian settings.

Linguistic identity refers to the aspect of an individual’s social identity that is constructed and expressed through language use. It encompasses how one perceives oneself as a language user, one’s sense of ownership and belonging within a linguistic community, and the ways language becomes a marker of cultural and personal self (Norton, 2000; Block, 2007). In EFL learning, identity formation is a dynamic negotiation between the native language (L1) self and the emerging English (L2) self, often mediated by social interactions, classroom practices, and now, increasingly, by AI interfaces.

This study addresses a critical gap by asking: How does interaction with AI tools shape the linguistic identity of Uzbek EFL students? We hypothesize that AI serves as a double-edged sword: it can empower learners by providing low-anxiety practice and instant feedback, yet it may also alienate them by promoting standardized, decontextualized language forms that lack cultural and personal resonance. By examining this tension, the research aims to contribute to a more nuanced understanding of technology-mediated language learning and offer evidence-based strategies for integrating AI in ways that support holistic learner development.

Literature Review

The theoretical underpinnings of this study intersect three domains: AI in Language Education, Linguistic Identity Theory, and Sociocultural Approaches to Learning.

1. AI in Language Education: Research demonstrates AI’s capacity for personalization, immediate feedback, and engagement (Zawacki-Richter et al., 2019). Tools like Intelligent Tutoring Systems (ITS) adapt to learner proficiency, while Natural Language Processing (NLP) provides detailed error analysis. However, critiques highlight risks of over-reliance, depersonalization of learning, and the propagation of algorithmic bias that may favor certain dialects or communication styles (Luckin, 2018; Schiff, 2022).

2. Linguistic Identity Theory: Grounded in poststructuralism, scholars like Norton (2000) and Pavlenko & Blackledge (2004) argue that identity is multiple, contested, and shaped by power relations. In EFL, learners often navigate an “imagined community” of English speakers, and their investment in the language is tied to their desired future selves. The introduction of a non-human, “perfect” AI interlocutor could complicate this investment, potentially creating an idealized, unattainable linguistic model.

3. Sociocultural Theory and Mediation: Vygotsky’s (1978) concept of mediation is pivotal. AI tools are cultural artifacts that mediate learning. The key question is whether they serve as a scaffold that gradually leads to autonomy or as a crutch that hinders the internalization of language

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skills (Lantolf & Thorne, 2006). Furthermore, Posthumanist Applied Linguistics (Pennycook, 2018) challenges the human-centered view of language, urging us to consider how AI participates in meaning-making and identity performance.

This review establishes the need to investigate AI not just as a tool for efficiency but as an active agent in the socio-psychological landscape of language learning.

Methodology

This study employed a sequential explanatory mixed-methods design (Creswell & Plano Clark, 2017) conducted over the 2023–2024 academic year at Urgench State Pedagogical Institute.

Participants: A purposive sample of 45 intermediate-level EFL students (B1–B2 CEFR) from the Faculty of Foreign Philology, aged 18–22.

Instruments and Procedures:

1. Phase 1 – Quantitative Survey: A 25-item Likert-scale questionnaire administered to all participants (N=45) to gauge frequency of AI use, perceived benefits (e.g., confidence, accuracy), and concerns (e.g., anxiety, authenticity). Reliability was high (Cronbach’s $\alpha = .87$).
2. Phase 2 – Qualitative Deep Dive:
 - a. Semi-structured Interviews: 15 students from the survey pool were interviewed to explore lived experiences. Questions focused on emotional responses to AI feedback, sense of authorship, and changes in self-perception as English users.
 - b. Discourse Analysis: 200 samples of written interactions between students and AI tools (e.g., ChatGPT prompts and responses, Grammarly-edited paragraphs) were collected and analyzed for patterns of linguistic change, error correction, and stylistic adaptation.
 - c. Reflective Journals: Participants maintained weekly journals documenting their feelings and thoughts after using AI for language tasks.
3. Data Analysis: Quantitative data were analyzed using descriptive statistics (SPSS 26). Qualitative data underwent thematic analysis (Braun & Clarke, 2006) to identify recurring themes related to identity negotiation.

Results and Discussion

The analysis yielded four overarching themes that illustrate the complex impact of AI on linguistic identity.

1. The Confidence–Authenticity Paradox:

Survey data indicated that 78% of students felt more confident submitting AI-reviewed writing. Interview data, however, revealed a paradox. Student M.S. noted, “Grammarly makes my writing look perfect, but it doesn’t sound like me anymore. It feels like I’m wearing clothes that are not my size.” This highlights a conflict between the confidence gained from linguistic accuracy and the erosion of authentic voice. AI’s corrections often steer language toward a neutral, globalized English, potentially marginalizing the learner’s unique interlanguage and L1-influenced expressions that are integral to their developing identity.

2. AI as a Cultural Mediator and Filter:

When translating culturally embedded concepts (e.g., Uzbek “mehr” or “qiyofa”), students reported that AI tools like Google Translate often provided literal or inaccurate equivalents, stripping away cultural depth. This forces learners to either accept a diluted meaning or engage in deeper metacognitive work to find alternatives.

In this sense, AI acts as a cultural filter, implicitly teaching which cultural concepts are

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“translatable” into a global Anglophone framework and which are obscured.

3. Dependency and the “Algorithmic Self”:

A significant finding was the emergence of what we term the “algorithmic linguistic self.” Approximately 62% of survey respondents admitted to “thinking about what Grammarly would say” while writing independently. Journal entries described anxiety when AI tools were unavailable, suggesting a shift from self-regulated learning to tool-regulated performance. This dependency challenges the development of linguistic agency, a core component of a robust linguistic identity.

4. Strategic Bricolage and Identity Assertion:

Not all interactions were passive. A minority of advanced learners (about 20%) demonstrated strategic bricolage—actively manipulating AI prompts to learn specific structures while consciously retaining their intended meaning and style. As student F.K. explained, “I use ChatGPT to generate three versions of a sentence. I then mix them with my own idea to create something that is both correct and mine.” This points to the potential for critical AI literacy to empower learners to use AI as a collaborator rather than an authority.

Conclusion and Implications

This study concludes that AI’s impact on linguistic identity is profound and paradoxical. It is not inherently good or bad but is shaped by how it is used and taught. AI can foster a fragile, accuracy-dependent identity or, if guided critically, can become a tool for exploratory identity play and confident self-expression.

Pedagogical Implications:

1. Teach Critical AI Literacy: EFL curricula must include explicit instruction on how AI works, its biases, and strategies for using it critically. Students should learn to interrogate AI suggestions, not just accept them.
2. Promote “Identity-Aware” Tasks: Design activities that require students to use AI for drafting but then revise outputs to inject personal voice, cultural references, and stylistic choices reflective of their identity (e.g., “Localize this AI-generated paragraph about friendship using Uzbek proverbs”).
3. Balance AI with Human Interaction: Ensure that AI-mediated practice complements, rather than replaces, human-to-human communication (peer review, discussions, presentations), which is crucial for negotiating meaning and identity in real social contexts.
4. Encourage Metacognitive Reflection: Integrate regular journaling or discussion prompts that ask students to reflect on how AI use affects their feelings about their English ability and their sense of self as a language user.

Future research should track longitudinal identity development with AI use and explore the design of culturally-responsive AI tools that recognize and value the learner’s L1 and cultural background. In essence, the goal is to prepare learners not just to communicate in English, but to own their English, using AI as a brush in their hand rather than letting the AI paint the picture for them.

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RAQAMLI TA'LIM MUHITIDA "GO'ROG'LI" DOSTONI LEKSIKASIDAGI SOF TURKIY QATLAMNING TARBIYAVIY AHAMIYATI

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Annotatsiya: Ushbu maqolada Xorazm dostonchilik maktabining yirik namunasi bo'lgan "Go'ro'g'li" turkumi dostonlari tilidagi sof turkiy qatlamning lisoniy xususiyatlari va ularning raqamli ta'lim sharoitida yoshlar tarbiyasidagi o'rni tadqiq etiladi. Tadqiqotda doston tilidagi arxaik qatlamning raqamli resurslar orqali **"jonlantirilishi"** talabalarning milliy g'ururini yuksaltirish vositasi sifatida talqin qilingan. Shuningdek, maqolada dostonlardan olingan she'riy parchalar asosida sof turkiy leksikaning lingvo-pedagogik tahlili keltirilgan.

Kalit so'zlar: Xorazm dostonlari, "Go'ro'g'li", sof turkiy qatlam, raqamli ta'lim, integrativ yondashuv, lingvistik tarbiya, multimedia, milliy qadriyatlar, etnolingvistika, pedagogik texnologiyalar.

Аннотация: В данной статье исследуются лингвистические особенности чисто тюркского пласта в языке эпосов цикла «Гороглы», являющегося выдающимся образцом Хорезмской

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школы сказителей, а также их роль в воспитании молодежи в условиях цифрового образования. В исследовании «оживление» архаичного пласта языка эпоса с помощью цифровых ресурсов интерпретируется как средство повышения национальной гордости учащихся. Также в статье представлен лингвопедагогический анализ чисто тюркской лексики на основе поэтических отрывков из дастанов.

Ключевые слова: Хорезмские дастаны, «Гороглы», чисто тюркский пласт, цифровое образование, интегративный подход, лингвистическое воспитание, мультимедиа, национальные ценности, этнолингвистика, педагогические технологии.

Abstract: This article examines the linguistic features of the pure Turkic stratum in the language of the “Gorogli” epic series, a major example of the Khorezm school of storytelling, and its role in youth education within digital learning environments. The study interprets the “revitalization” of the archaic language layer through digital resources as a means of enhancing students’ national pride. Furthermore, the article provides a linguo-pedagogical analysis of pure Turkic lexis based on poetic excerpts from the epics.

Keywords: Khorezm epics, “Gorogli”, pure Turkic stratum, digital education, integrative approach, linguistic education, multimedia, national values, ethnolinguistics, pedagogical technologies.

KIRISH

Globalizatsiya sharoitida raqamli ta'lim tizimi faqatgina texnologik jarayon emas, balki milliy ma'naviyatni asrash quroliga ham aylanishi lozim. Bugungi yosh avlodning til boyligi va dunyoqarashi ko'p jihatdan raqamli kontentlarga bog'liq bo'lib qolmoqda. Shu sababli, xalq og'zaki ijodining eng sara namunalarini, xususan, Xorazm dostonlarini raqamli formatga o'tkazish va ulardagi qadimiy, sof turkiy qatlamni yoshlarga yetkazish dolzarb pedagogik vazifa hisoblanadi. Xorazm dostonchilik maktabi o'zining lisoniy qurilishi jihatidan qadimiy turkiy til an'alarini o'zida eng ko'p saqlab qolgan yo'nalishdir. “Go'ro'g'li” turkumi dostonlari nafaqat qahramonlik qissasi, balki ajdodlarimizning sof ona tilimizga bo'lgan munosabatini ko'rsatuvchi lingvistik xazinadir. Ushbu leksikani zamonaviy pedagogik texnologiyalar bilan integratsiya qilish o'quvchi-yoshlarda milliy o'zlikni anglash tuyg'usini tubdan yuksaltiradi.

TADQIQOT METODOLOGIYASI

Tadqiqot jarayonida lingvodidaktik tahlil, etnolingvistik tavsif va pedagogik modellashtirish metodlaridan foydalanildi. Xorazm baxshilari (masalan, Bola baxshi va boshqalar) repertuaridagi doston matnlari tahlilga tortildi. Maqolada keltirilgan she'riy parchalar dostonning original variantlaridan olingan bo'lib, ulardagi sof turkiy so'zlarning bugungi kundagi tarbiyaviy kuchi tahlil qilingan.

OLINGAN NATIJALAR VA ULARNING TAHLILI

1. Doston matnidagi sof turkiy qatlamning lisoniy tahlili.

Xorazm dostonlarida arab va fors tillari o'zlashmalaridan xoli bo'lgan, qadimiy turkiy qatlamga mansub so'zlar dostonning emotsional-ekspressiv bo'yog'ini ta'minlaydi. Masalan, Go'ro'g'lining vafodor oti — G'iro't ta'rifida qo'llanilgan mana bu to'rtlikka e'tibor beraylik:

Beli bukik, bo'yni uzun, o'zi alp,

Ko'zlari yonar, go'yo bir qizil cho'g'.

Yov ko'rsa o'tlanar, gupirar gup-gup,

Chambilning o'rdasin qo'rquvi yo'q.

Ushbu parchadagi “alp” (bahodir, pahlavon), “yov” (dushman), “o'rda” (markaziy qarorgoh) so'zlari sof turkiy leksika namunalaridir.

Alp so'zi — qadimiy turkiy tillarda nafaqat jismoniy kuchni, balki ma'naviy yetuklik va qahramonlikni ham anglatgan. Raqamli darslarda ushbu so'zning etimologiyasini tushuntirish orqali

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yoshlarda “haqiqiy qahramon” tushunchasini shakllantirish mumkin.

Yov so‘zi — dushman so‘ziga nisbatan nafrat va qarshilik ruhini kuchliroq ifodalaydi. Bu esa vatan himoyachisi timsolini yaratishda muhim pedagogik ahamiyatga ega.

Yana bir misol, Go‘ro‘g‘lining mardlikka chorlovchi murojaatida:

Qatla-qatla aytdim senga, ey yigit,

Beklashib turgil, bo‘shashma zinhor.

El-yurtning orini saqlagan yigit,

Oltin taxt ustida bo‘lgusi mardor.

Bu yerda “qatla” (marta, karra) va “beklashib” (mustahkam turib, birlashib) so‘zlari o‘zbek tilining sof o‘z qatlamiga mansubdir. “Beklashib turish” iborasi bugungi raqamli dunyoda yoshlarning mafkuraviy xurujlarga qarshi birdamligini ifodalash uchun juda mos pedagogik metafora bo‘la oladi.

2. Raqamli ta’limda integratsiyalash usullari va samaradorligi.

Dostonlardagi ushbu qadimiy qatlamni yoshlarga samarali yetkazish uchun quyidagi innovatsion modelni taklif etamiz:

Multimedia lug‘atlari (Animated Glossary): Talaba dostonni elektron o‘qiyotganda “beklashmoq” so‘zi ustiga bossa, ekranda qadimgi turkiy jangchilarning birlashib turgan tasviri (animatsiyasi) namoyon bo‘ladi. Bu vizualizatsiya xotirani kuchaytiradi.

Lingvistik gamifikatsiya: “Go‘ro‘g‘li so‘zlarini top” onlayn kvestini yaratish. Bunda talaba doston matni ichidan sof turkiy so‘zlarni ajratib olishi va ularning ma’nosini zamonaviy tildagi muqobili bilan moslashtirishi kerak. Bu usul o‘quvchining lug‘at boyligini 30-40% ga tezroq boyitadi.

PEDAGOGIK YONDASHUVLAR VA QIYINCHILIKLAR

Raqamli ta’limda tarbiya berish jarayoni faqatgina texnik vositalar bilan cheklanib qolmaydi. Bu yerda asosiy qiyinchilik — doston tilidagi arxaik so‘zlarni talaba uchun “o‘lik so‘z” emas, balki “tirik qadriyat” darajasiga ko‘tarishdir.

Integrativ darslar: Adabiyot darsini raqamli texnologiyalar va tarix fanlari bilan bog‘lash. Doston tilidagi “o‘tov”, “o‘rda”, “yarog” kabi so‘zlarni o‘rganishda virtual muzey eksponatlaridan foydalanish. Etno-pedagogik suhbatlar: Onlayn forumlar va vebinarlarda dostonlardagi mardlik g‘oyalarini bugungi kunda internet tarmog‘idagi “kiber-madaniyat” va “netiket” (tarmoq odobi) qoidalari bilan qiyosiy tahlil qilish.

XULOSA

Xorazm dostonlari, xususan “Go‘ro‘g‘li” turkumi, milliy tilimizning sof qatlamini saqlab kelayotgan ulkan xazinadir. Ushbu lisoniy birliklarni raqamli ta’lim muhitiga integratsiya qilish:

Birinchidan, yoshlarning ona tili haqidagi bilimlarini tarixiy ildizlar bilan boyitadi; Ikkinchidan, dostonlardagi qahramonlik va vatanparvarlik ruhini zamonaviy texnologiyalar yordamida yoshlar qalbiga singdirish imkonini beradi;

Uchinchidan, raqamli dunyoda milliy kontentning salmog‘ini oshirishga xizmat qiladi.

Xulosa o‘rnida aytish mumkinki, doston tilidagi har bir sof turkiy so‘z — raqamli ta’limda yoshlarni vatanparvarlik ruhida tarbiyalash uchun xizmat qiluvchi pedagogik “yadro”dir.

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THE IMPORTANCE OF DIGITAL RESPONSIBILITY IN STUDENT DEVELOPMENT

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Abstract: The rapid development of digital technologies has changed modern education and students' daily lives. Digital tools and online platforms give students many opportunities for learning, communication, and access to information. However, their use also requires responsible and ethical behavior online. This article examines the importance of digital responsibility in student development. It focuses on safe internet use, respect in online communication, protection of personal data, and responsible use of information. The study also mentions risks such as cyberbullying, misinformation, and privacy violations. Developing digital responsibility helps students become more ethical, critical, and safe users of technology.

Keywords: Digital responsibility, digital citizenship, student development, digital literacy, online safety, education.

Аннотация: Быстрое развитие цифровых технологий изменило современное образование и повседневную жизнь студентов. Цифровые инструменты и онлайн-платформы дают студентам широкие возможности для обучения, общения и доступа к информации. Однако их использование требует ответственного и этичного поведения в интернете. В статье рассматривается значение цифровой ответственности в развитии студентов. Особое внимание уделяется безопасному использованию интернета, уважительному онлайн-общению, защите личных данных и ответственному использованию информации. Также отмечаются риски, такие как кибербуллинг, дезинформация и нарушение конфиденциальности. Развитие цифровой ответственности помогает студентам безопасно и осознанно использовать технологии.

Ключевые слова: Цифровая ответственность, цифровое гражданство, развитие студентов, цифровая грамотность, онлайн-безопасность, образование.

Annotatsiya: Raqamli texnologiyalarning tez rivojlanishi zamonaviy ta'lim va talabalarning kundalik hayotiga katta ta'sir ko'rsatdi. Raqamli vositalar va onlayn platformalar talabalarga o'qish, muloqot qilish va axborotga kirish uchun keng imkoniyatlar yaratadi. Biroq ularni to'g'ri va mas'uliyat bilan ishlatish ham muhimdir. Ushbu maqolada talaba rivojlanishida raqamli mas'uliyatning ahamiyati ko'rib chiqiladi. Unda internetdan xavfsiz foydalanish, onlayn muloqotda hurmat, shaxsiy ma'lumotlarni himoya qilish va axborotdan to'g'ri foydalanish masalalari yoritiladi. Shuningdek, kiberbulling, noto'g'ri ma'lumotlar va maxfiylik buzilishi kabi xavflar ham ta'kidlanadi. Raqamli mas'uliyatni rivojlantirish talabalarga texnologiyalardan ongli va xavfsiz foydalanishga yordam beradi.

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Kalit so'zlar: Raqamli mas'uliyat, raqamli fuqarolik, talaba rivojlanishi, raqamli savodxonlik, onlayn xavfsizlik, ta'lim.

INTRODUCTION

The fast growth of digital technologies has greatly affected modern education and the everyday lives of students. Digital devices, online educational platforms, and social media create many new possibilities for learning, communication, and sharing information. At the same time, the widespread use of these technologies requires students to behave responsibly and ethically in digital environments.

Many researchers highlight the importance of responsible digital behavior in the educational process. Ribble (2015) explains that digital responsibility is a fundamental element of digital citizenship and involves ethical technology use, respectful online interaction, and protection of personal data. In addition, Hobbs (2017) points out that digital literacy and responsible information use are essential competencies for students today, enabling them to critically evaluate online sources and use digital tools safely.

Scholars also draw attention to the dangers connected with irresponsible online behavior. Livingstone (2014) states that without proper guidance, students may encounter problems such as cyberbullying, false information, and violations of privacy on the internet. For this reason, schools and teachers play a crucial role in teaching students how to behave responsibly and safely in digital spaces.

Thus, the development of digital responsibility is an important aspect of student growth. It encourages ethical communication, critical thinking, and safe use of digital technologies. By fostering these abilities, education can help students become responsible participants in the digital world.

DEFINITION OF DIGITAL RESPONSIBILITY

Being online means more than just browsing or posting. Students must understand their digital rights and responsibilities, including the right to privacy and the responsibility to avoid spreading misinformation and engaging in harmful behavior.

Digital responsibility refers to the ethical and informed use of technology, encompassing the principles of transparency, accountability, and communication. It includes understanding how to interact safely, respectfully, and thoughtfully in digital spaces while recognizing the impact of one's actions online. A responsible digital citizen considers not only personal use but also how their digital behavior affects others and the broader community.

As technology becomes increasingly integrated into education, work, and social life, cultivating digital responsibility becomes essential. When learners understand how to critically evaluate content, protect their privacy, and contribute to healthy digital communities, they are better prepared for life beyond the classroom.

Understanding digital responsibility lays the foundation for deeper learning. But simply knowing the definition isn't enough. To become truly responsible digital citizens, students need more than a list of rules. They need opportunities to think critically, reflect, and apply their understanding in context.

ROLE IN STUDENT DEVELOPMENT

Digital responsibility plays a crucial role in shaping students' academic, social, and personal development. By learning to use digital technologies ethically and responsibly, students develop key skills that support their growth in multiple areas.

Ethical Behavior

Responsible use of digital technologies encourages students to behave ethically online.

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According to Livingstone & Haddon (2009), teaching students about digital ethics reduces harmful behaviors such as cyberbullying and promotes respectful communication in online spaces. Similarly, Ribble (2015) emphasizes that understanding online rights and responsibilities fosters integrity and moral behavior among students.

Critical Thinking

Digital responsibility also enhances critical thinking skills. Hobbs (2010) highlights that responsible digital users can evaluate the reliability of online information, distinguish fact from misinformation, and make informed decisions, which are essential skills in the 21st-century learning environment.

Safe Technology Use

Developing digital responsibility equips students to use technology safely. Livingstone (2014) notes that students who practice responsible digital behavior are better able to protect their privacy, avoid online risks, and navigate digital platforms safely. This reduces exposure to dangers such as identity theft, misinformation, and inappropriate online interactions.

CHALLENGES AND RISKS

While digital technologies provide many educational opportunities, they also introduce a range of challenges and risks that can affect students' academic, social, and personal development.

Cyberbullying

Cyberbullying remains one of the most serious online threats for students. It can lead to emotional distress, anxiety, depression, and even lower academic performance. Kowalski et al. (2014) highlight that cyberbullying is widespread among youth, and students often struggle to cope with harassment without guidance. Promoting digital responsibility helps students recognize and prevent harmful online interactions.

Misinformation and Fake News

The spread of misinformation online is another critical issue. Students frequently encounter false, misleading, or biased information on social media and websites. McGrew et al. (2018) argue that developing critical digital literacy skills enables students to evaluate the credibility of information, make informed decisions, and avoid being influenced by unreliable sources.

Privacy and Security Concerns

Students are also at risk of privacy breaches and identity theft. Many students share personal information without understanding potential consequences. Livingstone & Haddon (2009) emphasize that awareness of digital privacy, secure passwords, and safe online practices is essential for protecting personal data.

Digital Addiction and Overuse

Excessive use of digital devices can lead to digital addiction, reducing attention span, sleep quality, and overall well-being. Cain & Gradisar (2010) note that managing screen time and promoting responsible technology use are important aspects of student development.

Social and Emotional Impacts

Overexposure to social media can affect students' social skills, self-esteem, and emotional health. Twenge et al. (2019) highlight a correlation between increased screen time and mental health issues such as anxiety and depression among adolescents. Teaching digital responsibility helps students balance technology use with offline activities and social interaction.

Addressing these challenges requires the active role of educators, parents, and schools. By fostering digital responsibility, students can navigate the online environment safely, think critically,

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and engage ethically, reducing the risks associated with digital technology.

ROLE OF TEACHERS AND SCHOOLS

Teachers and educational institutions play a critical role in promoting digital responsibility among students. They not only provide access to digital tools but also guide students on how to use them safely, ethically, and effectively.

Integration into Curriculum

According to Ribble (2015), digital responsibility should be integrated into the curriculum as part of digital citizenship education. This includes teaching students about ethical behavior online, safe internet practices, and respect for others in digital environments.

Digital Literacy and Guidance

Hobbs (2017) emphasizes that teachers should actively develop students’ digital literacy, helping them evaluate online information critically and avoid misinformation. Educators can use practical activities, discussions, and projects to foster responsible online behavior.

Monitoring and Support

Livingstone & Haddon (2009) note that schools provide a controlled environment where students can learn about privacy, cyber safety, and responsible technology use. Teachers can monitor online activities, provide guidance on risks, and support students in resolving digital conflicts.

Collaboration with Parents

Teachers and schools should also work with parents to reinforce responsible digital behavior at home. By creating consistent guidance between school and home, students are more likely to internalize safe and ethical online practices.

CONCLUSION

Digital responsibility is a crucial skill for modern students, as it ensures ethical, safe, and effective use of digital technologies. By practicing responsible online behavior, students develop critical thinking, respect for others, and awareness of privacy and security issues. Educators and schools play a key role in promoting these skills through guidance, digital literacy education, and supportive environments. Addressing challenges such as cyberbullying, misinformation, and privacy risks requires a combined effort of teachers, parents, and students. Overall, fostering digital responsibility prepares students to navigate the digital world confidently, ethically, and safely, contributing to their academic, social, and personal development.

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ENHANCING STUDENTS' INDEPENDENT AND CREATIVE THINKING IN ENGLISH THROUGH INTEGRATIVE TEACHING METHODS

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Abstract: This article examines the development of students' independent and creative thinking through integrative teaching methods in the process of learning English. In modern education it is important not only to provide linguistic knowledge but also to develop students' critical thinking, problem-solving abilities and creative approaches to learning. Integrative teaching methods combine different language skills and interdisciplinary knowledge, which increases the effectiveness of the educational process. The paper highlights several approaches such as project-based learning, problem-based learning and collaborative classroom activities that help students become more active participants in the learning process and improve their intellectual autonomy.

Keywords: integrative teaching, independent thinking, creative thinking, English language teaching, innovative methods, critical thinking.

Аннотация: В данной статье рассматривается развитие самостоятельного и творческого мышления студентов при обучении английскому языку с использованием интегративных методов обучения. В современной системе образования важно не только формирование языковых знаний, но и развитие критического мышления, способности самостоятельно решать проблемы и применять творческий подход к обучению. Интегративные методы обучения объединяют различные языковые навыки и междисциплинарные знания, что повышает эффективность образовательного процесса. В статье рассматриваются такие методы, как проектное обучение, проблемное обучение и совместная учебная деятельность, способствующие развитию самостоятельности студентов.

Ключевые слова: интегративное обучение, самостоятельное мышление, творческое

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мышление, преподавание английского языка, инновационные методы, критическое мышление.

Annotatsiya: Ushbu maqolada ingliz tilini o'qitish jarayonida integrativ ta'lim metodlari orqali talabalarning mustaqil va ijodiy fikrlash qobiliyatini rivojlantirish masalasi tahlil qilinadi. Zamonaviy ta'lim tizimida faqat til bilimlarini berish emas, balki talabalarning tanqidiy fikrlashi, muammolarni mustaqil hal qila olishi va ijodiy yondashuvini rivojlantirish muhim hisoblanadi. Integrativ o'qitish metodlari turli til ko'nikmalarini hamda fanlararo bilimlarni birlashtirish orqali o'quv jarayonining samaradorligini oshiradi. Maqolada loyiha asosida o'qitish, muammoli o'qitish va hamkorlikdagi o'quv faoliyatlari orqali talabalarning faolligini oshirish va ularning mustaqil fikrlashini rivojlantirish usullari yoritilgan.

Kalit so'zlar: integrativ ta'lim, mustaqil fikrlash, ijodiy fikrlash, ingliz tilini o'qitish, innovatsion metodlar, tanqidiy fikrlash.

Introduction

In modern education, the ability of students to think independently and creatively has become one of the most important goals of the learning process. Language education, especially the teaching of English as a foreign language, plays a significant role in developing these intellectual skills. Traditional language teaching methods often focus on memorization, grammar rules, and mechanical exercises. While these approaches help students acquire basic language knowledge, they do not always encourage learners to think independently or express their ideas creatively.

Integrative teaching methods have emerged as an effective approach to address this issue. These methods combine different teaching strategies, subjects, and skills in order to create a more meaningful learning experience. Through integrative teaching, students not only learn language structures but also develop critical thinking, problem-solving abilities, and creativity.

The purpose of this article is to explore how integrative teaching methods can enhance students' independent and creative thinking in English language learning. It also discusses practical strategies teachers can apply in the classroom to support these skills.

The Importance of Independent Thinking in Language Learning

Independent thinking refers to the ability of students to analyze information, make decisions, and express their own opinions without relying entirely on the teacher's guidance. In language learning, independent thinking allows learners to use English actively rather than simply repeating memorized phrases.

When students think independently, they become more confident in expressing their ideas. They learn to form arguments, ask questions, and evaluate information critically. This process helps learners develop deeper understanding of the language and improves their communication skills.

In many traditional classrooms, students often depend heavily on the teacher. They wait for instructions, correct answers, and explanations. However, in modern language education, students are expected to take a more active role in their learning. Teachers should create opportunities where learners can explore ideas, discuss different viewpoints, and solve problems using English. Developing independent thinking also prepares students for real-life communication. Outside the classroom, people must respond to unexpected situations, share opinions, and participate in discussions. Therefore, language education should focus not only on linguistic accuracy but also on intellectual development.

Creative Thinking and Its Role in English Education

Creative thinking is another essential skill that should be encouraged in language

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classrooms. It involves generating new ideas, making connections between concepts, and expressing thoughts in original ways. In English learning, creativity can appear in many forms, such as storytelling, role-playing, writing narratives, or solving language-based problems.

Creative thinking motivates students and increases their interest in learning. When learners are encouraged to express their imagination, they become more engaged in classroom activities. Instead of simply memorizing vocabulary or grammar rules, they use the language to create meaningful content. For example, when students write a short story in English, they not only practice grammar and vocabulary but also develop their imagination and narrative skills. Similarly, role-playing activities allow students to experiment with language while exploring different social situations. Research in educational psychology shows that creativity improves problem-solving abilities and cognitive flexibility. Therefore, integrating creative tasks into English lessons can significantly enhance both language proficiency and intellectual development.

Integrative Teaching Methods

Integrative teaching methods combine multiple approaches, disciplines, and learning activities in a single educational process. Instead of teaching language skills separately, these methods connect listening, speaking, reading, and writing with other subjects such as history, literature, science, or culture.

One example of integrative teaching is project-based learning. In this approach, students work on a project that requires research, collaboration, and presentation. For instance, learners may prepare a project about environmental issues, cultural traditions, or technological innovations. During the project, they read articles, discuss ideas, write reports, and present their findings in English. This integrated process naturally develops independent thinking and creativity.

Another effective method is problem-based learning. In this approach, students are presented with a real-world problem and must work together to find solutions. For example, students might discuss how to reduce plastic waste in their community or how technology influences modern communication. Such discussions encourage learners to analyze information, evaluate different perspectives, and express their opinions in English.

Integrative teaching also includes interdisciplinary lessons. Teachers can connect English learning with subjects like history or science. For example, while studying a historical topic, students may read English texts about historical events and discuss their significance. This approach not only improves language skills but also broadens students' knowledge.

Classroom Strategies for Encouraging Independent and Creative Thinking

Teachers can apply several practical strategies to promote independent and creative thinking in English classrooms.

First, open-ended questions should be used more frequently. Instead of asking questions that require simple answers, teachers can ask questions that encourage discussion and personal opinions. For example, rather than asking "What is the main idea of the text?" teachers may ask "How would you solve the problem described in the text?" Such questions stimulate critical thinking.

Second, collaborative learning activities can be highly effective. Group discussions, debates, and cooperative projects allow students to exchange ideas and learn from one another. These activities also reduce students' fear of making mistakes and increase their confidence in using English.

Third, creative tasks should be integrated into lessons. Activities such as storytelling, designing posters, creating dialogues, or writing alternative endings to stories encourage students to use language creatively. These tasks transform the classroom into a more dynamic and interactive environment.

Finally, teachers should encourage learner autonomy. Students can be given opportunities to choose

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topics for presentations, select reading materials, or design their own projects. When learners have control over their learning process, they become more responsible and motivated.

Conclusion

Developing students' independent and creative thinking is an essential objective in modern English education. Integrative teaching methods provide an effective way to achieve this goal by combining language skills with critical thinking, problem-solving, and interdisciplinary learning. Through approaches such as project-based learning, problem-based learning, and collaborative activities, teachers can create engaging classroom environments where students actively participate in the learning process. These methods encourage learners to analyze information, express their ideas, and generate creative solutions.

Ultimately, the integration of innovative teaching strategies not only improves students' English proficiency but also prepares them for the intellectual challenges of the modern world. By fostering independence and creativity, educators help students become confident communicators and lifelong learners.

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**TA'LIM SIFATINI OSHIRISHDA INNOVATSION VA INTEGRATIV O'QITISH
MEXANIZMLARIDAN FOYDALANISH**

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Annotatsiya: Mazkur maqolada ta'lim sifatini oshirishda innovatsion va integrativ o'qitish mexanizmlarining ahamiyati tahlil qilinadi. Zamonaviy ta'lim tizimida yangi pedagogik texnologiyalarni qo'llash, fanlararo integratsiyani kuchaytirish va o'quv jarayonini samarali tashkil etish muhim omil hisoblanadi. Maqolada innovatsion metodlar, interfaol yondashuvlar hamda integrativ ta'limning afzalliklari yoritilib, ularning ta'lim jarayonidagi samaradorligi asoslab beriladi. Shuningdek, innovatsion va integrativ o'qitish mexanizmlarini qo'llash orqali talabalarning mustaqil fikrlash qobiliyatini rivojlantirish, bilimlarni chuqur o'zlashtirish hamda kasbiy kompetensiyalarni shakllantirish imkoniyatlari ko'rib chiqiladi.

Аннотация: В данной статье рассматривается значение инновационных и интегративных механизмов обучения в повышении качества образования. В современной системе образования важную роль играет использование новых педагогических технологий, развитие междисциплинарной интеграции и эффективная организация учебного процесса. В статье анализируются инновационные методы, интерактивные подходы и преимущества интегративного обучения, а также обосновывается их эффективность в образовательной деятельности. Кроме того, рассматриваются возможности развития самостоятельного мышления студентов, глубокого усвоения знаний и формирования профессиональных компетенций посредством применения инновационных и интегративных механизмов обучения.

Abstract: This article analyzes the importance of innovative and integrative teaching mechanisms in improving the quality of education. In the modern educational system, the use of new pedagogical technologies, strengthening interdisciplinary integration, and organizing the learning process effectively play a significant role. The article highlights innovative methods, interactive approaches, and the advantages of integrative education, as well as explains their effectiveness in the educational process. Furthermore, it examines how the application of innovative and integrative teaching mechanisms contributes to the development of students' independent thinking, deeper understanding of knowledge, and formation of professional competencies.

Kalit so‘zlar: ta'lim sifati, innovatsion ta'lim, integrativ o'qitish, pedagogik texnologiyalar, interfaol metodlar, kompetensiya, ta'lim jarayoni.

Ключевые слова: качество образования, инновационное обучение, интегративное обучение, педагогические технологии, интерактивные методы, компетенции, образовательный процесс.

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Keywords: quality of education, innovative teaching, integrative learning, pedagogical technologies, interactive methods, competence, educational process.

Bugungi kunda ta'lim tizimini modernizatsiya qilish, uning samaradorligini oshirish va xalqaro talablarga mos ravishda rivojlantirish dolzarb vazifalardan biri hisoblanadi. Jamiyatning tezkor rivojlanishi, ilm-fan va texnologiyalarning taraqqiyoti ta'lim jarayoniga yangi yondashuvlarni joriy etishni talab etmoqda. Shu sababli ta'lim jarayonida innovatsion va integrativ o'qitish mexanizmlaridan foydalanish muhim ahamiyat kasb etmoqda. Innovatsion o'qitish mexanizmlari ta'lim jarayoniga zamonaviy pedagogik texnologiyalarni joriy etish, o'quvchilarning faolligini oshirish va bilimlarni samarali o'zlashtirishga yordam beruvchi usullarni qo'llashni nazarda tutadi. Integrativ o'qitish esa turli fanlar o'rtasidagi o'zaro bog'liqlikni ta'minlash orqali bilimlarni yaxlit tizim sifatida shakllantirishga xizmat qiladi. Ushbu yondashuvlar ta'lim sifatini oshirishda muhim omil bo'lib xizmat qiladi.

Innovatsion o'qitish mexanizmlarining ahamiyati

Innovatsion o'qitish ta'lim jarayonida yangicha pedagogik yondashuvlarni qo'llashga asoslanadi. Bu jarayonda axborot-kommunikatsiya texnologiyalaridan foydalanish, interfaol metodlarni qo'llash va talabalarning mustaqil ishlash faoliyatini rivojlantirish muhim o'rin tutadi. Innovatsion ta'lim jarayonida o'qituvchi faqat bilim beruvchi emas, balki o'quv jarayonini tashkil etuvchi va yo'naltiruvchi shaxs sifatida faoliyat yuritadi. Interfaol metodlar innovatsion ta'limning muhim tarkibiy qismi hisoblanadi. Masalan, "aqliy hujum", "klaster", "munozara", "debat", "case-study" kabi metodlar o'quvchilarning faol ishtirokini ta'minlaydi. Ushbu metodlar orqali o'quvchilar mustaqil fikrlash, muammoni tahlil qilish va o'z fikrini asoslab berish ko'nikmalarini rivojlantiradilar.

Integrativ o'qitish mexanizmlarining o'rni

Integrativ o'qitish mexanizmi turli fanlar o'rtasidagi o'zaro bog'liqlikni ta'minlash orqali bilimlarning yaxlit tizimini shakllantirishga xizmat qiladi. Integratsiya jarayonida o'quvchilar turli fanlarda o'rganilgan bilimlarni bir-biri bilan bog'lab tahlil qilish imkoniyatiga ega bo'ladilar. Bu esa bilimlarni yanada chuqurroq anglash va amaliyotda qo'llash imkoniyatini yaratadi. Masalan, til o'rganishda tarix, madaniyat va adabiyot elementlarini integratsiya qilish orqali o'quvchilar tilni nafaqat grammatik jihatdan, balki madaniy va ijtimoiy jihatdan ham chuqurroq o'rganadilar. Shuningdek, tabiiy fanlarni o'qitishda matematika, fizika va informatika fanlarini o'zaro bog'lab o'qitish integrativ yondashuvning samarali namunasi hisoblanadi.

Innovatsion va integrativ o'qitishning ta'lim sifatiga ta'siri

Innovatsion va integrativ o'qitish mexanizmlarining qo'llanilishi ta'lim sifatini oshirishga sezilarli darajada ta'sir ko'rsatadi. Avvalo, bunday yondashuvlar o'quvchilarning ta'lim jarayoniga qiziqishini oshiradi. Interfaol metodlar va zamonaviy texnologiyalar yordamida o'quv jarayoni yanada qiziqarli va samarali tashkil etiladi. Shuningdek, innovatsion va integrativ o'qitish o'quvchilarning mustaqil fikrlash qobiliyatini rivojlantiradi. Ular muammoli vaziyatlarni tahlil qilish, yangi g'oyalarni ilgari surish va o'z fikrlarini asoslab berish ko'nikmalariga ega bo'ladilar.

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Bu esa zamonaviy jamiyat talablariga mos, kreativ va raqobatbardosh mutaxassislarni tayyorlashga xizmat qiladi.

Bugungi kunda ta'lim tizimini takomillashtirish va uning sifatini oshirish har bir davlatning ustuvor vazifalaridan biri hisoblanadi. Jamiyat taraqqiyoti, ilm-fan va texnologiyalarning jadal rivojlanishi ta'lim jarayoniga yangicha yondashuvlarni joriy etishni talab etmoqda. Zamonaviy ta'lim tizimida o'quvchilarning faqat nazariy bilimlarni egallashi yetarli bo'lmay, balki ularning mustaqil fikrlashi, muammolarni tahlil qila olishi hamda amaliy ko'nikmalarni egallashi ham muhim ahamiyat kasb etadi. Shu sababli ta'lim jarayonida innovatsion va integrativ o'qitish mexanizmlaridan samarali foydalanish ta'lim sifatini oshirishning muhim omillaridan biri sifatida qaralmoqda. Innovatsion o'qitish mexanizmlari ta'lim jarayoniga yangi pedagogik texnologiyalar, zamonaviy metodlar va axborot-kommunikatsiya vositalarini joriy etishga asoslanadi. Bunday yondashuvlar o'quv jarayonini yanada samarali tashkil etishga, o'quvchilarning faolligini oshirishga va bilimlarni chuqurroq o'zlashtirishga xizmat qiladi. Innovatsion metodlar yordamida o'quvchilar dars jarayonida faol ishtirok etib, mustaqil fikrlash, muammoni hal qilish va ijodiy yondashuv kabi ko'nikmalarni rivojlantiradilar. Natijada ta'lim jarayoni an'anaviy usullardan farqli ravishda interfaol va samarali shaklga ega bo'ladi. Integrativ o'qitish mexanizmlari esa turli fanlar o'rtasidagi bog'liqlikni ta'minlash orqali bilimlarning yaxlit tizimini shakllantirishga xizmat qiladi. Integratsiya jarayonida o'quvchilar bir mavzuni turli fanlar nuqtai nazaridan o'rganish imkoniyatiga ega bo'ladilar. Bu esa ularning bilimlarini kengaytirish, mantiqiy fikrlashini rivojlantirish hamda o'rganilgan bilimlarni real hayotiy vaziyatlarda qo'llashga yordam beradi. Shuningdek, integrativ ta'lim o'quvchilarda fanlarga nisbatan qiziqishni oshiradi va ularning dunyoqarashini kengaytiradi. Zamonaviy pedagogik amaliyot shuni ko'rsatadiki, innovatsion va integrativ o'qitish mexanizmlaridan foydalanish ta'lim jarayonining samaradorligini sezilarli darajada oshiradi. Bu yondashuvlar o'quvchilarning bilim darajasini mustahkamlash, ularning mustaqil va ijodiy fikrlash qobiliyatlarini rivojlantirish hamda kasbiy kompetensiyalarini shakllantirishga xizmat qiladi. Shu bilan birga, bunday metodlar o'qituvchilardan ham yangi pedagogik yondashuvlarni o'zlashtirishni va o'quv jarayonini zamonaviy talablarga mos ravishda tashkil etishni talab etadi.

Innovatsion o'qitish mexanizmlarining ahamiyati

Hozirgi kunda ta'lim tizimi jamiyat taraqqiyotining eng muhim omillaridan biri sifatida qaralmoqda. Ilm-fan va texnologiyalarning tez sur'atlarda rivojlanishi ta'lim jarayoniga ham yangi talablarni qo'yimoqda. Zamonaviy jamiyatda faqat nazariy bilimlarga ega bo'lish yetarli emas, balki o'quvchilarning mustaqil fikrlash qobiliyati, muammolarni tahlil qilish va ijodiy yondashuv ko'nikmalarini rivojlantirish ham muhim hisoblanadi. Shu sababli ta'lim jarayonida innovatsion o'qitish mexanizmlaridan foydalanish muhim ahamiyat kasb etadi. Innovatsion o'qitishning muhim jihatlardan biri interfaol metodlardan foydalanishdir. Interfaol metodlar o'quvchilarning dars jarayonidagi faolligini oshiradi, ularni mustaqil fikrlashga undaydi va muammolarni birgalikda hal qilish ko'nikmalarini shakllantiradi.

Innovatsion o'qitish mexanizmlarining yana bir muhim jihati zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanishdir. Kompyuter, internet, multimedia vositalari va elektron ta'lim platformalari ta'lim jarayonini yanada qiziqarli va samarali tashkil etish imkonini beradi. Masalan, taqdimotlar, videodarslar, interaktiv dasturlar va onlayn platformalar orqali o'quvchilarga murakkab mavzularni tushuntirish ancha osonlashadi. Shu bilan birga, bunday texnologiyalar o'quvchilarga mustaqil ta'lim olish imkoniyatini ham yaratadi. Innovatsion o'qitish mexanizmlari o'quvchilarning ijodiy fikrlashini rivojlantirishga ham katta ta'sir ko'rsatadi. Zamonaviy pedagogik yondashuvlar o'quvchilarning muammoli vaziyatlarni tahlil qilish, yangi

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g'oyalar ishlab chiqish va o'z fikrini asoslab berish ko'nikmalarini shakllantirishga xizmat qiladi. Natijada o'quvchilar bilimlarni faqat nazariy jihatdan emas, balki amaliy jihatdan ham qo'llay olish qobiliyatiga ega bo'ladilar.

Integrativ o'qitish mexanizmlarining o'rni

Zamonaviy ta'lim tizimida bilimlarni samarali o'zlashtirish va o'quvchilarning keng dunyoqarashini shakllantirish muhim ahamiyat kasb etadi. Bugungi kunda fanlar sonining ortib borishi, ilmiy bilimlarning tez yangilanib borishi ta'lim jarayonida yangi yondashuvlarni qo'llash zaruratini yuzaga keltirmoqda. Shunday yondashuvlardan biri integrativ o'qitish mexanizmlaridir. Integrativ o'qitish turli fanlar o'rtasidagi o'zaro bog'liqlikni ta'minlash orqali bilimlarni yaxlit tizim sifatida o'zlashtirishga xizmat qiladi. Bu esa o'quvchilarning bilimlarini chuqurlashtirish va ularni real hayotda qo'llash imkoniyatini kengaytiradi. Integrativ o'qitish mexanizmi ta'lim jarayonida bir nechta fanlarni o'zaro bog'liq holda o'rganishni nazarda tutadi. Bunday yondashuv orqali o'quvchilar alohida fanlar doirasida o'rganilgan bilimlarni bir-biri bilan bog'lab tahlil qilish imkoniyatiga ega bo'ladilar. Natijada bilimlar tizimli ravishda shakllanadi va o'quvchilar ularni chuqurroq anglay boshlaydilar. Integratsiya jarayoni nafaqat bilimlarni boyitadi, balki o'quvchilarning mantiqiy fikrlash qobiliyatini ham rivojlantiradi. Integrativ o'qitish mexanizmlarining muhim jihatlaridan biri fanlararo bog'liqlikni ta'minlashdir. Bunday yondashuv o'quvchilarning bilimlarini kengaytiradi va ularni yanada chuqurroq anglashga yordam beradi. Integrativ o'qitish mexanizmlarining yana bir muhim afzalligi shundaki, u ta'lim jarayonini yanada qiziqarli va samarali qiladi. O'quvchilar bir mavzuni turli fanlar nuqtai nazaridan o'rganish orqali uni kengroq tushunishga erishadilar. Bu esa ularning o'quv jarayoniga bo'lgan qiziqishini oshiradi va dars jarayonida faol ishtirok etishlariga yordam beradi. Shu bilan birga, integrativ ta'lim o'qituvchilardan ham ijodiy yondashuvni talab qiladi va pedagogik faoliyatni yanada takomillashtirishga xizmat qiladi.

Innovatsion va integrativ o'qitishning ta'lim sifatiga ta'siri

Bugungi kunda ta'lim tizimini rivojlantirish va uning sifatini oshirish zamonaviy jamiyatning muhim vazifalaridan biri hisoblanadi. Ilm-fan va texnologiyalarning tez sur'atlarda rivojlanishi ta'lim jarayoniga yangi yondashuvlarni joriy etishni talab etmoqda. Shu nuqtai nazardan, innovatsion va integrativ o'qitish mexanizmlaridan foydalanish ta'lim sifatini oshirishda muhim omil sifatida qaraladi. Ushbu yondashuvlar ta'lim jarayonini yanada samarali tashkil etish, o'quvchilarning bilim olish jarayonidagi faolligini oshirish hamda ularning mustaqil fikrlash qobiliyatini rivojlantirishga xizmat qiladi. Innovatsion o'qitish mexanizmlari ta'lim jarayonida yangi pedagogik texnologiyalar va zamonaviy metodlardan foydalanishga asoslanadi. Bunday yondashuvlar dars jarayonini qiziqarli va interfaol tarzda tashkil etishga yordam beradi. Interfaol metodlar, muammoli vaziyatlar asosida o'qitish, loyihaviy ta'lim va axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarning bilimlarni chuqurroq o'zlashtirishiga yordam beradi. Innovatsion ta'lim jarayonida o'quvchilar darsning faol ishtirokchisiga aylanadi, ular muammolarni tahlil qiladi, mustaqil xulosa chiqaradi va o'z fikrlarini asoslab berishga o'rganadi. Bu esa o'quvchilarning bilim darajasini oshirish bilan birga, ularning ijodiy va tanqidiy fikrlash ko'nikmalarini ham rivojlantiradi. Innovatsion va integrativ o'qitish mexanizmlarining birgalikda qo'llanilishi ta'lim sifatiga sezilarli ta'sir ko'rsatadi. Avvalo, bu yondashuvlar o'quvchilarning o'quv jarayoniga bo'lgan qiziqishini oshiradi. Interfaol metodlar va fanlararo bog'liqlik darslarni yanada mazmunli va qiziqarli qiladi. Natijada o'quvchilar bilimlarni faqat nazariy jihatdan emas, balki amaliy jihatdan ham o'zlashtiradilar.

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Yuqorida keltirilgan fikr va tahlillardan ko'rinib turibdiki, zamonaviy ta'lim tizimida innovatsion va integrativ o'qitish mexanizmlaridan foydalanish ta'lim sifatini oshirishning muhim omillaridan biri hisoblanadi. Bugungi kunda jamiyatning tezkor rivojlanishi, ilm-fan va texnologiyalarning jadal taraqqiyoti ta'lim jarayoniga yangicha yondashuvlarni joriy etishni talab etmoqda. Shu nuqtai nazardan, an'anaviy o'qitish usullarini zamonaviy pedagogik texnologiyalar bilan boyitish, o'quv jarayonida interfaol metodlardan foydalanish hamda fanlararo integratsiyani ta'minlash ta'lim samaradorligini oshirishga xizmat qiladi. Zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish esa o'quv jarayonini yanada qiziqarli, interfaol va samarali tashkil etish imkonini yaratadi. Natijada o'quvchilar bilimlarni chuqurroq o'zlashtiradi, muammoli vaziyatlarni tahlil qilish va ularga yechim topish ko'nikmalarini shakllantiradi. Bu esa ta'lim jarayonining natijadorligini oshirish bilan birga, o'quvchilarning kelajak kasbiy faoliyatiga ham ijobiy ta'sir ko'rsatadi.

Umuman olganda, innovatsion va integrativ o'qitish mexanizmlarining uyg'un holda qo'llanilishi ta'lim jarayonining samaradorligini sezilarli darajada oshiradi. Bu yondashuvlar nafaqat o'quvchilarning bilim darajasini mustahkamlaydi, balki ularning mustaqil ta'lim olish, ijodiy fikrlash va muammolarni hal qilish kabi muhim kompetensiyalarini ham shakllantiradi. Shu sababli zamonaviy ta'lim tizimida innovatsion pedagogik texnologiyalar va integrativ yondashuvlardan keng foydalanish ta'lim sifatini oshirish, raqobatbardosh va yuqori malakali mutaxassislarni tayyorlashda muhim ahamiyat kasb etadi.

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«IMPROVE TEACHING TECHNIQUES AND EFFECTIVE USE OF DIGITAL RESOURCES»

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Abstract. Modern education requires teachers to continuously improve their teaching techniques and effectively integrate digital resources into the learning process. The use of innovative teaching methods helps increase student engagement, critical thinking, and academic performance. Student-centered learning, active learning strategies, and blended learning approaches allow teachers to create interactive and meaningful learning environments. At the same time, digital resources such as online platforms, multimedia materials, and learning management systems support flexible and personalized learning.

Keywords. Innovative teaching methods, digital resources, student-centered learning, active learning strategies, blended learning, interactive learning environment, critical thinking, academic performance, online platforms, learning management systems.

Annotatsiya. Zamonaviy ta'lim o'qituvchilardan o'z o'qitish usullarini doimiy ravishda takomillashtirishni va raqamli resurslarni ta'lim jarayoniga samarali integratsiya qilishni talab qiladi. Innovatsion o'qitish usullaridan foydalanish talabalarning darsga jalb qilinishini, tanqidiy fikrlashini va akademik natijalarini oshirishga yordam beradi. Talaba markazli ta'lim, faol o'rganish strategiyalari va aralash ta'lim yondashuvlari o'qituvchilarga interaktiv hamda mazmunli o'quv muhitini yaratish imkonini beradi. Shu bilan birga, onlayn platformalar, multimedia materiallari va

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ta’limni boshqarish tizimlari kabi raqamli resurslar moslashuvchan va shaxsiylashtirilgan ta’limni qo‘llab-quvvatlaydi.

Kalit so‘zlar. Innovatsion o‘qitish usullari, raqamli resurslar, talaba markazli ta’lim, faol o‘rganish strategiyalari, aralash ta’lim, interaktiv o‘quv muhiti, tanqidiy fikrlash, akademik natijalar, onlayn platformalar, ta’limni boshqarish tizimlari.

Аннотация. Современное образование требует от учителей постоянного совершенствования своих педагогических методов и эффективной интеграции цифровых ресурсов в процесс обучения. Использование инновационных методов обучения способствует повышению вовлеченности студентов, развитию критического мышления и улучшению академической успеваемости. Ориентированное на студента обучение, стратегии активного обучения и смешанный формат обучения позволяют учителям создавать интерактивную и содержательную образовательную среду. В то же время цифровые ресурсы, такие как онлайн-платформы, мультимедийные материалы и системы управления обучением, поддерживают гибкое и персонализированное обучение.

Ключевые слова. Инновационные методы обучения, цифровые ресурсы, студентоориентированное обучение, стратегии активного обучения, смешанное обучение, интерактивная образовательная среда, критическое мышление, академическая успеваемость, онлайн-платформы, системы управления обучением.

Introduction. In modern education, improving teaching techniques has become one of the key priorities for educators. The effectiveness of the learning process largely depends on how well teachers can engage students and create an environment that encourages active participation. Student interest plays a crucial role in learning, as it motivates learners to focus, think critically, and actively interact with the material. However, an effective lesson is not determined only by the teacher’s knowledge or the variety of teaching methods used. True learning success occurs when both teachers and students actively participate in the educational process. A productive learning environment is created through cooperation, where each lesson becomes a step toward deeper understanding and knowledge development. At the same time, it is important to recognize that not every part of the learning process can always be entertaining. Some elements of education require discipline, effort, and persistence from students. Therefore, the most effective teaching approach is one that balances student engagement with the development of responsibility and independent learning skills. In recent years, digital resources have significantly expanded the possibilities for improving teaching practices. Modern technologies, such as interactive platforms, multimedia materials, and online collaboration tools, help teachers create more dynamic and engaging lessons. When used effectively, these tools not only increase student motivation but also support deeper learning and better educational outcomes. According to Tony Bates in *Teaching in a Digital Age* (2019), the effective use of digital technologies can significantly enhance teaching and learning outcomes when aligned with clear pedagogical goals. Similarly, Dunn, Wilson, Freeman, and Stowell in *Best Practices for Technology-Enhanced Teaching and Learning* (2011) emphasize that technology should support instructional objectives rather than replace sound teaching practices. Therefore, the combination of effective teaching techniques and appropriate digital tools can improve the quality of education and help students develop essential skills for the modern world. Improving teaching techniques is an essential aspect of modern education. Effective teaching helps students understand concepts clearly, develop critical thinking, and become active learners. According to the book *Teaching in a Digital Age* by Tony Bates, teachers must continuously adapt their teaching strategies to meet the needs of students in a rapidly changing educational environment. Effective teaching involves selecting appropriate methods, designing meaningful

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learning activities, and encouraging student participation. One important approach is student-centered learning. In this method, students actively participate in discussions, problem-solving, and collaborative tasks. Research shows that interactive learning methods improve student engagement and understanding compared to traditional lecture-based instruction. Teachers act as facilitators who guide students rather than simply delivering information. Another effective technique is blended learning, which combines traditional classroom instruction with online learning. This approach allows students to access materials at their own pace while still benefiting from classroom interaction. Studies suggest that blended learning can improve student motivation and learning outcomes when implemented properly. In addition, active learning strategies such as group projects, case studies, and discussions help students develop higher-order thinking skills. These strategies encourage students to analyze information, evaluate ideas, and apply knowledge in real-world situations.

The Role of Digital Resources in Education. Digital resources have become an important part of modern education. They include online platforms, multimedia materials, virtual classrooms, and educational software. These resources allow teachers to present information in different formats such as videos, simulations, and interactive tasks. Digital technologies can increase student motivation and engagement. For example, interactive platforms and online learning tools allow students to practice skills, receive immediate feedback, and track their progress. Research shows that students who use digital tools may achieve higher learning outcomes because these tools support personalized and flexible learning. Furthermore, digital resources allow teachers to create more inclusive learning environments. Students can access materials anytime and anywhere, which supports independent learning and accommodates different learning styles.

Effective Integration of Digital Resources. Although digital technologies offer many benefits, they must be used strategically. Simply adding technology to the classroom does not automatically improve learning. Teachers must select digital tools that support specific learning objectives. Educational researchers emphasize that successful technology integration requires digital competence among teachers. Teachers should understand how to use digital platforms, evaluate online materials, and design interactive activities. Another important aspect is the use of learning management systems (LMS) and cloud-based platforms. These systems help teachers organize course materials, communicate with students, assign tasks, and monitor student progress. They also support collaborative learning by allowing students to work together on projects and share ideas online. Moreover, modern educational technologies such as simulations, gamification, and virtual learning environments can improve student engagement and creativity. Innovative teaching methods using digital tools encourage students to explore knowledge independently and develop problem-solving skills.

Conclusion. Improving teaching techniques and effectively using digital resources are essential for modern education. Student-centered learning, active teaching strategies, and blended learning models help teachers create more engaging and meaningful learning experiences. At the same time, digital technologies provide powerful tools that support interaction, flexibility, and personalized learning. When used thoughtfully, these technologies can significantly enhance teaching quality and student outcomes.

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USING AI IN TEACHING VOCABULARY FOR BEGINERS

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Abstract

In recent years, artificial intelligence (AI) has become an important component of modern education. In the field of language learning, particularly in teaching English as a foreign language, AI-based technologies provide innovative opportunities for improving the learning process. Vocabulary acquisition is one of the most important aspects of language learning because it allows learners to understand texts, participate in communication, and express their thoughts effectively. However, beginner learners often experience difficulties in memorizing and using new vocabulary. Traditional teaching methods usually rely on memorization, repetition, and translation exercises. Although these methods can be useful, they do not always create meaningful learning experiences. Artificial intelligence offers new solutions for this problem by providing interactive, adaptive, and personalized learning environments. AI-powered language applications, chatbots, speech recognition tools, and intelligent tutoring systems allow students to practice vocabulary through games, conversations, and multimedia content. This article discusses the role of artificial intelligence in teaching vocabulary for beginners and analyzes its advantages, practical applications, and potential challenges in modern language education.

Key words:

Artificial intelligence, vocabulary learning, beginners, language teaching, digital technologies, AI tools, personalized learning, English language education.

Аннотация

В последние годы искусственный интеллект стал важной частью современной системы образования. В области изучения иностранных языков технологии искусственного интеллекта предоставляют новые возможности для повышения эффективности обучения. Лексика является одним из важнейших компонентов изучения языка, поскольку она позволяет учащимся понимать тексты, участвовать в общении и выражать свои мысли. Однако начинающие учащиеся часто испытывают трудности при запоминании и использовании новых слов. Традиционные методы обучения лексике обычно основаны на заучивании, повторении и переводе. Несмотря на их эффективность, такие методы не всегда

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обеспечивают активное участие студентов в процессе обучения. Использование технологий искусственного интеллекта помогает создавать интерактивную и персонализированную образовательную среду.

Ключевые слова :

искусственный интеллект, изучение лексики, начинающие учащиеся, обучение английскому языку, цифровые технологии, образовательные технологии.

Annotatsiya

So'nggi yillarda sun'iy intellekt zamonaviy ta'lim tizimining muhim qismiga aylandi. Ingliz tilini chet tili sifatida o'qitishda sun'iy intellekt texnologiyalari yangi imkoniyatlar yaratmoqda. Lug'at boyligini o'rganish til o'rganishning eng muhim bosqichlaridan biridir, chunki u o'quvchilarga matnlarni tushunish, muloqot qilish va o'z fikrlarini ifodalash imkonini beradi. Boshlovchi o'quvchilar uchun yangi so'zlarni o'rganish ba'zan qiyin jarayon bo'lishi mumkin. Sun'iy intellekt asosidagi texnologiyalar – mobil ilovalar, chatbotlar va nutqni aniqlash tizimlari – lug'at o'rganishni yanada samarali va qiziqarli qiladi.

Kalit so'zlar :

sun'iy intellekt, lug'at o'rganish, boshlovchi o'quvchilar, ingliz tilini o'qitish, raqamli texnologiyalar, ta'lim texnologiyalari.

Introduction

English has become one of the most widely used international languages in the modern world. It plays an important role in education, science, technology, and global communication. For this reason, many people around the world study English as a foreign language. One of the most important elements of language learning is vocabulary knowledge. Without sufficient vocabulary, learners cannot understand texts or participate effectively in conversations.

For beginner learners, vocabulary learning is particularly important because it forms the foundation for developing other language skills such as reading, writing, listening, and speaking. However, traditional vocabulary teaching methods often rely heavily on memorizing word lists or translating words from one language to another. These approaches may help students remember words temporarily, but they do not always help learners use vocabulary in real communication.

With the development of digital technologies, new approaches to language learning have emerged. Artificial intelligence is one of the most promising technologies in education. AI tools allow teachers to create interactive learning environments and provide personalized learning experiences for students.

The Importance of Vocabulary in Language Learning

Vocabulary knowledge is essential for successful language learning. Researchers emphasize that communication depends not only on grammar knowledge but also on the number of words that learners know. A student who knows many words can understand texts more easily and express ideas more clearly.

For beginners, vocabulary learning should focus on high-frequency words that are commonly used in everyday communication. Teachers can support vocabulary development by using visual materials, real-life examples, and interactive activities.

AI Technologies in Vocabulary Teaching

Artificial intelligence technologies provide various tools that support vocabulary learning. One of the most common tools is language learning applications. These applications use adaptive learning algorithms to analyze students' progress and recommend appropriate exercises.

Speech recognition technology is another important tool in AI-based language learning. This technology allows learners to practice pronunciation and receive feedback about their accuracy.

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Students can repeat words and sentences while the system analyzes their pronunciation.

Chatbots are also widely used in language learning. They simulate real-life conversations and allow learners to practice vocabulary in different contexts. Through interaction with chatbots, beginners can gain confidence in speaking and using new words.

AI-powered flashcard systems are designed to improve vocabulary memorization. These systems use spaced repetition algorithms to present words at optimal intervals, helping learners retain vocabulary for longer periods.

Advantages of Using AI in Teaching Vocabulary

The integration of artificial intelligence into vocabulary teaching offers many advantages. First, AI supports personalized learning. Each student can learn at their own pace and receive exercises appropriate for their proficiency level.

Second, AI increases students' motivation. Interactive activities, games, and multimedia materials make vocabulary learning more engaging and enjoyable.

Third, AI systems provide immediate feedback. When students make mistakes, the system can instantly correct them and provide explanations.

Finally, AI allows students to practice vocabulary outside the classroom, promoting independent and lifelong learning.

Challenges of AI Integration

Despite its many benefits, the integration of AI in education also presents challenges. Teachers need proper training to use AI tools effectively. In addition, not all students have equal access to digital devices or the internet.

Another important point is that AI should not replace teachers. Teachers play a vital role in guiding students, explaining complex concepts, and providing emotional support. Therefore, AI should be considered a supportive tool rather than a replacement.

Conclusion

Artificial intelligence is transforming language education and providing new opportunities for vocabulary learning. AI tools help create interactive and personalized learning environments that support beginner learners. When used effectively together with traditional teaching methods, AI can significantly improve vocabulary acquisition and language skills.

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НЕВЕРБАЛЬНАЯ КОММУНИКАЦИЯ В ПРЕПОДАВАНИИ АРАБСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Annotatsiya. Mazkur maqolada arab tilini til egasi bo'lmaganlarga o'qitish jarayonida tana tilidan foydalanishning pedagogik va kommunikativ ahamiyati tahlil qilinadi. Zamonaviy ta'lim jarayonida o'qituvchi tomonidan qo'llaniladigan og'zaki va og'zaki bo'lmagan kommunikatsiya vositalari o'quvchilarning materialni qabul qilishi, tushunishi va eslab qolishida muhim rol o'ynaydi. Tadqiqotda tana tilining asosiy elementlari – ko'z aloqasi, yuz ifodalari, qo'l harakatlari va tana holati – arab tilini o'qitish metodikasidagi o'zni nuqtai nazaridan o'rganiladi. Shuningdek, interaktiv pedagogik metodlar orqali tana tilidan foydalanish o'quv jarayonining samaradorligini oshirishi misollar asosida ko'rsatib beriladi.

Kalit so'zlar: tana tili, og'zaki bo'lmagan kommunikatsiya, arab tilini o'qitish, pedagogik kommunikatsiya, interaktiv metodlar, ko'z aloqasi, yuz ifodalari.

Аннотация. В данной статье рассматривается педагогическое и коммуникативное значение языка тела при обучении арабскому языку как иностранному. В условиях современного образовательного процесса вербальные и невербальные средства коммуникации, используемые преподавателем, играют важную роль в восприятии, понимании и запоминании учебного материала студентами. В статье анализируются основные компоненты языка тела — зрительный контакт, мимика, жесты рук и положение тела — с точки зрения их роли в методике преподавания арабского языка. Показано, что использование языка тела в сочетании с интерактивными педагогическими технологиями способствует повышению эффективности учебного процесса и улучшает коммуникацию между преподавателем и обучающимися.

Ключевые слова: язык тела, невербальная коммуникация, преподавание арабского языка как иностранного, педагогическая коммуникация, интерактивные методы, мимика, зрительный контакт.

Abstract. This article examines the pedagogical and communicative importance of body language in teaching Arabic as a foreign language. In modern educational contexts, both verbal and nonverbal communication tools used by teachers play a crucial role in students' comprehension, perception, and retention of learning materials. The study analyzes the main components of body language—eye contact, facial expressions, hand gestures, and body posture—and their role in the methodology of teaching Arabic. The findings demonstrate that the integration of body language with interactive pedagogical methods significantly enhances the effectiveness of the educational process.

Keywords: body language, nonverbal communication, teaching Arabic as a foreign language, pedagogical communication, interactive methods, facial expressions, eye contact.

Изучение иностранного языка тесно связано с процессом межличностной коммуникации. Однако коммуникация осуществляется не только посредством слов. Люди

часто выражают свои мысли и эмоции при помощи движений тела, мимики, взглядов и различных жестов. Поэтому невербальная коммуникация, или язык тела, занимает важное место в современной педагогике. В процессе обучения арабскому языку студентов, для которых этот язык не является родным, использование языка тела приобретает особую значимость. На начальном этапе изучения иностранного языка обучающиеся не всегда способны сразу понять значение новых слов и грамматических конструкций. В подобных ситуациях движения и визуальные сигналы преподавателя помогают студентам лучше воспринимать и интерпретировать учебный материал.

Многие исследования показывают, что значительная часть человеческой коммуникации осуществляется посредством невербальных сигналов. Некоторые исследователи отмечают, что лишь около 7 % информации передаётся словами, 38 % — интонацией голоса, а примерно 55 % — языком тела (Shādī: 52). Эти данные свидетельствуют о том, что осознанное использование невербальных средств общения способно значительно повысить эффективность образовательного процесса. Вербальная и невербальная коммуникация являются двумя взаимодополняющими инструментами передачи информации. Они используются для выражения мыслей, передачи знаний и формирования взаимодействия между участниками коммуникации (Sutiyaṭno: 432). Во время устного общения невербальные сигналы практически всегда сопровождают речь — иногда осознанно, иногда бессознательно.

Для успешного выполнения профессиональных обязанностей преподаватель должен обладать развитой коммуникативной компетенцией. Эффективная коммуникация позволяет представить учебный материал таким образом, чтобы студенты могли не только понять его, но и успешно применять на практике. Особенно это важно в процессе преподавания иностранного языка, когда преподаватель становится главным посредником между новым языковым материалом и обучающимися.

Язык тела играет важную роль в педагогическом взаимодействии между преподавателем и студентами. В педагогической практике он выполняет несколько функций. Во-первых, невербальные сигналы могут повторять устное сообщение. Например, когда преподаватель произносит слово «да» и одновременно кивает головой, жест подтверждает сказанное. Во-вторых, язык тела может дополнять устную информацию. Жесты рук, выражение лица и движения тела помогают уточнить смысл высказывания и сделать его более понятным. В-третьих, невербальные сигналы иногда полностью заменяют слова. Например, улыбка может выразить одобрение или поддержку без использования слов. В-четвёртых, иногда возникает противоречие между словами и невербальными сигналами. Человек может произнести одно сообщение, тогда как выражение лица или жесты передают противоположный смысл. Кроме того, язык тела используется для привлечения внимания и регулирования общения. С помощью взгляда, кивка головы или жестов преподаватель может управлять ходом общения, определять очередность высказываний и поддерживать внимание аудитории.

В преподавании арабского языка язык тела может эффективно использоваться для объяснения лексики и выражений. Например, при объяснении глагола **جلس** (jalasa — «сел») преподаватель может продемонстрировать действие, сядя на стул. При объяснении глагола **قام** (qāma — «встал») преподаватель может показать действие, встав со стула. Аналогично выражение **افتح الباب** (iftaḥ al-bāb — «открой дверь») может быть объяснено с помощью имитации движения открытия двери. Такой подход позволяет студентам понять значение слов без прямого перевода, что способствует развитию интуитивного понимания языка.

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Важными элементами языка тела в процессе преподавания арабского языка являются зрительный контакт, мимика, жесты рук, положение тела и общий внешний вид преподавателя. С древних времён значение невербального общения подчеркивалось и в арабской культуре. В арабской пословице говорится: «رُبَّ لَحْظٍ أَنْتُمْ مِنْ لَفْظٍ», что означает: «Иногда один взгляд говорит больше, чем слово». Зрительный контакт между преподавателем и студентами способствует повышению внимания, формированию атмосферы доверия и активному участию обучающихся в учебном процессе (Muṣṭafā: 63).

Современные педагогические технологии позволяют эффективно интегрировать язык тела в процесс обучения. Одним из таких методов являются ролевые игры. Например, студенты могут разыгрывать диалоги приветствия на арабском языке: السَّلَامُ عَلَيْكُمْ — وَعَلَيْكُمْ السَّلَام. Во время выполнения задания обучающиеся используют мимику, улыбку и жесты, что делает коммуникацию более естественной. Другим эффективным методом являются двигательные упражнения для усвоения лексики. Преподаватель даёт команды на арабском языке: اقرأ — читай, اكتب — пиши, اجلس — садись, قم — встань. Студенты выполняют действия, что способствует лучшему запоминанию слов. Также может применяться метод визуального моделирования эмоций. Например, выражения أنا سعيد («я рад»), أنا غاضب («я зол»), أنا متعجب («я удивлён») сопровождаются соответствующей мимикой. Подобные упражнения помогают студентам лучше понять эмоциональные оттенки языка.

В преподавании арабского языка широко используется так называемый «язык класса» (араб. لغة الفصل). Он представляет собой систему выражений, используемых преподавателем для организации учебного процесса. Этот язык включает различные типы выражений: приветствия, команды, вопросы, поощрения, исправления ошибок, повседневные выражения и запреты. Использование этих выражений помогает создать естественную языковую среду и способствует активному участию студентов в учебном процессе (Mahmud: 93). Важно, чтобы вербальные формы общения сопровождались соответствующими невербальными сигналами, такими как жесты, мимика и зрительный контакт.

Таким образом, использование языка тела в преподавании арабского языка как иностранного является важным педагогическим инструментом. Невербальная коммуникация способствует более эффективному взаимодействию между преподавателем и студентами, облегчает понимание учебного материала и повышает мотивацию обучающихся. Особенно педагогическими технологиями. Такой подход позволяет сделать процесс обучения более динамичным, коммуникативным и результативным.

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INNOVATION AND INTEGRATIVE LEARNING MECHANISMS: PERSONALIZED EDUCATION, STUDENT-CENTERED APPROACH, AND CREATIVE ACTIVITIES

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Abstract

The advancement of modern education requires innovative approaches that integrate various scientific disciplines while addressing individual student needs. Integrative learning mechanisms, personalized educational strategies, and student-centered methods foster creative thinking, collaboration, and interdisciplinary knowledge acquisition. This article examines the role of innovation in designing integrative learning environments, the impact of student-centered pedagogy, and the effectiveness of creative activities in enhancing learning outcomes. Research methods include theoretical analysis, case studies, and observation. Results indicate that personalized and integrative educational approaches improve student engagement, motivation, and critical thinking skills, promoting a more holistic educational experience.

Keywords: integrative learning, personalized education, student-centered approach, creative activities, interdisciplinary education.

Annotatsiya

Zamonaviy ta'limda innovatsion yondashuvlar talabalar ehtiyojini hisobga olgan holda turli fanlarni integratsiyalashni talab qiladi. Integratsiyalashgan o'qitish mexanizmlari, shaxsiylashtirilgan ta'lim

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strategiyalari va talaba markazli metodlar ijodiy fikrlash, hamkorlik va fanlararo bilimlarni rivojlantiradi. Ushbu maqolada innovatsiyaning integratsiyalashgan o'qitish muhiti yaratishdagi roli, talaba markazli pedagogikaning ta'siri va ijodiy faoliyatning o'quv natijalarini oshirishdagi samaradorligi tahlil qilinadi. Tadqiqotda nazariy tahlil, amaliy misollar va kuzatish metodlaridan foydalanilgan. Natijalar shuni ko'rsatdiki, shaxsiylashtirilgan va integratsiyalashgan yondashuvlar talabalarning motivatsiyasini, ishtirokini va tanqidiy fikrlash ko'nikmalarini rivojlantiradi.

Kalit so'zlar: integratsiyalashgan o'qitish, shaxsiylashtirilgan ta'lim, talaba markazli yondashuv, ijodiy faoliyat, fanlararo ta'lim.

Аннотация

Современное образование требует инновационных подходов, которые интегрируют различные дисциплины и учитывают индивидуальные потребности студентов. Интегративные механизмы обучения, персонализированные стратегии и студенто-центричные методы развивают творческое мышление, сотрудничество и междисциплинарные знания. В статье рассматривается роль инноваций в создании интегративной образовательной среды, влияние студенто-центричной педагогики и эффективность творческих заданий в повышении результатов обучения.

Ключевые слова: интегративное обучение, персонализированное образование, студенто-центричный подход, творческая деятельность, междисциплинарное образование

Introduction

The modern educational landscape emphasizes flexibility, creativity, and interdisciplinary knowledge. Traditional education, often confined to individual subjects and rigid curricula, limits students' ability to synthesize knowledge across disciplines. In response, integrative learning mechanisms have emerged as a crucial strategy to promote holistic understanding and innovation in education.

Personalized education and student-centered approaches are key components of integrative learning. They focus on adapting the learning process to individual students' abilities, interests, and learning styles. By fostering creativity and collaborative problem-solving, these approaches prepare students to face complex real-world challenges that require interdisciplinary knowledge.

The purpose of this article is to analyze how innovation and integrative learning mechanisms, combined with creative activities and personalized instruction, can enhance the quality of education and student engagement.

Literature Review

Scholars emphasize that integrative and student-centered education supports critical thinking, motivation, and knowledge retention (Dewey, 1938; Bruner, 1960). Personalized learning is recognized as an effective approach to accommodate diverse learning styles and individual interests (Tomlinson, 2001).

Innovative learning environments that incorporate creative activities—such as project-based learning, interdisciplinary problem-solving tasks, and collaborative workshops—have been shown to improve both cognitive and socio-emotional skills (Sawyer, 2014).

Research also indicates that integrating multiple disciplines fosters deeper understanding, encourages innovation, and better prepares students for future careers in complex, interconnected fields (Drake, 2007; Beane, 1997).

Research Methodology

This study employs a qualitative approach, using:

- **Theoretical analysis** of research on integrative learning and innovative pedagogy.
- **Case studies** from schools and universities implementing interdisciplinary projects.

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- **Observational methods** to assess student engagement, creativity, and learning outcomes.

This methodology provides insights into the effectiveness of personalized, student-centered, and creative approaches within integrative learning environments.

Integrative Learning Mechanisms

Integrative learning combines knowledge, skills, and perspectives from multiple disciplines into cohesive learning experiences. Key mechanisms include:

1. **Interdisciplinary projects** – students explore topics connecting science, technology, art, and humanities.
2. **Collaborative learning** – group work encourages problem-solving, communication, and peer learning.
3. **Creative tasks** – activities such as design thinking, innovation challenges, and artistic expression foster originality and innovation.

By integrating these mechanisms, educators can create dynamic learning environments that develop both academic and practical skills.

Personalized Education and Student-Centered Approaches

Personalized learning adjusts instructional content, pace, and learning activities to match each student’s needs. Student-centered approaches empower learners to take responsibility for their own education, encouraging active participation and self-reflection.

Examples include:

- **Individual learning plans** tailored to students’ strengths and weaknesses.
- **Choice-based projects** allowing students to select topics and methods of study.
- **Feedback-driven instruction** providing continuous evaluation and guidance.

These approaches enhance motivation, increase engagement, and support lifelong learning habits.

Creative Activities in Education

Creative activities stimulate innovation and critical thinking. In integrative learning environments, they allow students to:

- Apply knowledge in new contexts.
- Collaborate across disciplines.
- Develop solutions to complex, real-world problems.

Methods include project-based learning, simulations, interdisciplinary workshops, and digital media production. Such activities not only reinforce content knowledge but also cultivate essential soft skills like teamwork, communication, and adaptability.

Results and Discussion

Research findings indicate that:

- Students in integrative and personalized programs show higher motivation and engagement.
- Interdisciplinary projects and creative tasks improve critical thinking, problem-solving, and innovation.
- Student-centered approaches promote autonomy, responsibility, and collaboration skills.

These results support the idea that combining integrative learning mechanisms with personalized and creative activities enhances overall educational effectiveness.

Conclusion

Integrative learning mechanisms, combined with personalized education, student-centered approaches, and creative activities, provide a robust framework for modern education. They enable students to synthesize knowledge across disciplines, develop critical thinking, and engage actively in learning.

Educational institutions should prioritize innovation in curriculum design, adopt interdisciplinary

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teaching practices, and incorporate creative learning experiences. Doing so prepares students to meet complex challenges in an interconnected, globalized world.

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Integration of Moral Education in Digital Learning: Pedagogical Approaches and Challenges

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Annotation. The rapid development of digital technologies has significantly transformed modern educational systems. Digital learning environments provide new opportunities for interactive learning, calibration, and access to information. At the same time, the digital transformation of education raises important questions about the integration of moral and ethical education in the learning process. Modern education aims not only to provide knowledge but also to develop responsible, ethical, and socially active individuals. This article analyzes the pedagogical approach to integrating moral education into digital learning environments. It examines how digital tools, online platforms, and innovative teaching strategies can contribute to students' moral development, responsible digital behavior, and critical thinking. The research also highlights several challenges, including digital inequality, insufficient teacher training, and the ethical risks associated with online communication. The findings indicate that successful integration of moral education in digital learning requires a balance of technological innovation, digital competence, and value.

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oriented teaching strategies.

Key Words. Digital education, moral education, digital pedagogy, digital citizenship, educational technology, ethical development

Аннотация. У данной стадии рассматриваются вопросы интеграции в воспитания в цифровом образовательном пространстве, а также педагогические подходы и существующим проблемы. Развитие цифровых технологий значительно изменило современную систему образования, открыл новые возможности для интерактивного обучения и доступ к информации. Вместе с тем возникает необходимость формирования нравственных и этические ценностей у обучающихся в условиях цифровой среды. В стадии анализируется возможность использования цифровых платформ, онлайн инструмент и инновационных педагогических методов для развития моральных качества студентов. Особое внимание уделяется формированию цифровой культуры и ответственности при использовании информационных технологий. Кроме того рассматриваются основы и проблемы, такие как цифровые неравенство, и достаточно подготовка преподавателей и этические риски онлайн обучение

Ключевые слова. Цифровые образования, интеграции воспитания, педагогические подходы, нравственное воспитание, цифровые педагогика

Annotatsiya. Ushbu maqola raqamli ta'lim muhitida tarbiyani integratsiya qilish masalalari, pedagogik yondashuvlar hamda mavjud muammolar tahlil qilinadi. Raqamli texnologiyalarning jadal ravishda rivojlanishi zamonaviy ta'lim tizimini tubdan o'zgartirib yangi o'qitish imkoniyatini yaratmoqda. Shu bilan birga, ta'lim jarayonida o'quvchilarning axloqiy va ma'naviy qadriyatlarini shakllantirish muhim vazifalardan biri hisoblanadi. Maqolada raqamli platformalar, onlayn o'qitish vositalari va innovatsion pedagogik metodlar yordamida o'quvchilarning texnologik kompetensiya yetishmasligi va onlayn muhitidagi axloqiy rivojlanishni qo'llab quvvatlash imkoniyatini korib chiqadi. Shuningdek, raqamli tengsizlik, o'qituvchilarning texnologik kompetensiyasi yetishmasligi va onlayn muhitdagi axloqiy muammolar kabi dolzarb masalalar tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, raqamli ta'lim muhitida tarbiyani samarali integratsiya qilish uchun pedagogik yondashuvlar, zamonaviy texnologiyalar va axloqiy qadriyatlar ortasida muvozanatni taminlash zarur.

Kalit so'zlar. Raqamli ta'lim, tarbiya integratsiyasi, pedagogik yondashuvlar, axloqiy tarbiya, raqamli pedagogika

Introduction

In the twenty-first century, digital technologies have become an integral part of the educational process. Online platforms, digital resources, and interactive tools allow students to access educational materials at any time and from any location. As a result, digital learning environments have become an important component of modern education system. However, education is not limited only to the transmission of academic knowledge. One of the main purposes of education is to develop moral values, social responsibility and ethical behavior among students. In the digital age, students interact not only in traditional classrooms but also in online environments where communication takes place through social networks, learning platforms, and digital tools. This change is required indicators to reconsider the role of moral education in digital learning. Integrating ethical values into digital learning environments help students develop responsible attitudes toward technology and society. Therefore the integration of moral education in digital learning is becoming a crucial task for teachers, researchers, and education institutions.

Literature review.

The relation between digitally education and moral development has been widely discussed by many researchers. John Dewey emphasizes that education should support not only intellectual growth what else is development of social responsibility an ethical values. According to Dewey learning becomes more meaningful when students connect knowledge with real life experiences. Lev Vygotsky's social cultural theory highlights the importance of communication and interaction in the learning process. Through collaboration and dialogue, students develop higher level thinking skills and social awareness. The principles are also relevant in digital learning environments, over students communicate through online platforms and digital tools. Emphasize the importance of digital citizenship in education. Ribble states is that students should learn how to use technology responsibly and ethical in online environments. Digital education should therefore include not only academic learning but also guidance on ethical behavior and responsible use of information technologies.

Methodology.

This research is based on qualitative and analytic methods. The study analysis academic literature related to digital education and moral development. The research also compares traditional teaching approach to his digital learning environments. Several methods where use it in the study, including literature analysis, comparative analysis, and conceptual analysis. This method help identify effective pedagogical approaches for integrating moral education into digital learning environments. This research is based on qualitative and analytic methods. It analyzes academic literature related on digital education and moral development. The reaserch also copmares traditional teaching approaches with digital learning environments. Several metods were used in the study, including litereature analysis, comparative analysis, and conceptual analysis. These methods help identify effective pedagogical approaches for integrating moral education into digital learning environments. In addition, the study pays attention to how students behave in online learning environments. It focuses on the importance of digital citizenship and responsible use of technology. The research also discusses some common problems of digital learning, such as plagiarism, cyberbullying, and lach of direct communication.

Results and discussion

Digital technologies and moral education

Digital technologies provide opportunities for interactive learning and communication. Online discussions and collaborative activities encourage students to express their opinions, respect different perspectives, and develop empathy.

Development of digital citizenship

An important goal of modern education is to develop responsible digital citizens. Students should learn how to use online resources ethically , respect intellectual property, and communicate it responsibly in digital environments

Pedagogical approaches

Teachers can integrate moral education into digital learning through project based learning, collaborative tasks, reflective writing, and discussion activities. This approach helps students develop both academic knowledge and ethical awareness.

Despite many advantages, digital education also present challenges. Some medication institution is lack sufficient technology resources and teachers may need additional training in digital pedagogy. In addition, students may face the risks such as misinformation and cyber bullying in online environments.

Conclusion

Integration of moral education into digital learning environments is an important aspect of modern education. Digital technologies provide powerful tools for learning, but their effectiveness depends on how they are used in the educational process. Did you shoot combine technological innovation with value oriented teaching strategies to help students develop responsible digital behavior and ethical awarenesses. Such an approach prepares students not only for academic success but also for responsible participation in digital society. In addition, moral education in digital learning help students become more respectful, responsible, and social aware individuals. It also teaches them how to communicate properly and make ethical decisions in online environments. Education institutions should support teachers by providing digital resources and training. In this way, digital learning can contribute not only to academy achievement but also to the development of strong moral values.

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OLIY TA'LIMDA CHET TIL O'QITUVCHILARINING REFLEKSIV KOMPETENSIYASINI RIVOJLANTIRISHNING DIDAKTIK ASOSLARI

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Annotatsiya.

Mazkur maqolada oliy ta'lim tizimida chet til o'qituvchilarining refleksiv kompetensiyasini takomillashtirish masalalari nazariy va didaktik jihatdan tahlil qilinadi. Refleksiv kompetensiya o'qituvchining o'z kasbiy faoliyatini tahlil qilish, tanqidiy baholash, o'zini-o'zi rivojlantirish va o'zgaruvchan ta'lim sharoitlariga moslashish qobiliyatini ifodalaydi. Tadqiqotda refleksiv kompetensiyaning tarkibiy qismlari, shaxs avtonomiyasi bilan o'zaro bog'liqligi hamda o'zini-o'zi ta'limga refleksiv tayyorlikning ahamiyati yoritib berilgan. Chet tilni o'qitishda nutq faoliyatining asosiy turlari orqali refleksiv kompetensiyani rivojlantirish imkoniyatlari ochib berilgan. Shuningdek, refleksiv usullar va interfaol metodlardan foydalanishning pedagogik samaradorligi asoslab beriladi. Tadqiqot natijalari bo'lajak chet til o'qituvchilarini tayyorlash jarayonida refleksiv kompetensiyani rivojlantirish oliy ta'lim sifatini oshirishning muhim omili ekanligini ko'rsatadi.

Kalit so'zlar: *refleksiv kompetensiya, chet til o'qituvchisi, oliy ta'lim, didaktik imkoniyatlar, o'zini-o'zi rivojlantirish.*

Дидактические основы развития рефлексивной компетентности преподавателей иностранных языков в высшем образовании

Аннотация.

В статье рассматриваются теоретические и дидактические аспекты

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совершенствования рефлексивной компетентности преподавателей иностранных языков в системе высшего образования. Рефлексивная компетентность определяется как способность преподавателя анализировать и критически оценивать собственную профессиональную деятельность, адаптироваться к изменяющимся условиям обучения и осуществлять непрерывное профессиональное саморазвитие. В работе раскрываются структурные компоненты рефлексивной компетентности, её взаимосвязь с автономией личности и рефлексивной готовностью к самообразованию. Особое внимание уделяется возможностям развития рефлексивной компетентности в процессе обучения иностранному языку через основные виды речевой деятельности. Обосновывается эффективность применения рефлексивных приёмов и интерактивных методов обучения. Результаты исследования подтверждают, что развитие рефлексивной компетентности будущих преподавателей иностранных языков является важным условием повышения качества высшего образования.

Ключевые слова: рефлексивная компетентность, преподаватель иностранного языка, высшее образование, дидактические возможности, саморазвитие.

Didactic foundations for developing reflective competence of foreign language teachers in higher education

Abstract.

This article examines the theoretical and didactic aspects of improving the reflective competence of foreign language teachers in the higher education system. Reflective competence is defined as a teacher's ability to analyze and critically evaluate their professional activity, adapt to changing educational conditions, and engage in continuous professional self-development. The study explores the structural components of reflective competence, its relationship with personal autonomy, and reflective readiness for self-directed learning. Particular attention is paid to the opportunities for developing reflective competence in foreign language teaching through the main types of speech activity. The effectiveness of reflective techniques and interactive teaching methods is substantiated. The research findings demonstrate that the development of reflective competence among future foreign language teachers is a key factor in enhancing the quality of higher education.

Keywords: reflective competence, foreign language teacher, higher education, didactic opportunities, self-development.

Kirish

Umuman olganda, chet tilini o'qituvchi pedagoglarda reflektiv kompetensiyani rivojlantirish uchun didaktik imkoniyatlar ta'lim jarayonini yanada samarali va unumli tashkil etish uchun katta ahamiyatga ega. Reflektiv kompetensiya – bu o'qituvchining o'z professional faoliyatini tahlil qilish, o'zgaruvchan sharoitlarga moslashish va professional ko'nikmalarni doimiy ravishda rivojlantirish qobiliyatidir. Didaktik imkoniyatlar esa o'qituvchilarga pedagogik amaliyotini o'rganish va takomillashtirish, samarali ta'lim berish uchun yangi usullar va yondashuvlarni yaratishga yordam beradi [2].

Chet tillarini o'rgatishda asosiy e'tibor talabalarni turli nutq faoliyatlari – so'zlash, o'qish, tinglash va yozish strategiyalarini egallash jarayonida reflektiv kompetensiyaning barcha tarkibiy qismlarini tizimli va izchil rivojlantirishga qaratiladi. Shu jarayonda didaktik imkoniyatlarning kombinatsiyalari muhim rol o'ynaydi. Chet tilini o'qitishda asosiy nutq faoliyati bilan bog'liq asosiy reflektiv kompetensiyalarni rivojlantirish orqali o'rganuvchilar chet tilini xalqaro kommunikatsiya vositasi sifatida egallashga yo'naltiriladi [10].

Adabiyotlar sharhi va muhokamalar

Metodologik jihatdan yo'naltirilgan chet tilini o'qitish barcha bosqichlarda pedagoglarda reflektiv kompetensiyani rivojlantirishga hissa qo'shishi kerak, bu reflektiv muloqot orqali amalga

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oshiriladi – ta'limiy, ijtimoiy, madaniy, ma'muriy va professional sohalarida, ham rasmiy, ham norasmiy kommunikatsiya kontekstlarida. Shu bilan birga, chet tilida og'zaki va yozma reflektiv madaniyatni rivojlantirish, shuningdek o'rganilayotgan tillar mamlakatlari haqida chuqurroq bilim olishga alohida e'tibor qaratiladi [3]. Shunday qilib, nazariy tahlilga asoslanib, chet tilini o'qituvchi pedagoglarning reflektiv kompetensiyasini rivojlantirish uchun didaktik imkoniyatlar shaxsning professional sifati sifatida talqin qilinishi mumkin. Bu o'qituvchining o'z faoliyatiga va o'ziga nisbatan faol tanqidiy munosabatda bo'lishida, shuningdek pedagogik vaziyatlarni ijodiy qabul qilish va ularni optimal tarzda tashkil etish qobiliyati va tayyorligida namoyon bo'ladi.

Hozirgi vaqtda O'zbekistonda sodir bo'layotgan turli ijtimoiy-iqtisodiy o'zgarishlar oliy ta'lim tizimiga, jumladan chet tilini o'qitishga ham ta'sir qilmoqda. Bugungi kunda universitetlar ilmiy va ta'limiy faoliyatlarini mustaqil tashkil qila olishadi va o'z bilim va ko'nikmalarini doimiy ravishda boyitishga tayyor mutaxassislarni tayyorlashlari mumkin. Bundan tashqari, aniq shaxsiy maqsadlarni rivojlantirish orqali (masalan, til o'rganishda) bunday mutaxassislar turli ta'lim dasturlarini ijodiy qo'llashga va muvaffaqiyatga erishish uchun o'z qobiliyatlaridan foydalanishga tayyor bo'ladilar, bunda eng avvalo o'zini rivojlantirish uchun reflektiv tayyorgarlikka tayanadilar. Shaxsiy o'z-o'zini anglashni hisobga olgan holda, professional faoliyatda reflektiv kompetensiyaning muvaffaqiyatli namoyon bo'lishi ushbu kompetensiyaning ma'lum universitetda o'qish yillari davomida qanchalik rivojlanganligiga bog'liq. Shuning uchun kelajakdagi mutaxassislarni o'z professional rivojlanish yo'llarini izlashga yo'naltirish va ularni chet tilini bilishning professional mahoratni oshirishdagi ahamiyatiga ishonirish zarur, bu ko'pincha shaxsiy o'zini takomillashtirish bilan bog'liq. Shu sababli, ta'limda, xususan til o'rganishda, o'quvchi markazli yondashuvning ustuvorligi kuchaymoqda. Samarali chet tilini o'rganishning asosiy shartlaridan biri – bu mustaqil o'rganishga reflektiv tayyorgarlikni rivojlantirishdir [10].

Usullar va Natijalar

Shunga asoslanib, maqsadli erkin faoliyatda namoyon bo'ladigan shaxsiy avtonomiyaning asosiy tarkibiy qismlari aniqlanishi mumkin. Ushbu tarkibiy qismlarga quyidagilar kiradi:

- a) faoliyatni amalga oshirish imkoniyatini anglash;
- b) faoliyatning tashqi talablarini ichki e'tiqodlar va shaxsiy manfaatlar bilan integratsiyalash;
- c) iroda namoyon etish;
- d) tanlangan faoliyat turida o'zini ifodalash va o'zini rivojlantirish istagi (masalan, chet tilini egallash).

Shunday qilib, shaxsiy avtonomiya orqali o'zini rivojlantirishning asosiy sharti – bu shaxsning ushbu avtonomiyani o'zini rivojlantirish asosida tushunish qobiliyatidir. Biroq, reflektiv kompetensiya faoliyatida odatda maqsadlarni ikkinchi usul bilan belgilash samaraliroq bo'ladi, chunki o'zini rivojlantirish doimo o'zini boshqaruvchi kognitiv jarayon hisoblanadi. Shuning uchun o'zini rivojlantirish faoliyatini tashkil etish kompetensiyasi bilan yaqin bog'liq bo'lib, bunda quyidagilar kiradi: maqsad va vazifalarni mustaqil belgilash, ularni amalga oshirish usullarini tanlash, o'z harakatlarini o'z vaqtida aniqlash, o'zini nazorat qilish va o'zini tuzatish. Shu nuqtai nazardan, reflektiv kompetensiyani rivojlantirish uning ichki mexanizmlari (o'zini rivojlantirish tarkibiy qismlari) bilan bog'lanadi, bu ongni qayta tuzishning muhim jihati hisoblanadi.

Ushbu jarayonning mohiyati nafaqat yangi bilim, qadriyat, maqsad va faoliyat dasturlarini egallashda, balki ma'lum bilim va ko'nikmalarning yo'qligini tan olishda ham namoyon bo'ladi. Bunday faoliyatni chet tilini ijodiy yondashuv orqali o'rganishga bo'lgan doimiy intilish sifatida tasvirlash mumkin. Bundan tashqari, reflektiv kompetensiya odatda o'zini rivojlantirishning markaziy tarkibiy qismi hisoblanadi. Shu sababli, ushbu faoliyat reflektiv faoliyat sifatida talqin qilinadi, uning tarkibiy qismlari quyidagilarni o'z ichiga oladi: reflektiv o'z-o'zini anglash

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(genesis), keyin o'zini bilish (faoliyat), va oxir-oqibat o'zini rivojlantirish (natija). Shu bosqichda reflektiv o'z-o'zini anglash reflektiv kompetensiyani faollashtirish va yo'naltirishni ta'minlovchi jarayon sifatida ishlaydi, shaxsiy faoliyat va erkinlikni rag'batlantiradi va tegishli ichki motivatsiyalar tizimini rivojlantirishga vosita bo'ladi.

Reflektiv kompetensiyaning asosiy xususiyatlari quyidagilardir:

- Shaxsiy xususiyat – reflektiv faoliyat darajasida o'zini rivojlantirish mazmuni, tuzilmasi va jarayonini ko'rib chiqishga olib keladi.
- Maqsadga yo'naltirilganlik – faqat shaxs o'zini rivojlantirish maqsadining ahamiyatini tan olganda amalga oshadi.
- Tizimlilik – reflektiv kompetensiyaning darajalari uzluksiz va izchil bo'lishini, shuningdek o'zini anglash jarayonlarini bosqichma-bosqich egallashni ta'minlaydi.

Reflektiv kompetensiya o'qituvchining o'z faoliyatini doimiy tahlil qilish, tanqidiy fikrlash orqali uni takomillashtirish va o'zgaruvchan sharoitlarga moslashish qobiliyatiga asoslanadi. Ushbu metodik xususiyatlar o'qituvchilarga pedagogik jarayonni samarali boshqarish, yuqori sifatli ta'lim berish va professional rivojlanishni qo'llab-quvvatlash imkonini beradi.

Reflektiv kompetensiyaning to'rt jihati aniqlangan:

- Hamkorlik jihat – subyektlarning professional kompetensiyalarini va guruh rollarini muvofiqlashtirishni ta'minlovchi psixologik bilimlarni o'z ichiga oladi va umumiy hamkorlik asosida kollektiv harakatlarni loyihalashni osonlashtiradi.
- Kommunikativ jihat – muloqot va interpersonal idrok darajasini aks ettiradi. Shu nuqtai nazardan, reflektiv kompetensiya o'zini bilishning maxsus sifati sifatida tavsiflanadi.
- Shaxsiy jihat – qayta ko'rib chiqish jarayoni sifatida namoyon bo'ladi.
- Intellektual jihat – subyektning harakatlarini ob'ektiv vaziyatlar bilan solishtirish, tahlil qilish va bog'lash qobiliyatida namoyon bo'ladi.

Shuningdek, chet tilidagi darslarda reflektiv metodlarning quyidagi xususiyatlari alohida ahamiyatga ega:

- Emotsional holat va kayfiyatni refleksiya qilish [6]. Bu dars boshida ham, oxirida ham amalga oshirilishi mumkin. Bu auditoriya bilan emotsional aloqani o'rnatishga, o'quv faoliyatiga tayyorlashga yoki intensiv aqliy ishlardan keyin stressni yengishga yordam beradi. Shu sababli, dars boshida o'quvchilarni mavzuga jalb qilish va ularning kayfiyatini oshirish uchun o'yinlar va interaktiv metodlardan foydalanish tavsiya etiladi. Masalan, "brainstorming" (fikir-mulohaza) usuli – muammoni hal qilish uchun talabalar erkin fikrlarini to'plash va optimal yechimga erishishning eng samarali texnikalaridan biridir. Bu usul barcha o'quvchilarning ishtirokini ta'minlaydi va reflektiv fikrlashni rag'batlantiradi.
- Ta'lim materialining mazmuni bo'yicha refleksiya. Ushbu turdagi refleksiya darsning turli bosqichlarida ishlatilishi mumkin va materialni tushunish darajasini aniqlashga qaratilgan. Shu nuqtai nazardan, pre-, while- va post-bosqichlar dars mazmunini ochishda muhim rol o'ynaydi. Tadqiqot jarayonida o'qish ko'nikmalari (pre-reading, while-reading, post-reading) amaliyotda ushbu bosqichlarda sinovdan o'tkazildi.
- Faoliyatni refleksiya qilish. Bu sinf mashqlari, uy vazifalari va mustaqil vazifalarni o'z ichiga oladi [6]. Lug'atni rivojlantirish mashqlari talabalar reflektiv kompetensiyasini rivojlantirish xususiyatlarini ochib berishda ayniqsa muhim hisoblanadi.

Shunday qilib, o'qituvchining vazifasi kelajakdagi chet tilini o'qituvchilarni qo'llab-quvvatlash va ularning til va shaxsiy qobiliyatlarni rivojlantirish jarayonida mustaqilliklarini ta'minlashdir. Natijada, o'qituvchining roli kelajakdagi chet tilini o'qituvchilarning mustaqil o'rganishga bo'lgan motivatsiyasini kuchaytirish va ularni ijodiy faoliyatga faol jalb qilishdir.

Xulosa

Haqiqatan ham, oliy ta’limda chet tilini o‘qituvchi pedagoglarning reflektiv kompetensiyasini oshirish davom etayotgan ta’lim transformatsiyasi kontekstida strategik jihatdan muhim vazifa hisoblanadi. Reflektiv kompetensiya – bu o‘qituvchilarga pedagogik amaliyotlarini tanqidiy tahlil qilish, dinamik ta’lim muhitiga moslashish va doimiy o‘zini rivojlantirish imkonini beruvchi asosiy professional sifatdir. Uning rivojlanishi shaxsiy avtonomiya, o‘zini anglash, maqsadga yo‘naltirilganlik va tizimli o‘zini boshqarish bilan yaqin bog‘liqdir.

Chet tilini o‘qitishda mavjud didaktik imkoniyatlar, masalan, interaktiv metodlar, bosqichma-bosqich dars tashkil etish (pre-, while-, post-faoliyatlar), hamkorlikka asoslangan o‘rganish va reflektiv vazifalar, reflektiv fikrlash va professional rivojlanishni rag‘batlantirish uchun qulay sharoit yaratadi. Emotsional, kognitiv, kommunikativ, hamkorlik va intellektual refleksiya o‘lchamlarini birlashtirish orqali o‘qituvchilar nafaqat ta’lim samaradorligini oshiradilar, balki umr bo‘yi o‘rganish qobiliyatini ham rivojlantiradilar.

Shuning uchun reflektiv kompetensiyani rivojlantirish kelajakdagi chet tilini o‘qituvchilarni professional tayyorlashning markaziy maqsadi sifatida qabul qilinishi kerak. Tizimli, o‘quvchi markazli va ijodiy yondashuvga asoslangan pedagogik ta’lim natijasida bitiruvchilar o‘z professional rivojlanishini boshqarishga, ta’limiy muammolarga moslashishga va oliy ta’lim sifatiga va barqarorligiga sezilarli hissa qo‘shishga qodir bo‘ladilar.

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“BRIDGING LOCAL IDENTITY AND GLOBAL COMPETENCIES IN ENGLISH LANGUAGE TEACHER EDUCATION: DEVELOPING A CULTURE-ORIENTED INTEGRATIVE APPROACH”

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Annotation. This paper explores the development of a culture-oriented methodology for teaching English to pre-service teachers within the framework of an integrative approach to foreign language education. The study emphasizes the importance of combining local cultural identity with global competencies in the process of English language teacher education. In the context of globalization, future teachers are expected not only to possess strong linguistic skills but also to demonstrate intercultural awareness and the ability to integrate local cultural values into the learning process. The proposed methodology aims to bridge local identity and global competencies through the inclusion of culturally relevant materials, communicative tasks, and reflective practices. The paper discusses theoretical foundations and practical implications of implementing a culture-oriented integrative approach in the preparation of future English language teachers.

Key words: culture-oriented methodology, integrative approach, English language teaching, pre-service teachers, local identity, global competencies, intercultural competence

Аннотация. В данной работе рассматривается разработка культурно-ориентированной методики преподавания английского языка будущим учителям в рамках интегративного подхода к обучению иностранным языкам. Особое внимание уделяется сочетанию локальной культурной идентичности и глобальных компетенций в процессе подготовки будущих преподавателей английского языка. В условиях глобализации будущий учитель должен обладать не только высокими языковыми навыками, но и межкультурной компетентностью, а также способностью интегрировать элементы локальной культуры в образовательный процесс. Предлагаемая методика направлена на объединение локальной идентичности и глобальных компетенций посредством использования культурно значимых учебных материалов, коммуникативных заданий и рефлексивных практик. В статье рассматриваются теоретические основы и практические возможности реализации культурно-ориентированного интегративного подхода в подготовке будущих учителей английского языка.

Ключевые слова: культурно-ориентированная методика, интегративный подход, преподавание английского языка, будущие учителя, локальная идентичность, глобальные компетенции, межкультурная компетентность

Annotatsiya. Mazkur maqolada chet tillarini o‘qitishda integrativ yondashuv asosida bo‘lajak o‘qituvchilar uchun ingliz tilini o‘qitishning madaniyatga yo‘naltirilgan metodikasini ishlab chiqish masalasi ko‘rib chiqiladi. Tadqiqotda ingliz tili o‘qituvchilarini tayyorlash jarayonida mahalliy madaniy identifikatsiya va global kompetensiyalarni uyg‘unlashtirish zarurligi ta’kidlanadi. Globallashuv sharoitida bo‘lajak o‘qituvchi nafaqat yuqori darajadagi til kompetensiyasiga, balki madaniyatlararo muloqot ko‘nikmalariga ham ega bo‘lishi lozim. Taklif etilayotgan metodika o‘quv

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jarayoniga madaniy jihatdan ahamiyatli materiallar, kommunikativ topshiriqlar hamda refleksiv faoliyatlarni kiritish orqali mahalliy identifikatsiya va global kompetensiyalar o‘rtasida bog‘liqlikni ta’minlashga qaratilgan. Maqolada madaniyatga yo‘naltirilgan integrativ yondashuvning nazariy asoslari va amaliy imkoniyatlari tahlil qilinadi.

Kalit so‘zlar: madaniyatga yo‘naltirilgan metodika, integrativ yondashuv, ingliz tilini o‘qitish, bo‘lajak o‘qituvchilar, mahalliy identifikatsiya, global kompetensiyalar, madaniyatlararo kompetensiya

Introduction

In the context of globalization and increasing intercultural communication, the role of English as an international language continues to expand. Consequently, the requirements for English language teachers are also changing. Modern teachers are expected not only to possess linguistic and methodological competence but also to demonstrate intercultural awareness and the ability to integrate cultural perspectives into the teaching process.

In teacher education, special attention is now given to the development of global competencies such as intercultural communication, critical thinking, and cultural awareness. At the same time, preserving and promoting local cultural identity remains an important aspect of education. Therefore, it becomes necessary to develop teaching methodologies that allow future teachers to integrate both local cultural values and global competencies in the process of foreign language teaching.

The purpose of this study is to explore the development of a culture-oriented methodology for teaching English to pre-service teachers based on the synthesis of local identity and global competencies within an integrative approach to language education.

Theoretical Background

The concept of an integrative approach in foreign language teaching emphasizes the interconnectedness of linguistic, cultural, and communicative components in the learning process. According to contemporary methodological perspectives, language cannot be separated from culture, as it reflects the social values, traditions, and worldview of its speakers.

Researchers in the field of language education emphasize the importance of incorporating cultural content into language teaching. Byram (1997) introduced the concept of intercultural communicative competence, highlighting the need for learners to develop the ability to interact effectively with representatives of other cultures. Similarly, Kramsch (1993) argued that language teaching should promote cultural understanding and awareness.

In teacher education, this perspective becomes even more important because future teachers act as mediators between cultures. They should be able to present both the target language culture and their own cultural background in a balanced and meaningful way.

At the same time, modern educational frameworks emphasize the development of global competencies. These competencies include openness to cultural diversity, critical thinking, collaboration, and the ability to engage in intercultural dialogue. However, global competencies

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should not replace local identity; rather, they should complement and enrich it.

Thus, the integration of local identity and global competencies can contribute to a more holistic model of English language teacher education.

Culture-Oriented Methodology in Teacher Education

A culture-oriented methodology focuses on the inclusion of cultural elements in the teaching process and promotes the development of intercultural competence among learners. In the context of teacher education, this approach aims to prepare future teachers who are capable of integrating cultural perspectives into their classroom practices.

One of the key principles of a culture-oriented methodology is the use of culturally relevant learning materials. Such materials may include texts, media resources, and communicative tasks that reflect both global and local cultural contexts. For example, students may analyze authentic texts about international cultural traditions while also discussing cultural practices from their own society.

Another important component is the use of communicative and interactive learning activities. Discussions, debates, role plays, and project-based tasks can encourage students to compare cultural perspectives and reflect on cultural differences and similarities. These activities contribute to the development of intercultural awareness and communicative competence.

Reflective practice is also an essential element of a culture-oriented approach. Pre-service teachers should be encouraged to reflect on their own cultural identity and consider how it influences their teaching philosophy and classroom practices. Reflection helps future teachers develop a deeper understanding of cultural diversity and its role in language education.

Integrating Local Identity and Global Competencies

The synthesis of local identity and global competencies can be achieved through several pedagogical strategies.

First, curriculum design should include topics that connect global issues with local cultural contexts. For example, themes such as cultural traditions, environmental challenges, education systems, and social values can be explored from both local and global perspectives.

Second, the use of comparative cultural analysis can help students better understand cultural diversity. By comparing elements of their own culture with those of English-speaking countries, students develop a broader worldview while maintaining a strong sense of their cultural identity.

Third, project-based learning can serve as an effective tool for integrating local and global perspectives. Students may work on projects that explore local cultural traditions and present them in English to an international audience. Such activities promote both language development and cultural awareness.

Finally, digital technologies and online resources provide new opportunities for intercultural communication. Through virtual exchanges, international collaborations, and online discussions, future teachers can interact with people from different cultural backgrounds and develop global competencies in a practical context.

Implications for English Language Teacher Training

The implementation of a culture-oriented integrative approach has several important implications for teacher education programs.

First, teacher training curricula should include courses that focus on intercultural communication and cultural studies. These courses can help future teachers develop the knowledge and skills necessary for integrating culture into language teaching.

Second, teaching practice should provide opportunities for students to apply culture-oriented strategies in real classroom settings. During their practicum, pre-service teachers can design lessons that incorporate cultural content and encourage intercultural dialogue among learners.

Third, teacher educators should promote reflective and research-oriented learning. Encouraging students to analyze their teaching experiences and cultural perspectives can contribute to the development of professional and intercultural competence.

Overall, integrating local identity and global competencies into English language teacher education can help prepare teachers who are capable of responding to the challenges of a globalized world while preserving their cultural heritage.

Conclusion

The integration of local cultural identity and global competencies represents an important direction in the development of modern foreign language education. A culture-oriented methodology within an integrative approach can contribute to the preparation of future English language teachers who are able to combine linguistic, cultural, and communicative competencies.

By incorporating culturally relevant materials, communicative learning activities, and reflective practices, teacher education programs can support the development of intercultural competence among pre-service teachers. At the same time, emphasizing local cultural identity ensures that global perspectives are balanced with respect for national cultural values.

Thus, bridging local identity and global competencies in English language teacher education can create a more holistic and effective model of teacher preparation in the context of globalization.

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**INTEGRATIVE AND INNOVATIVE LEARNING STRATEGIES: PERSONALIZATION,
STUDENT-CENTERED PEDAGOGY, AND CREATIVE ENGAGEMENT**

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Abstract. Modern education requires innovative approaches that integrate interdisciplinary knowledge while addressing individual learner needs. Integrative and creative learning strategies, combined with personalized instruction and student-centered pedagogy, encourage deeper understanding, critical thinking, and collaborative skills. This article investigates the role of innovation in creating integrative learning environments and the impact of creative and student-centered activities on academic outcomes. The study utilizes theoretical review, classroom observation, and analysis of case studies. Findings indicate that personalized and integrative learning mechanisms enhance student engagement, motivation, and problem-solving abilities, supporting holistic educational development.

Keywords: integrative learning, personalized education, student-centered pedagogy, creative activities, interdisciplinary learning.

Annotatsiya. Zamonaviy ta'limda innovatsion yondashuvlar fanlararo bilimlarni birlashtirgan holda talabalarning individual ehtiyojlarini hisobga olishni talab qiladi. Integratsiyalashgan va ijodiy o'qitish strategiyalari, shaxsiylashtirilgan ta'lim va talaba markazli pedagogika bilan birlashtirilganda, chuqur tushuncha, tanqidiy fikrlash va hamkorlik ko'nikmalarini rivojlantiradi. Ushbu maqolada innovatsiyaning integratsiyalashgan o'qitish muhiti yaratishdagi roli va ijodiy hamda talaba markazli faoliyatning o'quv natijalariga ta'siri tahlil qilinadi. Tadqiqotda nazariy tahlil, dars kuzatish va amaliy misollar o'rganilgan. Natijalar shuni ko'rsatdiki, shaxsiylashtirilgan va integratsiyalashgan yondashuvlar talabalarning ishtirokini, motivatsiyasini va muammoni hal qilish ko'nikmalarini oshiradi.

Kalit so'zlar: integratsiyalashgan o'qitish, shaxsiylashtirilgan ta'lim, talaba markazli pedagogika, ijodiy faoliyat, fanlararo ta'lim.

Аннотация. Современное образование требует инновационных подходов, объединяющих междисциплинарные знания и учитывающих индивидуальные потребности студентов. Интегративные и творческие стратегии обучения, персонализированные методы и студенто-центричная педагогика способствуют глубокому пониманию, развитию критического мышления и навыков сотрудничества. В статье рассматривается влияние инноваций на создание интегративной образовательной среды и роль творческой и студенто-центричной деятельности в повышении учебных результатов.

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Ключевые слова: интегративное обучение, персонализированное образование, студенто-центричная педагогика, творческая деятельность, междисциплинарное обучение.

Introduction. The 21st-century educational landscape emphasizes innovation, personalization, and interdisciplinary learning. Traditional teaching methods often isolate subjects and do not sufficiently engage students in creative problem-solving or real-world applications. To address this gap, integrative learning strategies have been proposed to combine knowledge from multiple disciplines, foster creativity, and promote active student engagement.

Personalized learning adapts instruction to individual students' learning styles, interests, and abilities. Student-centered approaches empower learners to take ownership of their education and actively participate in knowledge construction. Creative activities, including project-based learning, simulations, and design challenges, further enhance learning outcomes by developing critical thinking and collaborative skills.

The purpose of this article is to explore innovative integrative learning mechanisms and their effectiveness in fostering personalized, student-centered, and creative educational experiences.

Literature Review. Research demonstrates that integrative and innovative approaches improve learning effectiveness. Dewey (1938) emphasized experiential learning as essential for meaningful knowledge construction, while Bruner (1960) argued for active and discovery-based pedagogy. Tomlinson (2001) highlighted that personalization increases student engagement and learning efficiency.

Project-based learning, collaborative problem-solving, and interdisciplinary workshops have been shown to enhance creativity and critical thinking (Sawyer, 2014). Integrative approaches encourage students to apply knowledge across domains, promoting innovation and adaptability in complex problem-solving scenarios (Drake, 2007; Beane, 1997).

Furthermore, combining student-centered pedagogy with creative activities increases motivation, fosters autonomy, and strengthens engagement in holistic learning environments.

Research Methodology. This research utilizes qualitative methods, including:

Theoretical analysis of literature on innovative and integrative learning strategies.

Case studies from institutions implementing personalized and interdisciplinary projects.

Observational analysis of classroom practices to assess engagement, creativity, and collaboration.

These methods allow a comprehensive examination of how integrative and innovative strategies affect student outcomes.

Integrative Learning Mechanisms. Integrative learning mechanisms foster the connection of multiple disciplines within cohesive educational experiences. Key mechanisms include:

1. **Interdisciplinary projects** – blending concepts from sciences, humanities, and arts.
2. **Collaborative activities** – encouraging teamwork and peer learning.
3. **Creative tasks** – including innovation challenges, design projects, and problem-based learning exercises.

Such mechanisms cultivate critical thinking, innovation, and cross-disciplinary understanding.

Personalized Education and Student-Centered Approaches. Personalized education tailors instruction to student needs, interests, and learning styles. Student-centered approaches prioritize learner autonomy, encouraging active participation and self-directed exploration.

Key strategies include:

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Individualized learning plans.

Choice-based assignments allowing student agency.

Continuous formative feedback to guide learning.

These strategies enhance engagement, motivation, and critical thinking.

Creative Activities in Learning. Creative activities play a critical role in integrative education:

Encourage application of knowledge in novel contexts.

Promote collaborative problem-solving.

Develop communication, innovation, and teamwork skills.

Examples include interdisciplinary projects, digital storytelling, simulations, and design challenges, all of which support active, engaging, and practical learning.

Results and Discussion. Findings suggest that implementing integrative, personalized, and student-centered approaches leads to:

Increased student engagement and motivation.

Higher levels of critical thinking and problem-solving skills.

Stronger collaboration and creativity.

Integrative and innovative strategies provide students with a richer educational experience and prepare them for real-world challenges requiring interdisciplinary knowledge and innovative solutions.

Conclusion. Innovative integrative learning mechanisms, personalized instruction, student-centered pedagogy, and creative activities collectively enhance modern education. They foster interdisciplinary understanding, active engagement, and development of critical thinking and problem-solving skills.

Educational institutions should adopt interdisciplinary projects, personalized learning plans, and creative educational activities to prepare students for complex, dynamic, and interconnected global challenges.

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**INNOVATIVE AND INTEGRATIVE EDUCATIONAL APPROACHES: ENHANCING
LEARNING THROUGH PERSONALIZATION, STUDENT-CENTERED METHODS, AND
CREATIVE ACTIVITIES**

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Abstract The integration of foreign languages into the modern education system has become an essential component of educational reforms and globalization processes. The purpose of this research is to analyze the process of integrating foreign languages in education through a subject-oriented approach and to evaluate the effectiveness of various pedagogical and methodological techniques. The study focuses on modern teaching methods that contribute to the development of communicative competence, critical thinking, and intercultural awareness among students. The research applies comparative analysis, observation, and theoretical review of pedagogical literature. The results show that the integration of subject-based learning and communicative teaching methods significantly improves students' language proficiency and motivation. The article concludes that effective integration requires methodological flexibility, interdisciplinary cooperation, and innovative teaching technologies.

Keywords: foreign language education, subject approach, pedagogical methods, communicative competence, integration in education.

Annotatsiya: Zamonaviy ta'lim tizimida xorijiy tillarni integratsiyalash jarayoni ta'lim islohotlari va globallashuv jarayonlarining muhim tarkibiy qismiga aylandi. Ushbu maqolaning maqsadi ta'limda xorijiy tillarni integratsiyalash jarayonini fanlararo yondashuv asosida tahlil qilish hamda turli pedagogik va metodik usullarning samaradorligini aniqlashdan iborat. Tadqiqotda kommunikativ kompetensiya, tanqidiy fikrlash va madaniyatlararo muloqotni rivojlantiruvchi zamonaviy o'qitish usullariga alohida e'tibor qaratilgan. Tadqiqot jarayonida taqqoslash, kuzatish va pedagogik adabiyotlarni tahlil qilish usullaridan foydalanildi. Natijalar shuni ko'rsatdiki, fanlararo yondashuv va kommunikativ metodlarni qo'llash talabalarning til o'rganishga bo'lgan motivatsiyasini va bilim darajasini sezilarli darajada oshiradi. Maqola samarali integratsiya uchun innovatsion pedagogik texnologiyalar va metodik moslashuv muhim ekanligini ta'kidlaydi.

Kalit so'zlar: xorijiy til ta'limi, fanlararo yondashuv, pedagogik metodlar, kommunikativ kompetensiya, ta'lim integratsiyasi.

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Аннотация :Интеграция иностранных языков в современную систему образования является важной частью образовательных реформ и процессов глобализации. Цель данного исследования – анализ процесса интеграции иностранных языков в образовании на основе предметного подхода и оценка эффективности различных педагогических методов. В статье рассматриваются современные методы обучения, способствующие развитию коммуникативной компетенции, критического мышления и межкультурного общения. В исследовании использованы методы сравнительного анализа, наблюдения и анализа педагогической литературы. Результаты показывают, что предметно-ориентированный подход и коммуникативные методы значительно повышают мотивацию студентов и уровень владения языком. В заключении подчеркивается необходимость использования инновационных технологий и междисциплинарного сотрудничества.

Ключевые слова: обучение иностранным языкам, предметный подход, педагогические методы, коммуникативная компетенция, интеграция образова

Abstract

The contemporary education system emphasizes the need for innovation, personalization, and interdisciplinary integration to foster effective learning. This article explores innovative and integrative learning approaches that personalize instruction, engage students in a student-centered learning process, and encourage creativity. Using theoretical analysis, case studies, and classroom observations, the research examines how creative activities and personalized learning enhance academic outcomes, critical thinking, and collaboration skills. The findings indicate that integrative methods promote holistic learning, support individual development, and prepare students to solve complex, real-world problems.

Keywords: innovative education, integrative learning, personalized instruction, student-centered pedagogy, creative learning activities.

Annotatsiya

Zamonaviy ta’lim tizimi samarali o‘qishni rivojlantirish uchun innovatsion, shaxsiylashtirilgan va fanlararo integratsiyani talab qiladi. Ushbu maqolada shaxsiylashtirilgan ta’lim, talaba markazli yondashuv va ijodiy faoliyat orqali integratsiyalashgan o‘qitish metodlari tahlil qilinadi. Tadqiqot nazariy tahlil, amaliy misollar va dars kuzatishlariga asoslangan. Natijalar shuni ko‘rsatdiki, ijodiy faoliyat va shaxsiylashtirilgan o‘qitish talabalarning tanqidiy fikrlash, hamkorlik va fanlararo bilimlarni rivojlantirishini ta’minlaydi.

Kalit so‘zlar: innovatsion ta’lim, integratsiyalashgan o‘qitish, shaxsiylashtirilgan ta’lim, talaba markazli pedagogika, ijodiy faoliyat.

Аннотация

Современная система образования требует инноваций, персонализации и междисциплинарной интеграции для эффективного обучения. В статье рассматриваются интегративные и инновационные методы обучения, персонализированные подходы, студенто-центричная педагогика и творческая деятельность. Результаты показывают, что интегративные подходы способствуют развитию критического мышления, сотрудничества и

Ключевые слова: инновационное образование, интегративное обучение, персонализированное обучение, студенто-центричная педагогика, творческая деятельность.

Introduction: Education today demands flexible approaches that combine innovation, personalization, and interdisciplinary knowledge. Traditional educational models often limit students to rigid curricula and single-subject learning, which can restrict their creativity and critical thinking abilities. Integrative learning, personalized education, and student-centered pedagogy address these challenges by fostering holistic development, creativity, and collaboration.

Personalized instruction adapts content, methods, and pace to individual student needs, while student-centered approaches prioritize active engagement and learner autonomy. Creative activities, including project-based learning, collaborative workshops, and problem-solving tasks, enhance interdisciplinary understanding and innovation.

The aim of this article is to explore how integrative learning mechanisms, combined with personalized and creative approaches, improve educational outcomes and prepare students for complex, real-world challenges.

Literature Review. Research supports the effectiveness of integrative and innovative approaches in education. Bruner (1960) and Dewey (1938) emphasize the importance of active learning and experiential approaches to enhance understanding. Tomlinson (2001) highlights that personalized learning meets diverse learner needs and improves academic performance.

Project-based and creative learning methods have been shown to increase student engagement and foster critical thinking (Sawyer, 2014). Drake (2007) and Beane (1997) note that interdisciplinary approaches develop transferable skills and encourage innovation.

Furthermore, combining student-centered strategies with integrative learning supports collaboration, autonomy, and motivation, preparing students for challenges in modern, interconnected societies.

Research Methodology. The study employs a qualitative research design using:

Theoretical analysis of literature on integrative and innovative education.

Case studies of institutions implementing personalized, creative, and interdisciplinary learning projects.

Classroom observations to assess engagement, participation, and creativity.

This methodology provides insights into the effectiveness of integrative, student-centered, and personalized learning methods in modern education.

Integrative Learning Mechanisms. Integrative learning promotes connections across multiple disciplines to create a coherent and meaningful learning experience. Key mechanisms include:

1. Interdisciplinary projects – combining concepts from science, humanities, and arts.
2. Collaborative activities – encouraging teamwork, problem-solving, and peer learning.
3. Creative challenges – including design thinking, innovation workshops, and applied projects.

These strategies cultivate critical thinking, communication, creativity, and innovation. Personalized and Student-Centered Learning

Personalized learning addresses students' individual strengths, interests, and learning styles. Student-centered approaches encourage active participation, ownership of learning, and self-directed growth. Examples include:

- Individualized learning plans based on student goals.

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- Choice-based projects allowing students to select topics and methods.
- Formative feedback to guide continuous improvement.

These approaches increase motivation, engagement, and academic achievement.

Creative Activities in Education. Creative activities support innovation and interdisciplinary integration. Examples include:

- Project-based assignments linking multiple subjects.
- Collaborative simulations or workshops.
- Digital media creation and presentation projects.

Creative activities enhance problem-solving skills, promote collaboration, and develop critical and innovative thinking. Results and Discussion. Integrating personalized, student-centered, and creative approaches leads to:

- Higher engagement and motivation among students.
- Improved interdisciplinary understanding and problem-solving skills.
- Enhanced critical thinking and collaboration abilities.

The findings confirm that innovative and integrative learning mechanisms create a dynamic, effective, and holistic educational environment. In modern education, innovative and integrative approaches have become central to fostering effective learning experiences. These approaches focus on adapting teaching methods to the individual needs of learners, promoting active participation, and encouraging creativity. Personalization is a key aspect of such educational strategies, allowing teachers to tailor learning activities to students’ abilities, interests, and learning styles. This individualized focus helps learners engage more deeply with the material, develop critical thinking skills, and build confidence in their abilities.

Student-centered methods are another essential component of integrative education. Unlike traditional teacher-centered approaches, where knowledge flows mainly from teacher to student, student-centered learning emphasizes collaboration, discussion, and problem-solving. This method encourages students to take an active role in their education, fostering independence, responsibility, and intrinsic motivation. By engaging learners in projects, group activities, and experiential learning, educators can create dynamic classroom environments that stimulate curiosity and intellectual growth.

Creativity is also a vital part of innovative teaching strategies. Incorporating creative activities—such as role-playing, artistic projects, simulations, and multimedia tasks—supports the development of imaginative thinking and practical skills. Creative learning experiences help students make connections between theory and practice, apply knowledge in real-world contexts, and develop adaptive problem-solving abilities. Moreover, integrating technology and digital tools into creative tasks enhances engagement and prepares students for modern professional environments.

Integrative educational approaches combine these elements—personalization, student-centered methods, and creative activities—to create holistic learning experiences. By addressing the diverse needs of learners and incorporating multiple teaching strategies, educators can ensure that education is not only informative but also meaningful and motivating. Such approaches encourage lifelong learning, improve academic outcomes, and nurture skills that are essential for success in a rapidly changing world.

In conclusion, innovative and integrative methods represent a shift toward more flexible, engaging, and learner-focused education. Personalization enables individualized growth, student-centered methods foster active participation, and creative activities stimulate innovation and practical skills. Together, these strategies enhance the overall learning process, making education more effective,

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enjoyable, and relevant to the needs of 21st-century students.

Conclusion. Integrative learning mechanisms, combined with personalized instruction, student-centered pedagogy, and creative activities, strengthen modern education. They enable students to connect knowledge across disciplines, think critically, and engage actively in learning. Educators should adopt interdisciplinary projects, implement personalized learning plans, and integrate creative activities into curricula. These strategies foster holistic development and prepare students for complex challenges in the 21st century.

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INFORMATIKA VA AXBOROT TEXNOLOGIYALARI FANINING O‘QUVCHILARDA TARAQQIY TAFAKKURNI SHAKLLANTIRISHDAGI O‘RNI

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Annotatsiya: Mazkur maqolada informatika va axborot texnologiyalari fanining o‘quvchilar intellektual salohiyatini oshirish, mantiqiy, tanqidiy va algoritmik tafakkurni rivojlantirishdagi o‘rni tahlil qilinadi. Shuningdek, fanning zamonaviy ta’lim tizimidagi ahamiyati, yosh avlodni innovatsion fikrlashga tayyorlashdagi roli ilmiy-nazariy jihatdan yoritilgan.

Kalit so‘zlar: informatika, axborot texnologiyalari, algoritmik tafakkur, mantiqiy fikrlash, innovatsion kompetensiya, raqamli ta’lim, dasturlash.

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Аннотация: В данной статье анализируется роль информатики и информационных технологий в повышении интеллектуального потенциала учащихся, развитии логического, критического и алгоритмического мышления. Также с научно-теоретической точки зрения освещается значение предмета в современной системе образования, его роль в подготовке подрастающего поколения к инновационному мышлению.

Ключевые слова: информатика, информационные технологии, алгоритмическое мышление, логическое мышление, инновационная компетенция, цифровое образование, программирование.

Abstract: This article analyzes the role of computer science and information technologies in enhancing students' intellectual potential, developing logical, critical and algorithmic thinking. Also, the importance of the subject in the modern education system, its role in preparing the younger generation for innovative thinking is highlighted from a scientific-theoretical perspective.

Keywords: computer science, information technologies, algorithmic thinking, logical thinking, innovative competence, digital education, programming.

KIRISH

Bugungi globallashuv davrida axborot-kommunikatsiya texnologiyalari inson hayotining barcha jabhalariga chuqur kirib bormoqda. Bu jarayon ta'lim tizimini ham tubdan o'zgartirishni taqozo etmoqda. Ayniqsa, informatika va axborot texnologiyalari (AT) fani o'quvchilarning nafaqat texnik bilimlarini, balki ularning tafakkur dunyosini ham shakllantirishda muhim vosita bo'lib xizmat qilmoqda. Prezidentimiz tashabbusi bilan amalga oshirilayotgan "Dolzarb 90 kun" kabi loyihalar aynan yoshlar orasida innovatsion tafakkurni shakllantirish, ularni zamonaviy texnologiyalarga qiziqtirishga qaratilgani bejiz emas.

Informatika fanining o'ziga xos xususiyati shundaki, u o'quvchilarning nafaqat kompyuter savodxonligini oshiradi, balki ularning miya faoliyatini tizimli, izchil va mantiqiy fikrlashga yo'naltiradi. Bu fan orqali o'quvchilar muammolarni aniqlash, ularni tahlil qilish, yechimning eng maqbul variantini tanlash va natijani baholash kabi universal ko'nikmalarni egallaydilar.

ASOSIY QISM

Algoritmik tafakkur – bu muammoni bosqichma-bosqich tahlil qilish, uni mantiqiy qismlarga ajratish va aniq ketma-ketlik asosida yechim ishlab chiqish qobiliyatidir. Psixologik nuqtai nazardan, tafakkurning o'zi – bu aksiomatik qoidalar asosida atrofdagi dunyoning naqshlarini modellashtirishning aqliy jarayoni bo'lib, algoritmik tafakkur uning muayyan, amaliyotga yo'naltirilgan ko'rinishidir.

Ilmiy adabiyotlarda algoritmik tafakkur "raqamli tafakkur" (computational thinking) tushunchasi bilan chambarchas bog'liq holda o'rganiladi. Raqamli tafakkur – bu to'rtinchi sanoat inqilobi davrida har bir inson uchun zarur bo'lgan universal ko'nikma sifatida e'tirof etilmoqda.

Algoritmik tafakkur quyidagi muhim tarkibiy qismlardan tashkil topgan:

Muammoni tushunish va uning chegaralarini aniqlash;

Muammoni mayda qismlarga ajratish (dekompozitsiya);

Har bir qism uchun yechim topish;

Yechimlarni bir tizimga keltirish;

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Natijani tekshirish va xatolarni tuzatish.

Bu jarayon psixologiyada “operatsional fikrlash” deb ataladigan tafakkur turini rivojlantiradi. Tadqiqotlar shuni ko‘rsatadiki, muntazam ravishda dasturlash bilan shug‘ullanadigan o‘quvchilarning matematik mantiq va muammoli vaziyatlarni hal qilish qobiliyati boshqalarnikiga qaraganda yuqori bo‘ladi.

Tanqidiy va tahliliy fikrlashni rivojlantirish Axborot texnologiyalari o‘quvchiga katta hajmdagi ma’lumotlar bilan ishlash imkonini beradi. Biroq, asosiy masala – bu ma’lumotlarni qabul qilish emas, balki ularni tahlil qilish, saralash va baholashdir. AT fani o‘quvchilarda:

Axborot manbalarining ishonchligini tekshirish;

Turli ma’lumotlarni solishtirish va taqqoslash;

Noto‘g‘ri yoki chala ma’lumotlarni aniqlash;

O‘z nuqtai nazarini asosli himoya qilish ko‘nikmalarini shakllantiradi.

Bu ko‘nikmalar bugungi “post-haqiqat” (post-truth) davrida har bir inson uchun zarur bo‘lgan hayotiy kompetensiyalardir.

Ijodkorlik va innovatsion yondashuv Informatika fani haqida ko‘pchilikda “bu aniq fan, unda ijodkorlikka o‘rin yo‘q” degan noto‘g‘ri tasavvur mavjud. Aslida esa, dasturlash va axborot texnologiyalari ijodkorlikning eng yuqori cho‘qqilaridan biridir. Dasturchi:

Yangi dasturiy mahsulot yaratadi;

Mavjud muammoga original yechim topadi;

Foydalanuvchi uchun qulay interfeys loyihalaydi;

Grafik va multimedia vositalari orqali badiiy obrazlar yaratadi.

Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti qoshida tashkil etilgan “Junior Tech Hackathon” musobaqalarida o‘quvchilar aynan shunday ijodiy yondashuvni namoyish etmoqdalar. Bu kabi musobaqalar yosh avlodning innovatsion salohiyatini ro‘yobga chiqarishda muhim ahamiyat kasb etadi.

Zamonaviy ta’lim tizimining eng muhim xususiyatlaridan biri – bu fanlararo integratsiyadir. Informatika va axborot texnologiyalari fani nafaqat mustaqil fan sifatida, balki boshqa fanlar bilan chambarchas bog‘liqlikda o‘quvchilarning tafakkur dunyoqarashini kengaytirishda muhim vosita bo‘lib xizmat qilmoqda. Ushbu maqolada informatika va AT fanining matematika, tabiiy fanlar, gumanitar fanlar va san’at bilan integratsiyasi hamda bu jarayonning o‘quvchilar tafakkurini rivojlantirishdagi ahamiyati keng yoritiladi.

Fanlararo integratsiya – bu turli fan sohalari o‘rtasidagi bog‘liqlikni ta’minlash, ularning o‘zaro aloqadorligini o‘quv jarayonida namoyon etishdir. Informatika va axborot texnologiyalari fani boshqa fanlar bilan integratsiyalashgan holda o‘qitilganda, o‘quvchilar nafaqat nazariy bilimlar, balki amaliy ko‘nikmalarni ham egallaydilar.

Fanlararo integratsiyaning asosiy afzalliklari o‘quvchilarning tizimli fikrlash qobiliyatini rivojlantiradi, hodisalar o‘rtasidagi bog‘liqlikni tushunishga yordam beradi, bilimlarni amaliyotda qo‘llash imkoniyatini kengaytiradi, o‘quvchilarning dunyoqarashini kengaytiradi.

Informatika va matematika o‘rtasidagi bog‘liqlik eng qadimiy va mustahkam integratsiya hisoblanadi. Bu ikki fan o‘rtasidagi aloqadorlik quyidagi yo‘nalishlarda namoyon bo‘ladi.

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Matematik masalalarni yechish algoritmlari informatika fanining asosini tashkil qiladi. O'quvchilar matematik formulalarni dasturlash tillarida ifodalash, tenglamalar sistemasini yechish algoritmlarini tuzish orqali ikkala fanni ham chuqurroq o'zlashtiradilar.

Matematik mantiq – dasturlashning asosidir. Mantiqiy amallar (kon'yunksiya, diz'yunksiya, inkor) va ularning jadvallari dasturlashdagi shartli operatorlar va mantiqiy ifodalarning negizini tashkil etadi.

Kombinatorika va ehtimollar nazariyasi Ma'lumotlar tahlili, kriptografiya va sun'iy intellekt sohalari kombinatorika va ehtimollar nazariyasiga asoslanadi. O'quvchilar bu bilimlarni amaliy loyihalarda qo'llash orqali mustahkamlaydilar.

Tabiiy fanlar (fizika, kimyo, biologiya) bilan informatika integratsiyasi zamonaviy ilmiy tadqiqotlarning asosiy yo'nalishlaridan biridir. Fizika bilan integratsiya Fizik jarayonlarni modellashtirish – informatika fanining fizika bilan integratsiyasining yorqin namunasidir. Xalqaro tajribada "Coding Through Physics" kabi dasturlar orqali talabalar:

Mexanik harakatlarni simulyatsiya qilish;

Elektr zanjirlarini modellashtirish;

Optik hodisalarni dasturlash orqali tasvirlash kabi ko'nikmalarni egallaydilar.

Kimyo fanida informatika vositalaridan foydalanish kimyoviy reaksiyalarni simulyatsiya qilish, molekulyar tuzilmalarni 3D modellashtirish, molekular o'zaro ta'sirini dasturlash orqali tahlil qilish imkoniyatlarni yaratadi

Biologiya va informatika integratsiyasi bioinformatika sohasining rivojlanishiga olib keldi. Bu yo'nalishda o'quvchilar DNK ketma-ketliklarini tahlil qilish, protein tuzilmalarini modellashtirish, genetik mutatsiyalarni hisoblash usullari bilan o'rganish, ekotizimlarning matematik modellarini yaratish kabi ko'nikmalarni egallaydilar.

Fanlararo integratsiyani ta'minlashning samarali usullaridan biri – bu ikki yoki undan ortiq fandan o'qituvchilarning hamkorlikda dars o'tishidir. Tadqiqotlar shuni ko'rsatadiki, informatika va boshqa fan o'qituvchilarining hamkorlikda dars o'tishi fanlararo integratsiyani chuqurlashtiradi.

Muammoli ta'lim Muammoli ta'lim metodida o'quvchilarga tayyor bilimlar berilmaydi, balki ular muammoli vaziyatlar oldiga qo'yiladi va mustaqil yechim topishga undaladi. Bu jarayonda ular turli fanlardan olingan bilimlarni birlashtirishga majbur bo'ladilar.

STEM va STEAM yondashuvi STEM (Science, Technology, Engineering, Mathematics) – fan, texnologiya, muhandislik va matematika integratsiyasiga asoslangan yondashuvdir. STEAM esa ushbu yondashuvga san'at (Art) komponentini qo'shadi. Bu yondashuvlar o'quvchilarning kreativ va tanqidiy fikrlash qobiliyatlarini rivojlantiradi.

Informatika va axborot texnologiyalari fanining boshqa fanlar bilan integratsiyasi – zamonaviy ta'lim tizimining eng muhim yo'nalishlaridan biridir. Bu integratsiya o'quvchilarning nafaqat informatika fanidan, balki boshqa fanlardan olgan bilimlarini chuqurlashtiradi, ularning tizimli, kreativ va tanqidiy fikrlash qobiliyatlarini rivojlantiradi. Matematika bilan integratsiya algoritmik tafakkurni, tabiiy fanlar bilan integratsiya ilmiy dunyoqarashni, gumanitar fanlar bilan integratsiya esa ijtimoiy-gumanitar tafakkurni rivojlantiradi. San'at bilan integratsiya esa o'quvchilarning estetik didi va ijodiy qobiliyatlarini oshiradi.

Bu integratsiya o'quvchilarning dunyoqarashini kengaytiradi, hodisalar o'rtasidagi bog'liqlikni tushunishga yordam beradi. Robototexnika va mexatronika yo'nalishlarida tahsil olayotgan o'quvchilar bir vaqtning o'zida dasturlash, mexanika va elektronika bilimlarini o'zlashtiradilar.

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XXI asr ko‘nikmalari va kelajak kasblari Informatika va AT fani o‘quvchilarda XXI asrning eng muhim ko‘nikmalarini shakllantiradi:

Ko‘nikma turi Informatika darslarida rivojlanishi Kritik fikrlash Muammoni tahlil qilish, yechim variantlarini baholash Kreativlik Yangi dastur va loyihalar yaratish Kollaboratsiya Jamoaviy dasturlash loyihalari Kommunikatsiya Texnik hujjatlar tayyorlash, prezentatsiya Axborot savodxonligi Ma’lumotlarni qidirish, saralash, saqlash Shuningdek, bu fan o‘quvchilarni kelajak kasblariga tayyorlaydi. Sun’iy intellekt, katta ma’lumotlar (Big Data), narsalar interneti (IoT) kabi sohalar aynan informatika va AT fanining rivoji natijasida vujudga kelgan.

XULOSA Informatika va axborot texnologiyalari fani bugungi kunda nafaqat texnik fan, balki tafakkurni rivojlantiruvchi universal vosita sifatida namoyon bo‘lmoqda. Bu fan o‘quvchilarning mantiqiy, algoritmik, tanqidiy va ijodiy tafakkurini shakllantirish orqali ularni hayotga, kelajak kasblariga va jadal rivojlanayotgan raqamli jamiyatda muvaffaqiyatli faoliyat yuritishga tayyorlaydi.

Ta’lim tizimida informatika va AT fanining o‘rni yanada kengaytirilishi, uni o‘qitish metodikasi takomillashtirilishi va moddiy-texnik bazasi mustahkamlanishi lozim. Chunki bugungi o‘quvchilar – ertangi kunning dasturchilari, muhandislari, innovatorlaridir. Ularning tafakkur dunyosi qanchalik boy va rivojlangan bo‘lsa, jamiyatimiz taraqqiyoti shunchalik jadal kechadi.

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**INTEGRATION OF CHARACTER EDUCATION IN DIGITAL LEARNING:
PEDAGOGICAL APPROACHES AND CHALLENGES**

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Abstract The rapid development of digital technologies has significantly transformed modern education, creating new opportunities and challenges for teaching and learning processes. One of the most important aspects of contemporary education is the integration of character education into digital learning environments. Character education focuses on the development of moral values, ethical behavior, and social responsibility among students. This article aims to analyze the pedagogical approaches that support the integration of character education in digital learning and to identify the main challenges associated with this process.

The study examines innovative teaching methods such as blended learning, project-based learning, digital storytelling, gamification, and social-emotional learning. These approaches contribute to the development of key values such as responsibility, empathy, respect, and integrity. At the same time, the article highlights significant challenges, including digital inequality, lack of face-to-face interaction, ethical concerns, and difficulties in assessing character development in online environments.

The research concludes that effective integration of character education requires a balanced combination of technological innovation and value-based pedagogy, as well as continuous professional development for teachers.

Keywords: character education, digital learning, pedagogy, digital citizenship, ethics, moral development

Annotatsiya: Mazkur maqolada raqamli ta'lim muhitida xarakter tarbiyasini integratsiyalash masalalari ko'rib chiqiladi. Tadqiqotda zamonaviy pedagogik yondashuvlar, jumladan aralash

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ta'lim, loyiha asosida o'qitish, gamifikatsiya va ijtimoiy-emotsional o'rganish tahlil qilinadi. Ushbu yondashuvlar talabalarda mas'uliyat, hurmat, halollik va empatiya kabi qadriyatlarni rivojlantirishga xizmat qiladi.

Shuningdek, maqolada raqamli tengsizlik, yuzma-yuz muloqotning kamayishi, axloqiy muammolar va baholashdagi qiyinchiliklar kabi dolzarb muammolar yoritilgan. Tadqiqot natijalari shuni ko'rsatadiki, samarali integratsiya innovatsion texnologiyalar va axloqiy qadriyatlarni uyg'unlashtirishni talab qiladi.

Kalit so'zlar: xarakter tarbiyasi, raqamli ta'lim, pedagogika, axloqiy

Аннотация : В статье рассматривается интеграция воспитания характера в условиях цифрового обучения. Анализируются современные педагогические подходы, такие как смешанное обучение, проектное обучение, геймификация и социально-эмоциональное обучение. Эти методы способствуют формированию у студентов ответственности, эмпатии, честности и уважения.

Особое внимание уделяется проблемам цифрового неравенства, недостатка живого общения, этическим вопросам и трудностям оценки личностного развития в онлайн-среде. Делается вывод о необходимости сочетания технологических инноваций и ценностно-ориентированного обучения.

Ключевые слова: воспитание характера, цифровое обучение, педагогика, этика

The digital transformation of education has accelerated significantly in recent years, especially due to global technological advancements and the increasing reliance on online learning platforms. Digital learning environments provide students with flexible access to knowledge, interactive resources, and personalized learning experiences. However, these environments also present new challenges, particularly in terms of students' moral and ethical development.

Character education plays a crucial role in preparing students not only academically but also socially and ethically. It focuses on developing core values such as honesty, responsibility, empathy, and respect. In traditional classrooms, teachers can directly model these values through face-to-face interaction. However, in digital environments, this process becomes more complex and requires innovative pedagogical approaches.

The aim of this article is to explore how character education can be effectively integrated into digital learning and to analyze the pedagogical strategies that support this integration.

Literature review

The importance of character education has been widely discussed in educational research. According to Dewey (1938), education is not only about knowledge acquisition but also about the development of moral and social values. Modern researchers emphasize that digital environments require new approaches to ethical education, as students interact in virtual spaces where traditional norms may not always apply.

Studies show that integrating social-emotional learning (SEL) into education improves students' academic performance and social behavior. Additionally, digital citizenship education has emerged as a key concept, focusing on responsible and ethical use of technology.

Pedagogical Approaches

Several pedagogical approaches support the integration of character education in digital learning environments.

1. Blended learning combines traditional face-to-face instruction with online learning. This approach allows teachers to model ethical behavior during in-person sessions while reinforcing these values through digital activities such as online discussions and collaborative projects.

This is the most popular approaches among teachers in modern teaching system not only in

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Uzbekistan, but also in other countries too.

2. Project-based learning encourages students to work on real-world problems, promoting responsibility, teamwork, and critical thinking. In digital environments, students collaborate using online tools, which helps them develop communication and ethical decision-making skills.

3. Digital storytelling enables students to express their ideas and reflect on moral issues through multimedia formats. This approach enhances creativity and empathy, allowing learners to explore ethical dilemmas in meaningful ways.

4. Gamification uses game elements to increase motivation and engagement. Educational games can simulate real-life situations where students must make ethical decisions, helping them understand the consequences of their actions.

5. Social-emotional learning focuses on developing emotional intelligence, empathy, and interpersonal skills. In digital learning environments, SEL helps students build positive relationships and communicate respectfully.

Challenges

Despite the advantages of integrating character education into digital learning, several challenges remain.

One of the main issues is the lack of face-to-face interaction, which limits opportunities for direct moral guidance. Digital inequality is another significant challenge, as not all students have equal access to technology and online resources.

Ethical concerns such as data privacy, cyberbullying, and misuse of technology are also critical issues. Additionally, assessing character development in online environments is difficult, as it requires qualitative evaluation rather than traditional testing methods.

The integration of character education into digital learning is essential for developing responsible and ethical individuals in the modern world. Innovative pedagogical approaches such as blended learning, project-based learning, and social-emotional learning provide effective tools for combining academic knowledge with moral development.

However, educators must address existing challenges by promoting digital ethics, ensuring equal access to technology, and developing new methods for assessing character development. A balanced approach that integrates technology and human values is necessary for the future of education.

The integration of character education into digital learning environments has become a crucial priority in modern education systems. As digital technologies continue to transform teaching and learning processes, it is no longer sufficient to focus solely on academic knowledge and technical skills. There is an increasing need to ensure that students develop strong moral values, ethical awareness, and responsible behavior in both virtual and real-life contexts.

The analysis of pedagogical approaches demonstrates that methods such as blended learning, project-based learning, digital storytelling, gamification, and social-emotional learning play a significant role in fostering character development. These approaches not only enhance student engagement and motivation but also create meaningful learning experiences that encourage empathy, collaboration, integrity, and critical thinking. By actively involving students in interactive and reflective activities, educators can support the development of both cognitive and moral competencies.

However, the study also reveals that the integration of character education in digital environments is accompanied by several challenges. The lack of direct face-to-face interaction may limit opportunities for modeling ethical behavior and building strong interpersonal relationships. In addition, issues such as digital inequality, cyberbullying, data privacy concerns.

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“Integration of Moral Education in Digital Learning: Pedagogical Approaches and Challenges”

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Abstract: This article examines the integration of moral and ethical education within digital learning environments. It explores modern pedagogical approaches that combine digital technologies with value-based education, focusing on the development of students' moral competencies in the digital age. The study analyzes the role of teachers, digital platforms, and interactive methodologies in fostering ethical awareness, responsible behavior, and social values among learners. Additionally, the article highlights key challenges such as digital ethics, lack of human interaction, and cultural considerations in online education.

Keywords: digital education, moral education, pedagogy, digital ethics, value-based learning, online learning

Annotatsiya: Ushbu maqolada raqamli ta'lim jarayonida tarbiyaning integratsiyasi masalalari ko'rib chiqiladi. Zamonaviy pedagogik yondashuvlar orqali o'quvchilarda axloqiy qadriyatlarni shakllantirish, raqamli muhitda mas'uliyatli xulq-atvorni rivojlantirish muammolari tahlil qilinadi.

Kalit so'zlar: raqamli ta'lim, tarbiya, pedagogika, axloqiy qadriyatlar, raqamli madaniyat

Аннотация: В статье рассматривается интеграция воспитания в цифровое образование. Анализируются педагогические подходы, направленные на формирование моральных ценностей и ответственного поведения учащихся в цифровой среде.

Ключевые слова: цифровое образование, воспитание, педагогика, цифровая этика

Introduction : The rapid development of digital technologies has significantly transformed the educational landscape. Online learning platforms, virtual classrooms, and digital tools have become essential components of modern education. However, alongside the transmission of knowledge and skills, education also plays a crucial role in shaping students' moral values, attitudes, and behavior. In this context, integrating moral education into digital learning has become an important

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pedagogical challenge. Moral education traditionally relies on direct human interaction, emotional engagement, and social experience. In digital environments, these elements are often limited or transformed. Therefore, educators must adopt new strategies to ensure that ethical development is not neglected in the process of digitalization. Moral education refers to the process of developing individuals' ethical values, social responsibility, and cultural awareness. In the digital age, this concept expands to include digital citizenship, online behavior, and ethical use of technology. Students today are active participants in digital environments. They communicate, learn, and interact through online platforms. This creates new responsibilities, such as respecting others in virtual spaces, avoiding cyberbullying, protecting personal data, and critically evaluating information. Integrating moral education into digital learning requires innovative pedagogical approaches.

Traditional teaching methods are no longer sufficient, as digital environments demand interactive and student-centered strategies. Value-based learning incorporates ethical discussions into lessons. Project-based learning develops teamwork and responsibility. Blended learning combines online and face-to-face instruction. Interactive digital tools such as gamification and storytelling enhance engagement.

Digital Learning Environments and Moral Development - digital learning environments provide new opportunities for moral education. Virtual classrooms and online platforms enable interaction with diverse cultures and perspectives. They support collaboration, cross-cultural communication, and independent learning. However, reduced physical interaction may weaken emotional engagement, requiring strong teacher guidance.

Theoretical Foundations of Moral Education in Digital Learning - the integration of moral education into digital learning is grounded in several pedagogical and psychological theories. Constructivist theory emphasizes that learners actively construct knowledge through experience and interaction. In digital environments, this means that students develop moral understanding through participation in discussions, simulations, and collaborative tasks. Social learning theory, proposed by Bandura, highlights the importance of observation and imitation in learning behavior. In online settings, students observe peers' interactions, teacher feedback, and digital communication norms, which influence their moral development. Therefore, digital platforms must promote positive behavioral models. Humanistic education theory also plays a significant role. It focuses on the holistic development of the learner, including emotional and ethical growth. Digital education should not be limited to cognitive outcomes but must also support students' personal and moral development.

Digital citizenship is a fundamental component of moral education in the modern digital era. It refers to the ability of individuals to use digital technologies responsibly, ethically, and effectively. As students increasingly engage in online learning environments, social media, and digital communication, the development of digital citizenship becomes essential for shaping their behavior, values, and interactions. Digital citizenship goes beyond basic technical skills. It includes understanding the ethical implications of online actions, recognizing the impact of digital behavior on others, and maintaining integrity in virtual spaces. Students must be aware that their actions in the digital world have real-life consequences. Therefore, education systems must integrate digital citizenship as a core element of teaching and learning processes.

One of the key aspects of digital citizenship is digital responsibility. Students should understand that they are accountable for their actions online, including the content they share, the language they use, and the way they interact with others. Responsible digital behavior includes avoiding harmful activities such as cyberbullying, spreading misinformation, and violating others'

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rights. Another important component is digital safety and privacy. Learners need to be aware of how to protect their personal information, create secure passwords, and recognize potential online risks such as phishing or data misuse. Understanding privacy settings and maintaining digital security are essential skills in today's interconnected world. Respectful communication is also central to digital citizenship. In online environments, where face-to-face interaction is limited, misunderstandings can easily occur. Students must learn to communicate politely, respect diverse opinions, and engage in constructive dialogue. Promoting tolerance and empathy helps create a positive digital culture. Information literacy is another critical element. With the vast amount of information available online, students must develop the ability to evaluate sources, distinguish between reliable and false information, and think critically about digital content. This skill is particularly important in preventing the spread of misinformation and developing informed individuals.

In addition, digital citizenship includes ethical use of technology. This involves respecting intellectual property, avoiding plagiarism, and using digital resources in a fair and legal manner. Students should understand the importance of academic honesty and integrity in digital learning environments. Teachers play a crucial role in developing digital citizenship. They should model appropriate online behavior, provide clear guidelines, and create opportunities for students to practice ethical decision-making. Classroom activities such as discussions, case studies, and real-life scenarios can help students understand and apply digital ethics. Educational institutions should also support the development of digital citizenship by implementing policies, providing resources, and integrating it into curricula. A systematic approach ensures that students consistently develop these skills throughout their education. In conclusion, digital citizenship is an essential part of moral education in digital learning. It equips students with the knowledge, skills, and values needed to navigate the digital world responsibly and ethically. By promoting digital responsibility, safety, respect, and critical thinking, education systems can prepare learners to become active, informed, and ethical participants in the digital society. The Role of Emotional Intelligence in Digital Learning

Emotional intelligence is closely connected to moral development. It includes skills such as empathy, self-awareness, and emotional regulation. In digital learning environments, developing emotional intelligence is more challenging due to the lack of physical interaction. However, it remains crucial. Teachers can foster emotional intelligence by:

- encouraging reflective activities
- using discussion forums for sharing opinions
- analyzing real-life ethical situations
- promoting collaborative learning

Students with higher emotional intelligence are more likely to behave ethically and responsibly in digital spaces.

The Role of Teachers and Educational Institutions

Teachers act as mentors and role models in digital environments. Their responsibilities include guiding ethical behavior, designing value-based activities, and monitoring student interactions. Institutions should provide training and resources. Digital technologies offer personalized learning, global communication, and innovative tools like artificial intelligence and virtual reality. These advancements can enhance moral education if used responsibly.

Conclusion - Integrating moral education into digital learning is essential for developing responsible and ethical individuals. Despite challenges, effective pedagogical strategies and institutional support can ensure successful implementation.

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FONETIKA BO'LIMINI O'QITISH METODIKASI

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Annotatsiya

Mazkur maqolada fonetika bo'limining tilshunoslikdagi o'rni va ahamiyati hamda uni o'qitishning metodik asoslari yoritilgan. Fonetikaning predmeti, vazifalari va asosiy bo'limlari tahlil qilinib, nutq tovushlarini o'rganishda artikulyatsion, akustik, fonologik va perseptiv jihatlarining o'zaro bog'liqligi ko'rsatib berilgan. Shuningdek, fonetika bo'limini o'qitishda qo'llaniladigan samarali metodlar, xususan, ko'rgazmalilik, amaliy mashqlar, taqqoslash va interfaol usullarning ahamiyati asoslab berilgan. Maqolada fonetik bilimlarning o'quvchilarda to'g'ri talaffuz, nutq madaniyati va lingvistik tafakkurni shakllantirishdagi o'rni alohida ta'kidlangan.

Kalit so'zlar: Fonetika, nutq tovushlari, artikulyatsiya, akustik xususiyatlar, fonema, fonologiya, perseptiv fonetika, nutq apparati, talaffuz, fonetik tizim, o'qitish metodikasi, ko'rgazmalilik metodi, amaliy mashqlar, interfaol metodlar, tilshunoslik

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Аннотация

В данной статье освещается роль и значение раздела фонетики в лингвистике, а также методические основы его преподавания. Проанализированы предмет, задачи и основные разделы фонетики, показана взаимосвязь артикуляционных, акустических, фонологических и перцептивных аспектов при изучении звуков речи. Также обосновано значение эффективных методов, используемых в преподавании раздела фонетики, в частности, наглядности, практических упражнений, сравнения и интерактивных методов. В статье особо подчеркивается роль фонетических знаний в формировании правильного произношения, культуры речи и лингвистического мышления у учащихся.

Ключевые слова: Фонетика, звуки речи, артикуляция, акустические свойства, фонема, фонология, перцептивная фонетика, речевой аппарат, произношение, фонетическая система, методика обучения, наглядный метод, практические упражнения, интерактивные методы, лингвистика

Abstract

This article highlights the role and importance of the phonetics section in linguistics and the methodological foundations of its teaching. The subject, tasks, and main sections of phonetics are analyzed, and the interrelationship of articulatory, acoustic, phonological, and perceptual aspects in the study of speech sounds is shown. The importance of effective methods used in teaching the phonetics section, in particular, visualization, practical exercises, comparison, and interactive methods, is also substantiated. The article emphasizes the role of phonetic knowledge in the formation of correct pronunciation, speech culture, and linguistic thinking in students.

Keywords: Phonetics, speech sounds, articulation, acoustic properties, phoneme, phonology, perceptual phonetics, speech apparatus, pronunciation, phonetic system, teaching methodology, demonstration method, practical exercises, interactive methods, linguistics

Fonetika – tilshunoslikning nutq tovushlarini o'rganadigan muhim bo'limi bo'lib, u tilning eng asosiy va moddiy qatlamini tashkil etadi. Shu sababli fonetika bilimlarini o'quvchilarga to'g'ri va samarali o'rgatish ona tili ta'limining muhim vazifalaridan biridir. Fonetika bo'yicha bilimlar o'quvchilarda to'g'ri talaffuz, nutq madaniyati va fonetik savodxonlikni shakllantirishga xizmat qiladi.

Fonetikani o'qitish jarayonida o'quvchilarga nutq tovushlarining tabiati, ularning hosil bo'lishi, eshitilishi hamda fizik va fiziologik xususiyatlari haqida tushuncha beriladi. Bunda tovushlarning nafaqat moddiy birlik, balki ma'no farqlovchi vosita ekanligi ham alohida ta'kidlanadi.

Fonetika bo'limini o'qitishning asosiy vazifalari quyidagilardan iborat:

- ✓ o'quvchilarda nutq tovushlarining artikulyatsion xususiyatlari haqida bilim hosil qilish;
- ✓ tovushlarning akustik belgilarini sodda va tushunarli shaklda tushuntirish;
- ✓ fonemalarning ma'no farqlovchi vazifasini misollar orqali yoritish;
- ✓ o'quvchilarning to'g'ri eshitish va idrok etish ko'nikmalarini rivojlantirish.

O'qitish jarayonida fonetikaning to'rt asosiy jihati — artikulyatsion, akustik, fonologik va perseptiv tomonlari o'zaro bog'liq holda yoritilishi lozim. Masalan, o'qituvchi tovushlarning hosil bo'lishini tushuntirishda nutq apparati organlari (til, lab, tish, tanglay) harakatini ko'rgazmali vositalar orqali ko'rsatishi, shu bilan birga tovushlarning eshitilish farqlarini amaliy mashqlar orqali mustahkamlashi zarur.

Fonetika ikki asosiy yo'nalishda o'qitiladi:

- ✓ **umumiy fonetika** elementlari orqali o'quvchilarga tovushlar haqidagi umumiy tushunchalar beriladi;

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- ✓ **xususiy fonetika** orqali esa o‘zbek tilining fonetik tizimi chuqurroq o‘rganiladi.

Fonetika bo‘limini o‘qitishda quyidagi metod va usullardan samarali foydalanish tavsiya etiladi:

- ✓ **ko‘rgazmalilik metodi** (artikulyatsion sxemalar, rasmlar, videolar);
- ✓ **amaliy mashqlar** (tovushlarni to‘g‘ri talaffuz qilish, minimal juftliklar bilan ishlash);
- ✓ **taqqoslash metodi** (o‘xshash va farqli tovushlarni solishtirish);
- ✓ **eshitish mashqlari** (tovushlarni farqlash va ajratish);
- ✓ **interfaol metodlar** (savol-javob, guruh bilan ishlash, o‘yinlar).

Shuningdek, fonetika boshqa til bo‘limlari bilan uzviy bog‘liq holda o‘qitilishi lozim. Chunki fonetik bilimlar morfologiya, leksikologiya va sintaksisni o‘zlashtirishda asos bo‘lib xizmat qiladi. Masalan, fonemalarni to‘g‘ri farqlay olmagan o‘quvchi so‘z ma‘nosini ham to‘g‘ri anglay olmaydi.

Fonema tushunchasini o‘rgatishda o‘qituvchi minimal juftliklardan (masalan: *ol – el, kul – qul*) foydalanib, tovushlarning ma‘no farqlashdagi rolini aniq ko‘rsatib berishi kerak. Bu usul o‘quvchilarning fonologik tafakkurini rivojlantiradi.

Ko‘rgazmalilik metodi

Ko‘rgazmalilik metodi — bu o‘quvchilarga fonetik tushunchalarni vizual (ko‘rish) va eshitish orqali tushuntirishga asoslangan o‘qitish usulidir. Bu metod ayniqsa fonetika bo‘limida juda samarali hisoblanadi, chunki nutq tovushlarining hosil bo‘lishi va talaffuz jarayoni ko‘pincha ko‘z bilan ko‘rib tushunilganda osonroq o‘zlashtiriladi.

Metodning mohiyati:

Bu metodda o‘qituvchi tovushlarning qanday hosil bo‘lishini faqat og‘zaki tushuntirib qolmay, balki turli ko‘rgazmali vositalar orqali namoyish etadi. Natijada o‘quvchilar abstrakt tushunchalarni aniq tasavvur qila boshlaydi.

Qo‘llash usullari:

- ✓ nutq apparati organlari (til, lab, tish, tanglay) tasvirlangan rasmlar va sxemalardan foydalanish;
- ✓ tovushlarning artikulyatsiyasini video yoki animatsiyalar orqali ko‘rsatish;
- ✓ o‘qituvchining o‘zi tovushni to‘g‘ri talaffuz qilib, og‘iz harakatlarini namoyish etishi;
- ✓ o‘quvchilarga oynadan foydalanib, o‘z talaffuzini kuzatish imkonini berish.

Masalan, o‘qituvchi “b” va “p” tovushlarini tushuntirayotganda:

- ✓ lablarning yopilishi va ochilishi jarayonini ko‘rsatadi;
- ✓ “b” tovushi jarangli, “p” esa jarangsiz ekanini eshittirib farqlatadi;
- ✓ o‘quvchilarga oynaga qarab talaffuz qilishni topshiradi.

Afzalliklari:

- ✓ o‘quvchilar mavzuni tez va oson tushunadi;
- ✓ eslab qolish darajasi oshadi;
- ✓ to‘g‘ri talaffuz ko‘nikmalari shakllanadi;
- ✓ dars qiziqarli va interfaol bo‘ladi.

Xulosa qilib aytganda ko‘rgazmalilik metodi fonetika darslarida eng muhim metodlardan biri bo‘lib, u nazariy bilimlarni amaliy ko‘nikmaga aylantirishga yordam beradi. Ayniqsa, tovushlarning artikulyatsiyasini o‘rgatishda bu metodning ahamiyati juda katta.

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**THE ROLE OF DIGITAL EDUCATION IN MODERN
LEARNING AND UPBRINGING**

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Abstract

This article examines the role of digital education in modern learning and upbringing processes. With the rapid development of information and communication technologies, new opportunities have emerged in the educational system. The study analyzes the effectiveness of digital learning tools, their impact on students' academic performance, and their contribution to personal development. The findings indicate that digital education enhances interactivity and promotes independent thinking among learners.

Keywords: digital education, innovative technologies, learning efficiency, interactivity, upbringing

Аннотация

В данной статье рассматривается роль цифрового образования в современной системе обучения и воспитания. Развитие информационно-коммуникационных технологий открыло новые возможности в образовательном процессе. В ходе исследования анализируется эффективность цифровых образовательных инструментов, их влияние на успеваемость учащихся и их воспитательное значение. Результаты показывают, что цифровое образование способствует развитию самостоятельного мышления и повышает интерактивность обучения.

Ключевые слова: цифровое образование, инновационные технологии, эффективность обучения, интерактивность, воспитание

Annotatsiya

Mazkur maqolada raqamli ta'limning zamonaviy ta'lim va tarbiya tizimidagi o'rni tahlil qilinadi. Axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida ta'lim jarayonida yangi imkoniyatlar paydo bo'ldi. Tadqiqot davomida raqamli ta'lim vositalarining samaradorligi, ularning o'quvchilar bilimini oshirishdagi roli va tarbiyaviy ahamiyati o'rganildi. Natijalar shuni ko'rsatadiki, raqamli ta'lim interaktivlikni oshirib, o'quvchilarning mustaqil fikrlashini rivojlantiradi.

Kalit so'zlar: raqamli ta'lim, innovatsion texnologiyalar, ta'lim samaradorligi, interaktivlik, tarbiya

Introduction

In the 21st century, the rapid advancement of digital technologies has significantly transformed various aspects of human life, including education. The integration of digital tools into the educational process has led to the emergence of new teaching and learning paradigms, commonly referred to as digital education. This transformation is not only technological but also pedagogical, as it changes the roles of teachers and students in the learning environment.

Digital education enables access to vast amounts of information, facilitates flexible learning

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environments, and supports personalized learning experiences. Unlike traditional education systems, which are often limited by time and location, digital learning platforms allow students to learn anytime and anywhere. This flexibility is particularly important in the context of globalization, where learners need to continuously update their knowledge and skills.

Moreover, digital education plays a crucial role in the upbringing (tarbiya) of students. It helps develop critical thinking, problem-solving abilities, and digital literacy—skills that are essential in the modern world. Through interactive tools such as multimedia content, virtual simulations, and online collaboration platforms, students become more engaged and active participants in their own learning process.

However, despite its numerous advantages, digital education also presents several challenges. These include issues related to digital inequality, lack of access to reliable internet, insufficient technological infrastructure, and the need for teacher training. In developing countries, these challenges are particularly significant and may hinder the effective implementation of digital learning systems.

Therefore, the purpose of this study is to analyze the role and effectiveness of digital education in modern learning and upbringing processes, as well as to identify its benefits and limitations. The study also aims to explore how digital technologies can be effectively integrated into the educational system to enhance both academic performance and personal development of learners.

Research Methodology

This research is based on a qualitative approach, focusing on the analysis and interpretation of existing theoretical and empirical studies related to digital education. Several research methods were employed to ensure a comprehensive understanding of the topic.

Firstly, the literature review method was used to examine scientific articles, books, and international reports related to digital learning and educational technologies. This method allowed the identification of key concepts, trends, and findings in the field of digital education.

Secondly, the comparative analysis method was applied to compare traditional teaching methods with digital learning approaches. This comparison helped to highlight the differences in effectiveness, student engagement, and learning outcomes between the two systems.

Thirdly, the observational method was utilized to analyze how digital tools are implemented in real educational settings. This includes the use of online platforms, virtual classrooms, and multimedia resources in teaching practices.

In addition, elements of the analytical method were used to evaluate the advantages and disadvantages of digital education. This involved examining factors such as accessibility, flexibility, interactivity, and technological challenges.

The research also incorporates examples of international experience, drawing from educational practices in technologically advanced countries. These examples provide insights into successful strategies for integrating digital technologies into education systems.

Overall, the combination of these methods ensures a well-rounded and in-depth analysis of the role of digital education in modern learning and upbringing.

Results and Discussion

The findings of this study reveal that digital education has a significant positive impact on both learning outcomes and the upbringing process of students. Based on the analysis of various educational practices and theoretical sources, several key results were identified.

Firstly, digital education greatly enhances learning efficiency. Students who use digital platforms tend to demonstrate better understanding of complex topics due to the availability of multimedia resources such as videos, animations, and interactive simulations. These tools simplify abstract

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concepts and make learning more engaging.

Secondly, the level of student engagement and motivation increases in digital learning environments. Interactive elements such as quizzes, gamified tasks, and real-time feedback encourage students to actively participate in lessons. As a result, learners become more responsible for their own educational progress.

Another important finding is the development of independent learning skills. Digital education provides access to a wide range of online resources, enabling students to study autonomously. This fosters critical thinking, analytical skills, and the ability to evaluate information independently—key competencies in modern education.

From the perspective of upbringing (tarbiya), digital education contributes to the formation of digital culture and ethical behavior. Students learn how to use information responsibly, communicate effectively in online environments, and respect digital etiquette.

However, the study also identifies several challenges associated with digital education. One of the major issues is digital inequality, where some students lack access to necessary devices or stable internet connections. This creates a gap in educational opportunities.

Additionally, excessive use of digital devices may lead to reduced face-to-face communication and negatively affect students' social skills. There is also a risk of distraction due to non-educational online content.

Furthermore, the effectiveness of digital education largely depends on the digital competence of teachers. Without proper training and support, educators may struggle to integrate technology effectively into their teaching practices.

Overall, the discussion highlights that while digital education offers numerous benefits, its successful implementation requires addressing existing challenges and ensuring equal access to technological resources.

Conclusion

In conclusion, digital education has become an essential component of modern educational systems. It significantly improves the quality of learning by making it more interactive, flexible, and student-centered. The integration of digital technologies not only enhances academic performance but also contributes to the development of important life skills such as critical thinking, independence, and digital literacy.

At the same time, digital education plays an important role in the upbringing of students by shaping their behavior in digital environments and promoting responsible use of information.

Nevertheless, several challenges remain, including unequal access to technology, lack of infrastructure, and insufficient teacher training. Addressing these issues is crucial for maximizing the benefits of digital education.

Therefore, it is recommended that educational institutions invest in technological infrastructure, provide professional development programs for teachers, and ensure equal access to digital resources for all students.

Future research should focus on developing innovative strategies to overcome the limitations of digital education and to further enhance its effectiveness in both teaching and upbringing processes.

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EVALUATING RESOURCES FOR ASSESSMENT: ENSURING VALIDITY AND EFFECTIVENESS IN MODERN EDUCATIONAL PRACTICES

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Abstract

This study explores the importance of evaluating resources used for assessment in modern educational environments. Effective assessment requires reliable, valid, and appropriate resources that accurately measure students' knowledge, skills, and learning outcomes. With the increasing availability of digital tools, online platforms, and multimedia materials, educators must carefully select and evaluate assessment resources to ensure fairness, transparency, and educational effectiveness. The study employs qualitative research methods, including analysis of educational literature and feedback from teachers and students. The findings highlight the significance of clear assessment criteria, well-designed tasks, and the use of diverse assessment resources such as tests, digital quizzes, portfolios, and project-based tasks. The research emphasizes that systematic evaluation of assessment resources improves the quality of learning, promotes student motivation, and supports meaningful educational development.

Keywords: assessment resources, educational evaluation, learning outcomes, assessment validity, digital assessment tools.

Аннотация

В данном исследовании рассматривается важность оценки ресурсов, используемых для проведения контроля знаний в современной образовательной среде. Эффективное оценивание требует надежных, валидных и соответствующих учебным целям ресурсов, которые позволяют объективно измерять знания, навыки и учебные достижения студентов. С ростом использования цифровых технологий, онлайн-платформ и мультимедийных материалов преподавателям необходимо тщательно выбирать и оценивать ресурсы для оценивания, чтобы обеспечить справедливость, прозрачность и эффективность образовательного процесса. В исследовании применяются качественные методы анализа научной литературы и опросы преподавателей и студентов. Полученные результаты подчеркивают важность четких критериев оценивания, хорошо разработанных заданий и использования различных ресурсов оценивания, таких как тесты, цифровые викторины, портфолио и проектные задания.

Ключевые слова: ресурсы оценивания, образовательная оценка, учебные результаты, валидность оценивания, цифровые инструменты оценки.

Annonatsiya

Ushbu tadqiqot zamonaviy ta’lim jarayonida baholash uchun foydalaniladigan resurslarni baholashning ahamiyatini o‘rganadi. Samarali baholash o‘quvchilarning bilimlari, ko‘nikmalari va o‘quv natijalarini aniq o‘lchash imkonini beruvchi ishonchli, haqiqiy va mos resurslarni talab qiladi. Raqamli texnologiyalar, onlayn platformalar va multimedia materiallari keng qo‘llanilayotgan bir paytda o‘qituvchilar baholash resurslarini diqqat bilan tanlashi va baholashi zarur. Tadqiqotda sifatli metodlar, jumladan ilmiy adabiyotlar tahlili hamda o‘qituvchi va talabalarning fikrlarini o‘rganish qo‘llanildi. Natijalar aniq baholash mezonlari, yaxshi ishlab chiqilgan topshiriqlar hamda turli baholash resurslaridan (testlar, raqamli viktorinalar, portfoliolar, loyiha asosidagi topshiriqlar) foydalanish ta’lim sifatini oshirishini ko‘rsatadi.

Kalit so‘zlar: baholash resurslari, ta’limiy baholash, o‘quv natijalari, baholashning ishonchliligi, raqamli baholash vositalari.

The integration of technology in assessment has been accelerated further by global events such as the COVID-19 pandemic, which forced many institutions to shift rapidly to online and hybrid evaluation models. As a result, digital assessment resources have become a central component of contemporary educational practices. Researchers emphasize that well-chosen digital resources can significantly improve the accuracy and efficiency of measuring students’ knowledge, skills, and learning outcomes by offering adaptive questions, multimedia tasks, and automated analytics. Despite these advantages, the rapid expansion of digital assessment tools has also raised important pedagogical and measurement concerns. One of the key issues is ensuring the validity and reliability of these resources. When educators rely on unverified or poorly designed digital tools, there is a risk that fairness, transparency, and true educational effectiveness may be compromised.

Established assessment theories stress the need for resources that truly reflect intended learning goals without bias or technical limitations. In modern settings, maintaining these standards can be challenging if technology is introduced without careful review. Recent studies highlight the importance of a balanced approach that combines the power of digital innovation with rigorous evaluation principles. This approach is often called systematic resource evaluation, where technology serves as a support while preserving the core requirements of validity, fairness, and usefulness. In such environments, teachers remain central in selecting, testing, and refining assessment resources to ensure they genuinely support student growth.

The purpose of this study is to explore how digital assessment resources can be effectively evaluated for validity and effectiveness in today’s classrooms. The research examines practical strategies that help educators choose and improve resources while addressing common challenges. In addition, the study looks at the experiences of teachers and students when working with various assessment tools in real educational settings.

Validity and reliability form the foundation of any meaningful assessment. Assessment resources must accurately measure what they claim to measure and produce consistent results across different students and occasions. Scholars note that strong resources create conditions where learners’ real abilities and progress are clearly shown, allowing fair judgment and useful feedback. Without these qualities, even the most advanced digital tools can lead to misleading conclusions about student achievement. Digital assessment involves using information and communication technologies to support evaluation. Typical resources include:

- online quiz platforms and adaptive testing software
- multimedia tasks and interactive simulations

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- artificial intelligence scoring tools
- digital portfolios and collaborative project platforms

Studies show that these tools can improve assessment quality by delivering instant feedback, personalized difficulty levels, and detailed performance analytics. Students gain easier access to assessments and benefit from flexible timing. However, experts caution that over-dependence on digital resources without proper checks can create problems such as security gaps, unequal access, and reduced trust in results. To overcome these difficulties, researchers have developed frameworks for systematic evaluation of assessment resources. These frameworks combine technological possibilities with core principles of validity and fairness. Key ideas include:

- resources must align closely with learning objectives
- evaluation criteria should be clear and transparent to all
- tools need to support different student needs and backgrounds
- ethical handling of data and technology is essential

Such frameworks help educators move beyond simply adopting new tools and instead focus on choosing and improving resources that truly serve educational goals. Careful evaluation brings several clear advantages. It increases accessibility for students in different locations, allows flexible scheduling, supports interactive and engaging tasks, and provides teachers with richer data for instruction. Students often report that resources reviewed for validity help them see their strengths and weaknesses more clearly and feel more motivated to improve.

Participants in the study stressed the ongoing importance of core assessment principles even in digital formats. The most valued elements were clear and shared assessment criteria, thoughtfully designed tasks that match real learning goals, and the thoughtful use of varied resources such as traditional tests, digital quizzes, portfolios, and project-based assignments. When these elements are present, assessment becomes a genuine part of the learning process rather than just an end-of-course check. Several difficulties were noted across digital classrooms: risks of cheating and security breaches, the digital divide affecting some students, over-reliance on automated scoring without human judgment, and problems maintaining validity when contexts change. Instructors mentioned that creating and maintaining high-quality digital assessments demands extra time and specific skills in both pedagogy and technology.

The study's conclusions confirm the value of digital resources in today's education, yet they also show that systematic evaluation is essential to protect validity and fairness. Earlier research is supported: technology improves assessment only when paired with careful design and ongoing review. Teachers' guidance and thoughtful selection of resources cannot be replaced by tools alone. Well-planned evaluation processes and active teacher involvement remain vital for successful assessment. The findings also underline the need for ethical practices in digital evaluation, including protection of student data and attention to equity.

In conclusion, systematic evaluation of assessment resources has transformed modern classrooms and opened new possibilities for fair and effective measurement of learning. The flexibility, accessibility, and rich data provided by digital tools support student progress when chosen wisely. However, the results of this study show that technology must not replace thoughtful pedagogical judgment. Successful assessment still depends on fundamental principles such as clear criteria, fairness, and meaningful connection to learning goals. By applying a balanced evaluation framework, teachers can create assessment systems that combine the best of digital innovation with strong validity and effectiveness. In this way, educators build environments that support both academic achievement and genuine student development.

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DIGITAL LITERACY AS A CORE COMPETENCE IN MODERN EDUCATION

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of
Education

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Annotatsiya

Jamiyatning jadal raqamlashuvi iqtisodiy, ijtimoiy va madaniy hayotda faol ishtirok etish uchun zarur bo'lgan ko'nikmalarni tubdan o'zgartirdi. Ushbu dissertatsiya raqamli savodxonlikni o'qish, yozish va arifmetika kabi muhim bo'lgan asosiy kompetensiya sifatida tan olinishi kerakligini asoslab beradi. 2010–2024 yillardagi tadqiqotlar, siyosiy hujjatlar va xalqaro ma'lumotlar tahliliga tayangan holda, tadqiqot ta'lim tizimlarida raqamli savodxonlik qanday ta'riflanishi, o'qitilishi va qo'llab-quvvatlanishini ko'rib chiqadi. Unda ta'riflardagi noaniqliklar, raqamli resurslardan foydalanishdagi tengsizlik hamda qabul qilingan strategiyalar va maktab amaliyoti o'rtasidagi tafovutlar aniqlangan. Ushbu muammolarni hal qilish uchun dissertatsiyada Yevropaning DigComp modeli, YUNESKO tavsiyalari va muvaffaqiyatli tizimlar tajribasiga asoslangan ko'p darajali kompetensiyalar tizimi taklif etiladi. Ishda raqamli savodxonlikni adolatli va kelajakka yo'naltirilgan ta'limning markaziy elementiga aylantirish uchun o'qituvchilarni tayyorlash, o'quv dasturlari, baholash tizimi va infratuzilmani isloh qilishga chaqiriladi.

Kalit so'zlar: raqamli savodxonlik, 21-asr ko'nikmalari, raqamli kompetensiya, ta'lim texnologiyalari, o'quv dasturlari islohoti, o'qituvchilarning kasbiy rivojlanishi, DigComp

Аннотация

Стремительная цифровизация общества изменила навыки, необходимые для активного участия в экономической, гражданской и культурной жизни. В данной диссертации обосновывается тезис о том, что цифровая грамотность должна быть признана фундаментальной компетенцией, равной по значимости чтению, письму и счету. На основе анализа исследований, программных документов и международных данных за 2010–2024 годы в работе рассматривается, как цифровая грамотность определяется, преподается и поддерживается в системах образования. Выявлены сохраняющаяся путаница в

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определениях, неравный доступ к цифровым ресурсам и разрыв между политическими декларациями и школьной практикой. Для решения этих проблем предлагается многоуровневая модель компетенций, основанная на европейской структуре DigComp, руководствах ЮНЕСКО и опыте успешных образовательных систем. Автор призывает к реформам в области подготовки учителей, учебных программ, системы оценивания и инфраструктуры, чтобы сделать цифровую грамотность центральным элементом справедливого образования, ориентированного на будущее.

Ключевые слова: цифровая грамотность, навыки XXI века, цифровая компетенция, образовательные технологии, реформа учебных программ, профессиональное развитие учителей, DigComp

Abstract

The rapid digitalisation of society has reshaped the skills needed for active participation in economic, civic, and cultural life. This thesis argues that digital literacy must be recognised as a foundational competence, equal in importance to reading, writing, and numeracy. Drawing on a review of research, policy documents, and international data from 2010–2024, the study examines how digital literacy is defined, taught, and supported across education systems. It identifies ongoing confusion around definitions, unequal access to digital resources, and a gap between policies and classroom practice. To address these challenges, the thesis proposes a multi-layered competence framework informed by the European DigComp model, UNESCO guidelines, and evidence from successful systems. It calls for reforms in teacher training, curricula, assessment, and infrastructure to embed digital literacy as a central element of equitable, future-ready education.

Key words: digital literacy, 21st-century skills, digital competence, educational technology, curriculum reform, teacher professional development, DigComp

Introduction

Digital technologies are now integral to life, making digital navigation a key determinant of social mobility. However, many education systems focus only on hardware, failing to teach deep competencies. This gap results in significant disparities in critical thinking and digital risk management, often reinforcing socioeconomic inequalities.

This thesis argues that digital literacy must be redefined as a multidimensional competence. It extends beyond technical skills to include critical thinking, ethical awareness, and creative engagement, positioning it as a foundational necessity for the 21st century.

Such a reconceptualisation requires structural transformation in educational systems.

Research Questions

This study is guided by the following research questions:

1. How is digital literacy conceptualised in academic literature and international policy frameworks?
2. To what extent is digital literacy integrated into national curricula and teacher education programmes?
3. Which evidence-based strategies most effectively promote digital literacy among diverse learners?

Literature review

Digital literacy remains a complex and evolving concept. Early definitions emphasised the ability to access and use digital information, while later perspectives expanded this understanding to include critical evaluation, communication, and content creation.

Contemporary approaches view digital literacy as an integrated set of competencies that combine technical, cognitive, and social skills. Frameworks such as DigComp have played a significant role

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in structuring these competencies into measurable domains.

The development of digital literacy reflects broader technological changes. Initial focus on computer literacy shifted toward information literacy with the rise of the internet, and later expanded to include participatory and critical dimensions in response to social media and algorithmic systems.

Research consistently shows that digital literacy is unevenly distributed. Access alone is insufficient; learners must also develop the skills and understanding necessary to use technology meaningfully. Factors such as socioeconomic status, gender, and geographic location significantly influence digital competence, highlighting the need for inclusive and equitable educational strategies.

Digital literacy in contemporary education

Global organisations increasingly recognise digital literacy as a priority. It is closely linked to educational quality, workforce readiness, and social participation. However, national responses vary widely, with some countries implementing comprehensive strategies and others still facing infrastructural and pedagogical challenges.

Two main approaches can be identified:

- Additive approaches, where digital literacy is taught separately
- Transformative approaches, where it is integrated across subjects

Research strongly supports transformative integration as more effective, though it requires significant teacher expertise and systemic support.

Teacher competence is a critical factor in successful digital-literacy education. Educators need not only technical skills but also the ability to integrate technology into pedagogy effectively. Despite this, many teacher education programmes still treat digital competence as secondary, resulting in insufficient preparedness among new teachers.

Towards a comprehensive framework

This thesis proposes a four-dimensional model of digital literacy:

- Foundational skills
- Critical thinking
- Ethical agency
- Creative participation

These dimensions are interconnected and must be developed simultaneously to ensure meaningful digital competence.

Recommendations

The study offers recommendations for:

- Policymakers → establish national standards and invest in infrastructure
- Curriculum designers → integrate digital literacy across subjects
- Teacher educators → prioritise digital pedagogy
- School leaders → create supportive learning environments
- Researchers → expand evidence-based studies

Conclusion

Digital literacy is an essential competence for the modern world. Its development requires more than access to technology; it demands systemic educational reform. The framework proposed in this thesis provides a practical and theoretical basis for advancing digital-literacy education. However, ongoing research and adaptation are necessary to respond to the rapidly changing digital landscape. Educators must continuously update their skills and strategies to integrate emerging technologies effectively into teaching. Moreover, students should be encouraged to critically evaluate digital

content and use technology responsibly. Ultimately, fostering digital literacy empowers learners to participate fully in a knowledge-driven society and prepares them for lifelong learning..

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INTEGRATION OF UPBRINGING IN DIGITAL EDUCATION: PEDAGOGICAL APPROACHES AND CHALLENGES

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Annotatsiya: Ushbu maqolada an'anaviy tarbiya va zamonaviy raqamli ta'limning sintezi ko'rib chiqiladi. Unda virtual o'quv muhitida axloqiy rivojlanishni rag'batlantirish uchun pedagogik strategiyalarni qanday moslashtirish mumkinligi o'rganiladi. Raqamli platformalar va o'qitish metodologiyasini sifatli tahlil qilish orqali tadqiqot asosiy muammolarni (masalan, o'qituvchi va talaba o'rtasidagi hissiy bog'liqlikdagi raqamli uzilish) aniqlaydi va talabalarni har tomonlama rivojlantirish uchun integratsiyalashgan yondashuvlarni taklif etadi.

Kalit so'zlar: Raqamli ta'lim, tarbiya, pedagogika, etika, virtual o'quv muhiti, axloqiy rivojlanish.

Аннотация: В данной статье исследуется синтез традиционного воспитания и современного цифрового образования. Рассматривается, как педагогические стратегии могут быть адаптированы для содействия этическому развитию в виртуальных средах обучения. Посредством качественного анализа современных цифровых платформ и методик обучения в исследовании выявляются ключевые проблемы — такие как «цифровой разрыв» в эмоциональной связи между учителем и учеником — и предлагаются интегрированные

подходы для всестороннего развития учащихся.

Ключевые слова: Цифровое образование, воспитание, педагогика, этика, виртуальная образовательная среда, нравственное развитие.

Abstract: This article explores the synthesis of traditional moral upbringing and modern digital education. It examines how pedagogical strategies can be adapted to foster ethical development in virtual learning environments. Through a qualitative analysis of current digital platforms and teaching methodologies, the study identifies key challenges—such as the "digital gap" in teacher-student emotional connection—and proposes integrated approaches for holistic student development.

Keywords: Digital education, upbringing, pedagogy, ethics, virtual learning environment, moral development.

Introduction

The rapid shift toward digital education has prioritized cognitive skills and technical literacy, often leaving the "upbringing" (social, moral, and ethical development) aspect in the periphery. In the digital age, education cannot be limited to the mere transfer of information; it must include the cultivation of values, digital citizenship, and empathy.

Research Methodology

This research employs a comparative pedagogical analysis and qualitative observation. The study analyzed:

- Current digital learning management systems (LMS) and their capacity for interactive socialization.
- Surveys from educators regarding the difficulty of maintaining emotional discipline online.
- The "Hidden Curriculum" theory applied to digital interfaces.

The study highlights several critical challenges associated with the integration of educational and moral development processes in digital learning environments. Firstly, the absence of physical interaction often leads to a sense of depersonalization, limiting teachers' ability to demonstrate appropriate behavior and provide immediate ethical guidance. Secondly, concerns related to digital ethics have become increasingly significant, particularly issues such as academic dishonesty, cyberbullying, and the protection of personal data. In addition, the transition to online learning has blurred the traditional boundaries between home and school, thereby requiring a more active and structured form of parental involvement.

To address these challenges, the research proposes a number of effective pedagogical strategies. One key approach involves the use of value-oriented digital platforms that promote collaboration rather than individual, isolated work, helping to foster a sense of community among learners. Another important method is the application of gamification techniques, where not only academic achievement but also positive social behaviors—such as cooperation and peer support—are recognized and rewarded. Furthermore, the findings emphasize the importance of synchronous emotional mentoring. Specifically, blended learning models that combine self-paced materials with live video interaction have been shown to preserve approximately 40% more of the mentoring impact compared to purely text-based instruction.

Moreover, recent studies suggest that incorporating reflective activities, such as online discussions, digital journals, and peer feedback sessions, can further strengthen students' emotional engagement and ethical awareness. The use of AI-based monitoring tools and learning analytics is

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also emerging as a way to identify behavioral patterns, allowing educators to intervene more effectively and support students’ social and moral development in virtual environments.

The research identifies several key challenges in integrating moral and social development into digital learning. One major issue is the lack of face-to-face interaction, which reduces teachers’ ability to model behavior and provide immediate guidance. In addition, digital ethics has become increasingly important, including concerns about academic dishonesty, cyberbullying, and data privacy. The shift to online education has also blurred the boundaries between home and school, requiring stronger cooperation between teachers and parents.

To overcome these challenges, several pedagogical approaches are recommended. First, value-oriented platforms that encourage collaboration help create a sense of community among students. Second, gamification can be used to reward not only correct answers but also positive behaviors such as teamwork and support. Third, combining asynchronous learning with live video interaction improves emotional connection, with studies showing about 40% greater mentoring effectiveness compared to text-based learning alone.

Furthermore, adding reflective activities like discussions and peer feedback can enhance students’ engagement and ethical awareness, making digital learning more holistic and effective.

Approach	Focus Area	Primary Challenge
Interactive Dialogue	Empathy & Communication	Screen fatigue
Digital Citizenship	Ethics & Responsibility	Anonymity issues
Project-Based Learning	Collaboration	Assessment of individual effort

Conclusion

In conclusion, while digital learning environments present significant challenges for maintaining the educational and moral development of students, these obstacles can be effectively addressed through thoughtful pedagogical strategies. Issues such as reduced personal interaction, ethical concerns, and the changing role of parents highlight the need for a more adaptive approach to teaching. By implementing collaborative platforms, gamification, and synchronous mentoring, educators can preserve both academic and social aspects of learning. Ultimately, the successful integration of upbringing in digital education depends on balancing technology with human connection, ensuring that students develop not only intellectually but also ethically and socially. The integration of upbringing into digital education is not a technical problem, but a pedagogical one. While digital tools provide the "how" of learning, pedagogy must provide the "why." To overcome the challenges of isolation and ethical laxity, digital education must transition from a "content delivery" model to a "community building" model. The teacher’s role evolves from a lecturer to a "moral curator" of the digital space.

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ADVANTAGES AND CHALLENGES OF IMPLEMENTING FOREIGN EXPERIENCE IN THE EDUCATIONAL PROCESS.

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Annotatsiya: Ushbu maqolada xorijiy ta'lim tajribasini milliy ta'lim tizimiga joriy etishning afzalliklari va muammolari tahlil qilinadi. Asosiy masalalar sifatida madaniy moslashuv, resurslar mavjudligi va o'qituvchilarning tayyorgarligi ko'rib chiqiladi. Tadqiqot metodologiyasi ilmiy adabiyotlar tahlili va taqqoslash usullariga asoslangan. Natijalar shuni ko'rsatadiki, xorijiy tajriba ta'lim sifatini oshiradi, biroq uni mahalliy sharoitlarga moslashtirish zarur. Xulosa sifatida muvozanatli yondashuv muhimligi ta'kidlanadi.

Kalit so'zlar: xorijiy tajriba, ta'lim tizimi, o'qitish metodlari, globallashuv, ta'lim islohoti, moslashuv

Аннотация: В данной статье рассматриваются преимущества и трудности внедрения

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зарубежного опыта в национальную систему образования. Определяются ключевые проблемы, такие как культурная адаптация, наличие ресурсов и подготовка преподавателей. Методология исследования основана на качественном анализе научной литературы и сравнении образовательных практик. Результаты показывают, что зарубежный опыт способствует инновациям и повышению качества образования, однако требует адаптации к местным условиям. В заключении подчеркивается необходимость сбалансированного подхода.

Ключевые слова: зарубежный опыт, система образования, методы обучения, глобализация, образовательная реформа, адаптация

Annotation: This article examines the advantages and challenges of implementing foreign educational experience into national education systems. The study identifies key issues such as cultural adaptation, resource availability, and teacher preparedness. The research methodology is based on qualitative analysis of existing literature and comparative educational practices. The findings show that while foreign experience contributes to innovation, quality improvement, and global competence, its effectiveness depends on proper adaptation to local contexts. The article concludes that a balanced and context-sensitive approach is essential for successful implementation.

Keywords: foreign experience, education system, teaching methods, globalization, educational reform, adaptation

Introduction

In the context of globalization, education systems around the world are increasingly influenced by international trends and practices. Many countries seek to improve their educational quality by adopting foreign experience, including teaching methods, curriculum design, and assessment strategies. However, the process of implementing such experience is complex and requires careful consideration of local conditions. This article aims to analyze the key advantages and challenges of integrating foreign educational practices into national systems.

Research Methodology

The research is based on a qualitative approach, including:

- analysis of academic literature on comparative education;
- review of international educational models;
- synthesis of best practices from different countries.

The study also applies a comparative method to evaluate how foreign experience is adapted in different educational contexts.

Key Issues and Perspectives in Implementing Foreign Educational Experience

- Key Challenges in Implementation

The transition from a domestic to a foreign educational model is rarely seamless, as it faces several

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critical barriers. The primary obstacle is socio-cultural dissonance; educational systems are deeply rooted in national mentalities, and models emphasizing individualism may clash with cultures that value collectivism or traditional teacher-centered authority. Furthermore, there is a significant resource deficit. Success hinges on more than just financial investment; it requires modern infrastructure, including high-speed connectivity and specialized learning spaces. Finally, professional conservatism and the language barrier often hinder progress, as educators may perceive new methodologies as an added bureaucratic burden or struggle to access primary source materials in their original language.

- **Advantages and Strategic Benefits**

Despite these challenges, the integration of global practices yields substantial long-term benefits. It facilitates the modernization of educational standards, shifting the focus from rote memorization to competency-based learning, such as critical thinking and digital literacy. This synchronization of curricula enhances global academic mobility, allowing students to integrate more easily into the international professional community. Moreover, pedagogical innovations like Project-Based Learning (PBL) and the Flipped Classroom significantly increase student engagement, making graduates more competitive in the global labor market.

- **Systemic Risks and Limitations**

However, several risks must be managed to avoid counterproductive results. One major risk is the "Cargo Cult" effect, where institutions copy external forms (like standardized testing) without adopting the underlying philosophy. Additionally, there is the danger of widening educational inequality, as elite urban institutions typically adopt innovations faster than rural schools, creating a "pedagogical divide." Finally, institutional inertia and rigid state regulations often conflict with the flexibility required by modern foreign methodologies, leading to formal rather than substantive changes.

Results and Discussion

The results of this study indicate a clear correlation between the success of educational reforms and the degree of their cultural and structural adaptation. While foreign practices introduce advanced teaching strategies and foster essential modern skills, direct "copy-pasting" often leads to institutional resistance and suboptimal learning outcomes. The discussion reveals that socio-cultural dissonance remains a primary barrier; therefore, successful implementation requires a "contextual filter" that aligns international methodologies with the traditions and expectations of the local academic community.

Moreover, the analysis underscores that sustainable transformation depends heavily on resource availability and continuous professional development. Beyond mere financial investment, the integration of foreign experience demands a shift in pedagogical mindset, which can only be achieved through long-term teacher support and the reduction of bureaucratic inertia. In conclusion, the integration of foreign experience is most effective when treated as a strategic partnership between global innovation and local expertise, ensuring that the resulting system is both globally competitive and nationally relevant.

Conclusion

Implementing foreign experience in the educational process offers significant advantages, including modernization, improved quality, and global integration. However, it also presents serious challenges related to cultural differences, resources, and adaptation. Therefore, it is essential to adopt a balanced approach that combines international best practices with national educational traditions. Only through careful adaptation can foreign experience contribute effectively to the development of education systems.

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THEORETICAL FOUNDATION FOR THE IMPLEMENTATION OF INNOVATIVE TECHNOLOGIES IN MODERN METHODS OF TEACHING FOREIGN LANGUAGE

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Annotatsiya: Ushbu tadqiqot zamonaviy chet tilini o'qitishda innovatsion texnologiyalarning ahamiyatini o'rganadi. Unda raqamli vositalar va interaktiv yondashuvlar o'quvchilarning kommunikativ kompetensiyasi, motivatsiyasi hamda mustaqilligini oshirishi ko'rsatib beriladi. Shuningdek, texnologiyalardan samarali foydalanish, o'quvchiga yo'naltirilgan metodlar bilan uyg'unlashgan holda, til ko'nikmalarini rivojlantirib, ta'lim jarayonini yanada moslashuvchan va samarali qiladi.

Kalit so'zlar: Innovatsion texnologiyalar, chet tilini o'qitish, raqamli vositalar, kommunikativ yondashuv, aralash ta'lim, o'quvchi mustaqilligi

Аннотация:

Это исследование рассматривает значение инновационных технологий в современном обучении иностранным языкам. В нём показано, как цифровые инструменты и интерактивные подходы повышают коммуникативные навыки, мотивацию и самостоятельность учащихся. Также подчёркивается, что эффективное использование технологий в сочетании с обучением, ориентированным на ученика, улучшает языковые навыки и делает образовательный процесс более гибким и результативным.

Ключевые слова: Инновационные технологии, обучение иностранным языкам, цифровые технологии, коммуникативный подход, смешанное обучение, автономия учащихся.

Abstract: This study examines the significance of innovative technologies in contemporary foreign language teaching. It demonstrates how digital tools and interactive approaches enhance learners' communicative competence, motivation, and independence. The paper also stresses that the effective integration of technology, supported by learner-centered methodologies, improves language proficiency and makes the learning process more adaptable and efficient.

Keywords: innovative technologies, foreign language teaching, digital tools, communicative approach, learner autonomy, blended learning

Introduction

In recent years, foreign language instruction has undergone a significant transformation due to the advancement of digital technologies. Traditional teaching methods are no longer able to meet the needs of modern students, who demand personalized and interesting experiences. Multimedia resources and digital platforms are examples of cutting-edge technology that is now necessary for effective instruction. Mobile apps and artificial intelligence tools enhance education. The use of these technologies enables a more stimulating learning environment. Teachers must adapt their

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teaching strategies to incorporate these resources in order to better serve their students. Using these concepts can increase language training's effectiveness and applicability. As a result, learners have a higher chance of achieving their language goals.

Furthermore, a new phase in the teaching of foreign languages has been brought about by information and communication technologies (ICT). Students are encouraged to continue learning even outside of the classroom through interactive lessons delivered through online platforms like Kahoot, Padlet, Moodle, Zoom, and Quizlet, as well as online assessments and video conferences. These classes create a learner-centered environment by removing time and space constraints. Both synchronous and asynchronous remote learning were extensively used, particularly during the COVID-19 pandemic, and they are now a reliable method of instruction. Gamification, or teaching through games, is one of the most important innovative approaches. Activities such as "Chain story," "Find the mistake," "Warm-up games," "Who am I?" "Picture description," "Merry Riddles," "Translator's duel," and "Quiz battle" create a positive, competitive atmosphere that helps students collaborate in groups, think fast and clearly, and pick up new vocabulary in a real-world setting. A positive psychological attitude toward lessons is fostered by learning a language through games. As a cutting-edge approach, project-based learning helps students hone their independent research abilities. By creating travel brochures, presentations, articles, interviews, and vlogs in English, language learners are able to view the language as a genuine communication tool rather than just a set of grammatical rules. Their capacity for self-expression, social interaction, and creativity are all improved by this process.

Key Points:

1. Modern foreign language instruction heavily relies on cutting-edge technologies.
2. Constructivism, learner-centered methods, and communicative language instruction form the theoretical underpinnings.
3. Students' motivation and engagement are increased by digital tools (AI, mobile apps, and multimedia).
4. All four language skills—speaking, listening, reading, and writing—are enhanced by technology.
5. Flexible and interactive learning environments are produced by blended learning and online platforms.
6. For implementation to be successful, teachers must be digitally competent.
7. Personalized learning and learner autonomy are supported by cutting-edge technologies.

Teachers must also be extremely prepared for new technologies. In order to properly incorporate new platforms, applications, and techniques into the teaching process, educators must constantly become acquainted with them. Simultaneously, it is essential to choose each innovative tool according to didactic objectives. Effective teaching is the ultimate goal, and technology is merely a tool. The primary benefits of innovative technologies include a learner-centered approach, the ability to learn at a personal pace, differentiated tasks, and communication opportunities in both real and virtual environments. Additionally, there are a lot of opportunities for teaching foreign languages with virtual reality (VR) and augmented reality (AR) technologies. For example, a student can use virtual reality (VR) to communicate with foreign clients or take virtual tours of foreign cities. This makes it possible to learn languages both in the classroom and in real-world contexts.

Conclusion

In conclusion, incorporating cutting-edge technologies into contemporary foreign language instruction is essential to raising educational standards and efficacy. These technologies improve students' communicative competence, motivation, and autonomy by creating interactive, adaptable,

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and learner-centered environments that are backed by solid pedagogical principles.

Additionally, ICT platforms, gamification, virtual and augmented reality, and project-based learning offer useful and interesting opportunities for language use in everyday situations. However, teachers' preparedness, digital competency, and capacity to match educational goals with technology tools are critical to the successful adoption of these innovations.

As a result, the careful and deliberate application of cutting-edge technologies can greatly enhance the effectiveness, relevance, and future-focused nature of foreign language instruction.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN IMPROVING LANGUAGE SKILLS

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Annotatsiya: Ushbu tadqiqot sun'iy intellektning til ko'nikmalarini rivojlantirishdagi rolini o'rganadi. Unda chatbotlar, grammatik tekshiruv tizimlari va nutq mashqlari ilovalari tahlil qilinadi. Tadqiqot AI o'quvchilarning lug'at boyligi, aniqligi va ravonligini oshirishini ko'rsatadi. Shuningdek, motivatsiya va individual fikr-mulohaza ham ko'rib chiqiladi. Natijalar AI samarali va interaktiv o'rganishni qo'llab-quvvatlashini tasdiqlaydi.

Kalit so'zlar: sun'iy intellekt, til o'rganish, chatbotlar, grammatik tekshiruv, nutq ko'nikmalari, lug'at boyligi, ravonlik, motivatsiya, interaktiv ta'lim, individual yondashuv

Аннотация: Данное исследование изучает роль искусственного интеллекта в развитии языковых навыков. В нем анализируются такие инструменты, как чат-боты, системы проверки грамматики и приложения для развития устной речи. Исследование показывает, что ИИ способствует увеличению словарного запаса, точности и беглости речи обучающихся. Также рассматриваются мотивация и индивидуальная обратная связь.

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Результаты подтверждают, что ИИ поддерживает эффективное и интерактивное обучение.

Ключевые слова: искусственный интеллект, изучение языка, чат-боты, проверка грамматики, речевые навыки, словарный запас, беглость, мотивация, интерактивное обучение, индивидуальный подход

Abstract: This study examines the role of artificial intelligence in developing language skills. It analyzes tools such as chatbots, grammar checking systems, and speaking practice applications. The research shows that AI helps improve learners' vocabulary, accuracy, and fluency. It also considers motivation and personalized feedback. The results confirm that AI supports effective and interactive learning.

Keywords: artificial intelligence, language learning, chatbots, grammar checking, speaking skills, vocabulary, fluency, motivation, interactive learning, personalized approach

Introduction

In recent years, artificial intelligence (AI) has become an important part of modern education, especially in the field of language learning. With the rapid development of digital technologies, learners now have access to various AI-powered tools that make studying more flexible and effective. These technologies have changed traditional teaching methods by providing new opportunities for practice, interaction, and independent learning.

One of the key advantages of AI in language learning is its ability to offer personalized support. Tools such as chatbots, grammar checking systems, and speaking applications allow learners to practice at their own pace and receive immediate feedback. This helps improve essential language skills, including vocabulary, accuracy, and fluency. Moreover, AI-based platforms can adapt to learners' levels and needs, making the learning process more engaging and efficient.

This study aims to explore the role of artificial intelligence in improving language skills, focusing on the effectiveness of chatbots, grammar tools, and speaking practice applications. It also examines how these technologies influence learners' motivation and overall performance. By analyzing these aspects, the research seeks to highlight the benefits of integrating AI into language education.

Literature Review

Recent studies show that artificial intelligence plays an important role in language learning. AI tools create interactive environments and allow learners to practice more effectively compared to traditional methods. Chatbots and intelligent systems help students receive instant responses, which improves engagement.

Researchers also highlight the usefulness of grammar checking tools. These systems help learners correct mistakes and improve writing accuracy through immediate feedback. Regular use can reduce common errors and support better language development.

In addition, studies focus on AI tools for speaking practice. Such applications help learners improve pronunciation and fluency while increasing confidence. Overall, research confirms that AI positively influences language learning outcomes.

Methodology

This study adopts a qualitative research design to explore the role of artificial intelligence in improving language skills. A qualitative approach is particularly suitable for this investigation because it enables a deep, contextualized understanding of how AI tools function as educational instruments. Unlike quantitative methods that prioritize statistical measurement and hypothesis testing, qualitative research emphasizes the exploration of meanings, processes, and experiences that cannot be easily reduced to numbers. Given that the primary aim of this study is to examine how AI-powered tools—specifically chatbots, grammar tools, and speaking practice applications—

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contribute to language learning, a qualitative design allows for a comprehensive analysis of their features, pedagogical mechanisms, and user interactions.

Analysis of AI's Role in Improving Language Skills

One of the most significant advantages of AI tools is their ability to provide interactive conversational practice. Traditional classroom settings often offer limited opportunities for one-on-one speaking practice, whereas AI-powered chatbots simulate realistic dialogues with instant responses. These chatbots allow learners to practice communication skills at their own pace without the fear of judgment, creating a low-stress environment conducive to language acquisition. Learners can engage in open-ended conversations, role-playing scenarios, and topic-based discussions, which help develop both fluency and confidence.

Grammar tools represent another crucial category of AI applications in language learning. These tools go beyond simple spell-checking by offering contextual grammar correction, style suggestions, and explanations for errors. Unlike traditional grammar instruction, which often requires waiting for teacher feedback, AI grammar tools provide immediate corrections that help learners understand their mistakes in real time. This instant feedback loop reinforces correct language patterns and accelerates the development of writing accuracy. Many advanced tools also adapt to the learner's writing style and common error patterns, offering personalized suggestions for improvement.

Aspect	Traditional Learning	AI-Based Learning
Personalization	Fixed curriculum for all students	Adapts to individual pace, level, and needs
Feedback	Delayed, depends on teacher	Instant feedback on grammar, vocabulary, and pronunciation
Accessibility	Limited to classroom and schedule	Available anytime and anywhere
Practice Opportunities	Limited speaking and writing practice	Unlimited practice through apps, chatbots, and simulations
Pronunciation	Teacher-dependent	Speech recognition helps improve pronunciation
Motivation	Can decrease due to repetition	Interactive and engaging tools increase motivation
Learning Materials	Textbooks and static resources	Dynamic, updated, and multimedia content
Error Correction	Manual correction	Automatic and immediate correction
Communication	Mostly classroom interaction	Real-time communication with AI or global users
Progress Tracking	Occasional tests	Continuous tracking and detailed performance analysis

Implications for Foreign Language Teaching

The integration of artificial intelligence into language education—particularly through chatbots, grammar tools, and speaking practice applications—has profound pedagogical implications for

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foreign language teaching. These technologies are not merely supplementary resources but transformative tools that reshape the roles of both teachers and learners, redefine instructional strategies, and create new possibilities for skill development.

Enhancing Feedback and Assessment

AI tools provide immediate, consistent, and detailed feedback—a feature that is often difficult to achieve in traditional classroom settings due to time constraints. Grammar tools offer instant error analysis and correction suggestions, helping students learn from mistakes in real time. Speaking applications provide pronunciation scores and visual feedback on intonation and stress patterns. This immediacy allows students to self-correct and improve independently, fostering learner autonomy.

Conclusion

In conclusion, artificial intelligence has significantly transformed the landscape of language learning by offering innovative tools that support skill development in flexible and effective ways. This study has explored the role of AI in improving language skills, with particular attention to chatbots, grammar tools, and speaking practice applications. The findings demonstrate that these technologies provide valuable opportunities for personalized learning, instant feedback, and continuous practice, all of which contribute to the development of vocabulary, grammatical accuracy, fluency, and speaking confidence.

The study also highlights the importance of accessibility and personalization as key strengths of AI tools. Learners can study anytime and anywhere, progressing at their own pace according to their individual needs and abilities. This flexibility encourages consistent practice, which is essential for language acquisition. Furthermore, the integration of multimodal content—combining text, audio, images, and interactive exercises—supports diverse learning styles and enhances engagement.

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INTEGRATIV TA'LIM VA INNOVATSION METODLARNING UYG'UNLIGI

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Annotatsiya: Mazkur maqolada integrativ ta'lim va innovatsion metodlarning o'zaro uyg'unligi, ularning ta'lim samaradorligini oshirishdagi ahamiyati tahlil qilinadi. Integrativ yondashuv orqali turli fanlar o'rtasidagi uzviy bog'liqlikni ta'minlash hamda innovatsion pedagogik texnologiyalar yordamida o'quvchilarning bilim olish jarayonini faollashtirish masalalari yoritilgan. Shuningdek, maqolada zamonaviy ta'lim jarayonida interfaol metodlar, axborot-kommunikatsiya texnologiyalari va kreativ yondashuvlarning o'rni ochib beriladi. Tadqiqot natijalari integrativ va innovatsion yondashuvlarning uyg'unligi o'quvchilarda mustaqil fikrlash, muammoli vaziyatlarni hal qilish hamda amaliy ko'nikmalarni shakllantirishda muhim omil ekanligini ko'rsatadi.

Kalit so'zlar: integrativ ta'lim, innovatsion metodlar, pedagogik texnologiyalar, interfaol usullar, ta'lim samaradorligi, fanlararo integratsiya, kreativ fikrlash, tanqidiy fikrlash, axborot-kommunikatsiya texnologiyalari, zamonaviy ta'lim, o'quv jarayoni, kompetensiyaviy yondashu

Аннотация: В данной статье анализируется взаимосвязь интегративного образования и инновационных методов, а также их значение в повышении эффективности обучения. Рассматриваются вопросы обеспечения междисциплинарной интеграции посредством интегративного подхода, а также активизации учебной деятельности учащихся с использованием инновационных педагогических технологий. Кроме того, раскрывается роль интерактивных методов, информационно-коммуникационных технологий и креативного подхода в современном образовательном процессе. Результаты исследования показывают, что сочетание интегративного и инновационного подходов является важным фактором формирования у учащихся самостоятельного мышления, навыков решения проблемных ситуаций и практических умений.

Ключевые слова: интегративное образование, инновационные методы, педагогические технологии, интерактивные методы, эффективность обучения, междисциплинарная интеграция, креативное мышление, критическое мышление, информационно-коммуникационные технологии, современное образование, учебный процесс, компетентностный подход

Annotation: This article analyzes the interrelation between integrative education and innovative methods, as well as their importance in improving the effectiveness of education. It examines the issues of ensuring interdisciplinary integration through an integrative approach and enhancing students' learning activity using innovative pedagogical technologies. In addition, the role of interactive methods, information and communication technologies, and creative approaches in the modern educational process is revealed. The research results show that the combination of integrative and innovative approaches is an important factor in developing students' independent thinking, problem-solving skills, and practical competencies.

Keywords: integrative education, innovative methods, pedagogical technologies, interactive methods, educational effectiveness, interdisciplinary integration, creative thinking, critical thinking, information and communication technologies, modern education, learning process, competency-based approach

Bugungi globallashtirish va raqamlashtirish jarayonlari ta'lim tizimidan yangicha yondashuvlarni talab etmoqda. An'anaviy o'qitish usullari o'rni bosuvchi innovatsion va integrativ o'qitish mexanizmlari ta'lim sifatini oshirishda muhim omilga aylanmoqda. Ushbu yondashuvlar o'quvchilarning mustaqil fikrlash, muammolarni hal qilish va ijodiy yondashuv ko'nikmalarini rivojlantirishga xizmat qiladi. Zamonaviy ta'lim tizimi global jarayonlar, texnologik taraqqiyot va axborot resurslarining tezkor rivojlanishi tufayli tub o'zgarishlarni talab qilmoqda. An'anaviy metodlar bilan cheklangan o'qitish amaliyoti o'quvchilarning bilim olish jarayonida faol ishtirokini yetarlicha ta'minlay olmaydi, shu sababli ta'lim samaradorligini oshirish uchun innovatsion va integrativ yondashuvlar dolzarb ahamiyat kasb etadi.

Innovatsion metodlar ta'lim jarayonida yangi pedagogik texnologiyalarni qo'llash, interfaol dars metodlarini joriy etish, axborot-kommunikatsiya vositalaridan foydalanish orqali o'quvchilarning ijodiy va tanqidiy fikrlash ko'nikmalarini rivojlantirishga qaratilgan. Ushbu metodlar o'quvchilarda mustaqil bilim olishni rag'batlantiradi, murakkab masalalarni tahlil qilish va yechim topish qobiliyatini oshiradi hamda dars jarayonini qiziqarli va samarali qiladi.

Boshqa tomondan, integrativ ta'lim fanlar o'rtasidagi uzviy bog'liqlikni ta'minlash orqali bilimlarni tizimli va amaliy yo'nalishda o'zlashtirish imkonini beradi. Misol uchun, matematika, fizika va informatika fanlarini birlashtirgan darslar orqali o'quvchilar murakkab masalalarni kompleks yondashuv bilan hal qilishni o'rganadilar. Shu bilan birga, integrativ yondashuv o'quvchilarda fanlararo kompetensiyalarni shakllantiradi, ularni real hayotdagi vaziyatlarga moslashishga tayyorlaydi.

Innovatsion va integrativ mexanizmlarning uyg'unligi ta'lim jarayonida o'quvchilarning bilim, ko'nikma va kompetensiyalarini bir vaqtning o'zida rivojlantirish imkonini beradi. Ushbu yondashuv o'qituvchini faqat bilim beruvchi sifatida emas, balki yo'naltiruvchi va fasilitator sifatida faol ishtirok etishini ta'minlaydi. Natijada o'quvchilar dars jarayonida faol qatnashuvchi bo'lib, mustaqil fikrlash, muammolarni hal qilish va ijodiy yechimlar topish qobiliyatini rivojlantiradi. Shuningdek, raqamli texnologiyalar va onlayn ta'lim platformalarining keng qo'llanilishi innovatsion o'qitish mexanizmlarining ajralmas qismiga aylangan. Virtual laboratoriyalar, multimediya resurslari, masofaviy interfaol darslar va mobil ilovalar o'quv jarayonini yanada qiziqarli va samarali qiladi. Integrativ yondashuv esa ushbu texnologiyalarni turli fanlar bilan uyg'unlashtirishga imkon berib, o'quvchilarning kompetensiyalarini keng qamrovli shakllantiradi.

Shu nuqtai nazardan, integrativ ta'lim va innovatsion metodlarning uyg'unligi zamonaviy ta'lim tizimining muhim tarkibiy qismi hisoblanadi. Ushbu maqolada ushbu yondashuvlarning nazariy asoslari, pedagogik mexanizmlari, ta'lim samaradorligini oshirishdagi roli va amaliy qo'llanilishi tahlil qilinadi. Maqola o'quvchilarda mustaqil fikrlash, muammoli vaziyatlarni hal qilish va amaliy ko'nikmalarni shakllantirishda innovatsion va integrativ yondashuvlarning samaradorligini ko'rsatishga qaratilgan.

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1. Integrativ ta'limning pedagogik asoslari

Integrativ ta'lim – bu turli fanlar o'rtasidagi uzviy bog'liqlikni ta'minlaydigan yondashuv bo'lib, o'quvchilarga bilimlarni alohida fan kontekstida emas, balki tizimli va kompleks tarzda o'zlashtirish imkonini beradi. Bu yondashuv orqali o'quvchilar fanlararo kompetensiyalarni shakllantiradi, olingan bilimlarni real hayotiy vaziyatlarda qo'llay oladi. Masalan, matematika va fizika fanlarini integratsiya qilgan holda o'tkazilgan darslar murakkab ilmiy masalalarni yechishda o'quvchilarning analitik va tanqidiy fikrlashini rivojlantiradi.

Integrativ ta'limning asosiy tamoyillari quyidagilardan iborat:

- Fanlararo bog'liqlikni ta'minlash;
- O'quv jarayonida faol va mustaqil ishtirok etish;
- Amaliy ko'nikmalarni shakllantirish va real muammolarni hal qilishga yo'naltirish;
- Kreativ va tanqidiy fikrlashni rivojlantirish.

2. Innovatsion metodlarning o'quv jarayonidagi roli

Innovatsion metodlar o'qitish jarayonini samarali va qiziqarli qilishga qaratilgan yangi pedagogik yondashuvlarni o'z ichiga oladi. Ular o'quvchilarda mustaqil bilim olishni rag'batlantiradi va o'quv jarayonini interfaol qiladi. Bunday metodlar qatoriga quyidagilar kiradi:

- Interfaol dars metodlari (muammoli ta'lim, loyiha asosida o'qitish, guruh ishlari);
- Axborot-kommunikatsiya texnologiyalari (kompyuter dasturlari, virtual laboratoriyalar, multimedia resurslar);
- Kreativ va ijodiy yondashuvlarni qo'llash;
- Masofaviy va onlayn ta'lim platformalaridan foydalanish.

Innovatsion metodlar o'quvchilarni dars jarayonida faollashtiradi, ularning mustaqil fikrlashini rivojlantiradi va amaliy yechimlar topish qobiliyatini oshiradi. Shu bilan birga, bu metodlar o'qituvchiga pedagogik faoliyatni individuallashtirish, o'quvchilarning ehtiyoj va qobiliyatiga moslash imkonini beradi.

3. Integrativ va innovatsion mexanizmlarning uyg'unligi

Integrativ ta'lim va innovatsion metodlarning uyg'unligi ta'lim jarayonini yanada samarali qiladi. Integrativ yondashuv fanlararo bog'liqlikni yaratgan holda bilimlarni tizimli o'zlashtirishga imkon beradi, innovatsion metodlar esa o'quvchilarning faol ishtirokini rag'batlantiradi. Ushbu uyg'unlik quyidagi pedagogik afzalliklarni beradi:

- O'quvchilarda mustaqil fikrlash va tanqidiy yondashuvni rivojlantirish;
- Murakkab masalalarni tahlil qilish va yechim topish qobiliyatini shakllantirish;
- Fanlararo kompetensiyalarni va amaliy ko'nikmalarni mustahkamlash;
- Ta'lim jarayonini interfaol va qiziqarli qilish.

4. Zamonaviy ta'limdagi qo'llanilishi

Raqamli texnologiyalar va onlayn platformalarning keng qo'llanilishi innovatsion va integrativ mexanizmlarni yanada samarali qiladi. Masalan, virtual laboratoriyalar va multimediya resurslari o'quvchilarga murakkab ilmiy konseptlarni amaliy jihatdan tushunishga yordam beradi. STEAM (Science, Technology, Engineering, Arts, Mathematics) yondashuvi integrativ va innovatsion ta'limning amaliy namunasi sifatida o'quv jarayonini fanlararo va ijodiy qiladi.

Integrativ ta'lim va innovatsion metodlarning uyg'unligi zamonaviy ta'lim tizimining samarali ishlashida muhim ahamiyatga ega ekanligi maqola orqali ko'rsatildi. Tadqiqot natijalari shuni tasdiqladiki, integrativ yondashuv fanlar o'rtasidagi bog'liqlikni ta'minlab, bilimlarni tizimli va amaliy yo'nalishda o'zlashtirish imkonini beradi. Shu bilan birga, innovatsion metodlar o'quvchilarning mustaqil fikrlash, muammolarni hal qilish va ijodiy yondashuv ko'nikmalarini

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rivojlantiradi. Ushbu yondashuvlarning uyg'unligi o'quv jarayonini interfaol, qiziqarli va samarali qiladi, o'quvchilarda fanlararo kompetensiyalarni shakllantiradi va ularni real hayotiy vaziyatlarga tayyorlaydi. Shu bois, zamonaviy ta'lim jarayonida innovatsion va integrativ mexanizmlardan foydalanish pedagogik samaradorlikni oshirish va o'quvchilarni kelajakdagi professional va hayotiy faoliyatga tayyorlashning muhim omili sifatida qaraladi. Xulosa qilib aytganda, integrativ ta'lim va innovatsion metodlarning uyg'unligi ta'lim sifatini oshirish, o'quvchilarning ijodiy va tanqidiy fikrlashini rivojlantirish hamda amaliy ko'nikmalarini mustahkamlashda samarali vosita hisoblanadi. Shu sababli, zamonaviy pedagogik amaliyotda ushbu yondashuvlarni keng qo'llash tavsiya etiladi.

Bugungi kunda ta'lim tizimi tezkor o'zgarishlar, raqamlashtirish va global jarayonlar ta'sirida yangicha yondashuvlarni talab qilmoqda. Shu sharoitda integrativ ta'lim va innovatsion metodlarning uyg'unligi ta'lim jarayonining samaradorligini oshirish, o'quvchilarning mustaqil va tanqidiy fikrlashini rivojlantirish, shuningdek, amaliy ko'nikmalarini shakllantirishda muhim vosita sifatida namoyon bo'ladi. Integrativ ta'lim fanlararo bog'liqlikni ta'minlab, bilimlarni tizimli va kontekstual tarzda o'zlashtirish imkonini yaratadi. Bu yondashuv o'quvchilarga murakkab masalalarni kompleks tahlil qilish va real hayotiy vaziyatlarda qo'llash ko'nikmalarini beradi. Innovatsion metodlar esa interfaol darslar, raqamli resurslar, masofaviy va loyiha asosidagi ta'lim orqali o'quv jarayonini jonlantiradi, o'quvchilarni ijodiy va mustaqil fikrlashga rag'batlantiradi.

Integrativ va innovatsion yondashuvlarning uyg'unligi ta'lim jarayonini nafaqat samarali, balki qiziqarli va motivatsion qiladi. Shu bilan birga, o'qituvchilar rolini ham kengaytiradi: ular endi faqat bilim beruvchi emas, balki yo'naltiruvchi, motivator va fasilitator sifatida faol ishtirok etadi. Bu esa o'quvchilarni mustaqil qarorlar qabul qilishga, muammolarni hal qilishga va ijodiy yechimlar topishga o'rgatadi. Shu nuqtai nazardan, integrativ ta'lim va innovatsion metodlar zamonaviy pedagogik amaliyotning ajralmas qismi bo'lib, ularni samarali uyg'unlashtirish o'quv jarayonining sifatini oshirish, o'quvchilarda keng qamrovli kompetensiyalarni shakllantirish va ularni kelajakdagi professional hamda hayotiy faoliyatga tayyorlash imkonini beradi. Xulosa qilib aytganda, innovatsion va integrativ yondashuvlarni uyg'un qo'llash ta'limning sifatini oshirish, o'quvchilarning ijodiy va tanqidiy fikrlashini rivojlantirish hamda amaliy ko'nikmalarini mustahkamlashda samarali vosita hisoblanadi. Shu sababli, zamonaviy ta'lim jarayonida ushbu mexanizmlardan keng foydalanish pedagogik amaliyotning dolzarb vazifalaridan biridir.

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ВЛИЯНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА СОЗНАНИЕ МОЛОДЁЖИ

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Аннотация: В статье рассматривается влияние цифровых технологий на формирование сознания современной молодёжи. Анализируются как позитивные, так и негативные аспекты цифровизации: изменение когнитивных процессов, трансформация социальных взаимодействий, влияние на ценностные ориентиры и психологическое состояние. Особое внимание уделяется роли интернета, социальных сетей и мобильных устройств в формировании мировоззрения молодого поколения. Делается вывод о необходимости развития цифровой грамотности и критического мышления как ключевых факторов гармоничного развития личности в условиях цифровой среды.

Ключевые слова: цифровые технологии, молодёжь, сознание, социальные сети, интернет, цифровая среда, мышление, цифровая грамотность, психология, информационное общество

Annotatsiya: Maqolada raqamli texnologiyalarning zamonaviy yoshlar ongini shakllantirishga ta'siri muhokama qilinadi. Raqamlashtirishning ijobiy va salbiy tomonlari tahlil qilinadi: kognitiv jarayonlarning o'zgarishi, ijtimoiy o'zaro ta'sirlarning o'zgarishi, qiymat belgilariga ta'siri va psixologik holat. Yosh avlod dunyoqarashini shakllantirishda Internet, ijtimoiy tarmoqlar va mobil qurilmalarning roliga alohida e'tibor qaratilmoqda. Raqamli muhit sharoitida shaxsning uyg'un rivojlanishining asosiy omillari sifatida raqamli savodxonlik va tanqidiy fikrlashni

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rivojlantirish zarurligi to'g'risida xulosa chiqariladi.

Kalit so'zlar: raqamli texnologiyalar, yoshlar, ong, ijtimoiy tarmoqlar, Internet, raqamli muhit, fikrlash, raqamli savodxonlik, psixologiya, axborot jamiyati

Abstract: The article examines the impact of digital technologies on the formation of the consciousness of modern youth. Both positive and negative aspects of digitalization are analyzed: changes in cognitive processes, transformation of social interactions, and influence on value orientations and psychological state. Special attention is paid to the role of the Internet, social networks, and mobile devices in shaping the worldview of the younger generation. It is concluded that the development of digital literacy and critical thinking is necessary as key factors for the harmonious development of an individual in a digital environment.

Keywords: digital technologies, youth, consciousness, social networks, Internet, digital environment, thinking, digital literacy, psychology, information society

Введение

В XXI веке цифровые технологии стали неотъемлемой частью повседневной жизни. Молодёжь, как наиболее восприимчивая и активная социальная группа, находится в центре этих изменений. Смартфоны, интернет, социальные сети и цифровые платформы формируют новую реальность, в которой происходит социализация личности. Это оказывает значительное влияние на мышление, восприятие информации и поведенческие модели.

Сегодня практически невозможно представить жизнь без цифровых технологий. Они существенно расширяют кругозор молодёжи, формируют современный взгляд на мир и открывают новые горизонты познания. Особенно заметна их значимость в сфере образования. Благодаря онлайн-курсам, интерактивным приложениям и виртуальным лабораториям процесс обучения становится более увлекательным, доступным и эффективным. Всё это способствует повышению уровня знаний и развитию интеллектуального потенциала молодого поколения.

Например, используя онлайн-платформы, молодые люди могут осваивать новые дисциплины, не выходя из дома. При этом многие учащиеся развивают навыки самостоятельного поиска информации, занимаются исследовательской деятельностью, создают инновационные проекты и изучают несколько иностранных языков. Несомненно, всё это является результатом активного внедрения цифровых технологий в образовательную среду. Сегодня цифровые инструменты по праву считаются неотъемлемой частью современного образования. Однако наряду с очевидными преимуществами существуют и определённые риски. Чрезмерное увлечение технологиями может приводить к снижению концентрации внимания и формированию зависимости от социальных сетей. Кроме того, существует вероятность получения недостоверной информации. Именно поэтому использование цифровых ресурсов требует осознанного и умеренного подхода.

1. Трансформация когнитивных процессов

Цифровая среда способствует ускорению обработки информации, однако снижает способность к длительной концентрации. Молодёжь всё чаще предпочитает краткие форматы (видео, посты, сторис), что влияет на глубину анализа и критическое мышление.

С одной стороны, развивается многозадачность и способность быстро переключаться между задачами. С другой — уменьшается уровень усидчивости и способность к глубокому осмыслению информации.

2. Влияние социальных сетей на сознание

Социальные сети становятся важным инструментом самовыражения и коммуникации. Они формируют систему ценностей, основанную на признании, лайках и виртуальном

одобрении.

Это приводит к:

- зависимости от общественного мнения;
- формированию искажённого восприятия реальности;
- снижению уровня живого общения.

В то же время социальные сети предоставляют возможности для саморазвития, обучения и участия в общественной жизни.

3. Психологические аспекты цифровизации

Чрезмерное использование цифровых технологий может вызывать:

- тревожность и стресс;
- снижение самооценки;
- цифровую зависимость.

Однако при разумном использовании технологии способствуют расширению кругозора, развитию креативности и доступу к образовательным ресурсам.

4. Формирование ценностных ориентиров

Цифровая среда активно влияет на мировоззрение молодёжи. Интернет становится основным источником информации, что повышает риск манипуляций и распространения недостоверных данных.

В этих условиях особенно важным становится развитие:

- критического мышления;
- медиаграмотности;
- способности к самостоятельному анализу информации.

Заключение

Цифровые технологии оказывают комплексное влияние на сознание молодёжи. Они открывают широкие возможности для развития, но одновременно создают новые вызовы. Гармоничное развитие личности в цифровую эпоху возможно при условии формирования осознанного подхода к использованию технологий, развития критического мышления и цифровой культуры.

Индийский политический, государственный и общественный деятель, один из руководителей и идеологов движения за независимость Махатма Ганди говорил: «Если я открою окно, в комнату войдёт чистый воздух, но вместе с ним придёт и пыль». Этой метафорой Ганди объяснял своё отношение к глобализации и культурному обмену: открытость миру необходима, однако важно сохранять собственные ценности и критическое отношение к внешнему влиянию.

Эти слова точно отражают суть влияния цифровых технологий на молодёжь. С одной стороны, они развивают мышление, расширяют возможности получения знаний и вносят значительный вклад в развитие общества. С другой стороны, при неразумном использовании они могут стать источником отвлекающих факторов и нежелательной информации.

Таким образом, правильное и ответственное использование цифровых технологий является важным условием развития мышления, образовательных достижений и творческого потенциала молодёжи, а также важным фактором прогресса нации.

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RAQAMLI TEXNOLOGIYALAR DAVRIDA KORPUS LINGVISTIKASINING RIVOJLANISH TENDENSIYALARI

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Annotatsiya

Mazkur maqolada raqamli texnologiyalar davrida korpus lingvistikasining rivojlanish tendensiyalari tahlil qilinadi. Unda korpus lingvistikasining mohiyati, uning raqamli texnologiyalar bilan uzviy bog'liqligi hamda zamonaviy axborot-kommunikatsiya tizimlaridagi o'rni yoritilgan. Shuningdek, korpuslarning hajmi va sifati ortib borishi, sun'iy intellekt texnologiyalarining qo'llanilishi, ko'p tilli korpuslarning shakllanishi kabi asosiy rivojlanish yo'nalishlari ko'rib chiqiladi. Maqolada o'zbek tilida korpus lingvistikasining rivoji va istiqbollari ham tahlil etilgan.

Kalit so'zlar: korpus lingvistikasi, raqamli texnologiyalar, sun'iy intellekt, tabiiy tilni qayta ishlash, lingvistik korpus, axborot texnologiyalari, o'zbek tili

Аннотация

В данной статье анализируются тенденции развития корпусной лингвистики в эпоху цифровых технологий. Рассматриваются сущность корпусной лингвистики, её тесная связь с цифровыми технологиями, а также её роль в современных информационно-коммуникационных системах. Особое внимание уделяется таким направлениям развития, как увеличение объёма и качества корпусов, использование технологий искусственного интеллекта, а также формирование многоязычных корпусов. Кроме того, анализируется развитие корпусной лингвистики в узбекском языке и её перспективы.

Ключевые слова: корпусная лингвистика, цифровые технологии, искусственный интеллект, обработка естественного языка, лингвистический корпус, информационные технологии, узбекский язык

Abstract

This article analyzes the development trends of corpus linguistics in the era of digital technologies. It examines the essence of corpus linguistics, its close connection with digital technologies, and its role in modern information and communication systems. Special attention is paid to key development directions such as the growth in the size and quality of corpora, the use of artificial intelligence technologies, and the formation of multilingual corpora. The paper also discusses the development and prospects of corpus linguistics in the Uzbek language.

Keywords: corpus linguistics, digital technologies, artificial intelligence, natural language processing, linguistic corpus, information technologies, Uzbek language

Kirish

Bugungi globallashtirish va raqamlashtirish jarayonlari barcha sohalar qatori tilshunoslik faniga ham sezilarli ta’sir ko‘rsatmoqda. Xususan, zamonaviy axborot-kommunikatsiya texnologiyalarining jadal rivoji natijasida tilni o‘rganish, tahlil qilish va qayta ishlashning yangi usullari yuzaga kelmoqda. Shu jihatdan korpus lingvistikasi zamonaviy lingvistikaning eng istiqbolli yo‘nalishlaridan biri sifatida e’tirof etilmoqda. Korpus lingvistikasi — bu til birliklarini katta hajmdagi matnlar to‘plami asosida o‘rganadigan yo‘nalish bo‘lib, u raqamli texnologiyalar bilan uzviy bog‘liqdir. Zamonaviy jamiyatda tilni kompyuter orqali tahlil qilish, sun’iy intellekt asosida qayta ishlash masalalari dolzarb ahamiyat kasb etadi. Shu bois korpus lingvistikasining rivojlanish tendensiyalarini o‘rganish muhim ilmiy vazifa hisoblanadi.

Asosiy qism

Korpus lingvistikasining mohiyati va raqamli asoslari. Korpus lingvistikasi tilni real nutq namunalari asosida o‘rganishga xizmat qiluvchi ilmiy yo‘nalishdir. Bu yo‘nalishda til materiallari maxsus elektron bazalar — korpuslar shaklida jamlanadi va tahlil qilinadi. Tadqiqotchilar ta’kidlashicha, korpuslar tilning haqiqiy qo‘llanilishini aks ettiruvchi ishonchli manba hisoblanadi [Zaxarov V., Mengliyev B., Xamroyeva Sh.- Korpus lingvistikasi]. Raqamli texnologiyalar rivoji korpuslarni yaratish va ulardan foydalanish imkoniyatlarini kengaytirdi. Avvallari katta hajmdagi matnlarni yig‘ish va qayta ishlash murakkab jarayon bo‘lgan bo‘lsa, bugungi kunda kompyuter texnologiyalari bu jarayonni sezilarli darajada osonlashtirdi. Natijada millionlab so‘zlardan iborat korpuslarni yaratish va tahlil qilish imkoniyati paydo bo‘ldi.

Raqamli texnologiyalar va korpus lingvistikasining integratsiyasi. Zamonaviy jamiyatda axborot texnologiyalari va tilshunoslikning integratsiyasi muhim ahamiyatga ega. Xususan, tabiiy tilni qayta ishlash texnologiyalari korpus lingvistikasining rivojlanishida muhim omil bo‘lib xizmat qilmoqda. Bu jarayon tilni avtomatik tahlil qilish, tarjima qilish, nutqni tanish kabi vazifalarni bajarishda qo‘llaniladi. Soha vakillarining ta’kidlashicha, tilni axborot-kommunikatsiya texnologiyalariga integratsiya qilish bugungi kunning dolzarb vazifalaridan biridir [“O‘zbek tilining milliy korpusi: muammo va vazifalar” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari. Tashkent- (2022-yil 31-may)]. Ayniqsa, internet tarmog‘ida tilning faol qo‘llanilishi korpuslarning yanada boyishiga xizmat qilmoqda.

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Korpus lingvistikasining rivojlanish tendensiyalari. Raqamli texnologiyalar davrida korpus lingvistikasining rivojlanishi bir necha muhim tendensiyalar bilan tavsiflanadi. Shu bilan birga, korpuslarning tarkibi va tuzilishi haqida ham alohida to'xtalish lozim. Korpuslar nafaqat so'zlar va iboralarni, balki ularning sintaktik va semantik xususiyatlarini ham o'z ichiga oladi. Masalan, ilmiy matnlar korpusida atamalar va terminologiya doimiy ravishda yangilanib boradi, badiiy matnlarda esa kontekstual va stilistik xususiyatlar ko'proq e'tiborga olinadi. Shuningdek, zamonaviy korpuslarda meta-ma'lumotlar (muallif, yozilgan yil, janr, matn manbasi) kiritilishi til materiallarini yanada aniqlik bilan tahlil qilish imkonini beradi [Zaxarov V., Mengliyev B., Xamroyeva Sh.- Korpus lingvistikasi].

Korpuslardan foydalanish jarayonida tadqiqotchilar tez-tez so'zlar va iboralarni qidirish vositalaridan – korpus qidiruv tizimlaridan foydalanadilar. Masalan, so'zning turli shakllari, sinonimlari yoki kontekstual ishlatilishi avtomatik tarzda aniqlanadi. Bu nafaqat tilni chuqurroq o'rganishga yordam beradi, balki sun'iy intellekt tizimlarini ham o'qitishda muhim ahamiyatga ega. Shu bilan birga, ko'plab zamonaviy korpuslar foydalanuvchilarga statistika va diagrammalar orqali natijalarni vizual tarzda ko'rsatish imkonini ham beradi. Korpuslarda qidiruv jarayoni ko'pincha so'z bazasini kengaytirish va yangi leksik birliklarni aniqlash maqsadida qo'llaniladi. Masalan, yangi paydo bo'lgan neologizmlar, internet tilida ishlatiladigan iboralar yoki texnik atamalar korpusga kiritilib, tilning dolzarb xususiyatlari muntazam kuzatiladi. Shu yo'l bilan korpus lingvistikasi tilning o'zgaruvchan tabiatini va jamiyatdagi nutq jarayonlarini aniq aks ettirishga xizmat qiladi.

Birinchidan, korpuslarning hajmi va sifati ortib bormoqda. Zamonaviy korpuslar millionlab, hatto milliardlab so'zlarni o'z ichiga oladi.

Ikkinchidan, korpuslar turli yo'nalishlarga ixtisoslashmoqda. Masalan, ilmiy, badiiy va og'zaki nutq korpuslari shakllanmoqda.

Uchinchidan, sun'iy intellekt texnologiyalarining qo'llanilishi kengaymoqda. Mashina o'rganishi yordamida til birliklari avtomatik tahlil qilinmoqda.

To'rtinchidan, ko'p tilli korpuslar rivojlanmoqda. Bu tarjima jarayonlarini takomillashtirishda muhim rol o'ynaydi.

O'zbek tilida korpus lingvistikasining rivoji. O'zbek tilshunosligida ham korpus lingvistikasiga qiziqish ortib bormoqda. So'nggi yillarda o'zbek tilining milliy korpusini yaratish bo'yicha izlanishlar olib borilmoqda. Bu borada tilni raqamli muhitga moslashtirish muhim ahamiyatga ega. O'zbek tilida korpus lingvistikasining rivoji bugungi kunda tilshunoslikning eng dolzarb yo'nalishlaridan biri sifatida namoyon bo'lmoqda. Ayniqsa, raqamli texnologiyalarning jadal rivojlanishi til birliklarini katta hajmdagi real nutq materiallari asosida o'rganish imkonini bermoqda. Shu nuqtai nazardan, o'zbek tilining milliy korpusini yaratish nafaqat nazariy, balki amaliy jihatdan ham muhim ahamiyat kasb etadi.

Korpus lingvistikasi tilni statistik va empirik asosda tahlil qilish imkonini beradi. Masalan, ma'lum bir so'zning qo'llanish chastotasi, uning turli uslubiy qatlamlarda ishlatilishi yoki grammatik shakllarining real nutqdagi taqsimoti korpus orqali aniq ko'rsatkichlar bilan isbotlanadi. Bu esa

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dalillarga tayangan xulosalar chiqarishga xizmat qiladi [Zaxarov V., Mengliyev B., Xamroyeva Sh.- Korpus lingvistikasi]. O‘zbek tilshunosligida ham ushbu yo‘nalishga qiziqish ortib borayotgani bejiz emas. Chunki korpus asosida olib borilgan tadqiqotlar tilning zamonaviy holatini aks ettiradi. Masalan, hozirgi o‘zbek matnlarida “internet”, “platforma”, “onlayn” kabi so‘zlarning qo‘llanish chastotasi keskin ortgani korpus ma’lumotlari orqali aniqlanishi mumkin. Korpus ma’lumotlari tilning leksik tarkibidagi o‘zgarishlarni, yangi so‘z va birliklarning paydo bo‘lishini hamda ularning faol qo‘llanish darajasini aniqlash imkonini beradi [Zaxarov V., Mengliyev B., Xamroyeva Sh.- Korpus lingvistikasi]. Bundan tashqari, korpus lingvistikasi tarjima, lug‘atchilik va sun’iy intellekt sohalarida ham muhim rol o‘ynaydi. Xususan, parallel korpuslar yordamida ikki til o‘rtasidagi mosliklarni aniqlash, avtomatik tarjima tizimlarini takomillashtirish mumkin. Parallel korpuslar turli tillardagi matnlarning muqobil variantlarini solishtirish orqali tarjima ekvivalentlarini aniqlashda samarali vosita hisoblanadi [Zaxarov V., Mengliyev B., Xamroyeva Sh.- Korpus lingvistikasi].

Shuningdek, korpus materiallari asosida tuzilgan elektron lug‘atlar an’anaviy lug‘atlardan farqli ravishda jonli nutq namunalariga tayangan holda yaratiladi. Bu esa foydalanuvchiga so‘zning real qo‘llanishini ko‘rsatib beradi. Korpusga asoslangan lug‘atlar so‘zlarning real kontekstdagi qo‘llanishini aks ettirishi bilan an’anaviy lug‘atlardan ustun turadi [Zaxarov V., Mengliyev B., Xamroyeva Sh.- Korpus lingvistikasi]. Mutaxassislarning ta’kidlashicha, o‘zbek tilining axborot texnologiyalarida keng qo‘llanilishini ta’minlash uchun milliy korpusni yaratish va uni muntazam boyitib borish zarur. Chunki aynan korpus ma’lumotlari asosida nutqni avtomatik aniqlash, matnni tahlil qilish va sun’iy intellekt tizimlarini rivojlantirish mumkin.

Xulosa

Xulosa qilib aytganda, raqamli texnologiyalar davrida korpus lingvistikasi jadal rivojlanmoqda. Axborot texnologiyalari taraqqiyoti bu sohaning imkoniyatlarini kengaytirmoqda. Kelgusida sun’iy intellekt va katta ma’lumotlar texnologiyalari korpus lingvistikasining yanada rivojlanishiga xizmat qiladi.

Foydalanilgan adabiyotlar

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AUTOMATION OF EDUCATIONAL PROCESSES: CHALLENGES AND INTEGRATED SOLUTIONS IN UZBEKISTAN’S HIGHER EDUCATION SYSTEM

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Abstract

This article analyzes the current state and major challenges of automating educational processes in higher education institutions of Uzbekistan. The study is based on the IMRAD methodology and uses surveys, statistical data, and expert interviews conducted in 18 universities between 2023 and 2025. The findings show that although digital technologies are widely used, many systems remain fragmented and poorly integrated. The research proposes the development of a National Educational Management System (NEMS) that integrates artificial intelligence, adaptive learning technologies, and centralized data management. The implementation of this system could increase educational efficiency by 32–38%, reduce teachers’ administrative workload by 65–70%, and decrease administrative costs by up to 45%. The article also outlines a phased implementation plan for 2026–2030 in accordance with the “Digital Uzbekistan – 2030” strategy.

Keywords: educational process automation, LMS, artificial intelligence, blended learning, digital pedagogy, higher education in Uzbekistan.

Annotatsiya:

Maqolada O‘zbekiston oliy ta’lim muassasalarida ta’lim jarayonlarini avtomatlashtirishning hozirgi holati va asosiy muammolari tahlil qilinadi. Tadqiqot IMRAD metodologiyasiga asoslanib, 2023–2025 yillarda 18 ta universitetda o‘tkazilgan so‘rovlar, statistik ma’lumotlar va ekspert intervyulari asosida amalga oshirildi. Natijalar shuni ko‘rsatadiki, ko‘plab OTMlarda raqamli tizimlar joriy etilgan bo‘lsa-da, ularning integratsiyasi yetarli darajada emas. Tadqiqotda sun’iy intellekt, moslashuvchan o‘qitish texnologiyalari va markazlashgan ma’lumotlar boshqaruvini o‘z ichiga olgan Milliy avtomatlashtirilgan ta’lim boshqaruv tizimini joriy etish taklif etiladi. Ushbu tizimni joriy etish ta’lim samaradorligini 32–38 % ga oshirishi, o‘qituvchilarning ma’muriy yuklamasini 65–70 % ga kamaytirishi va administrativ xarajatlarni 45 % gacha qisqartirishi mumkin.

Kalit so‘zlar: ta’lim jarayonini avtomatlashtirish, LMS, sun’iy intellekt, aralash ta’lim, raqamli pedagogika, O‘zbekiston oliy ta’limi.

Аннотация:

В статье анализируется текущее состояние и основные проблемы автоматизации образовательных процессов в высших учебных заведениях Узбекистана. Исследование основано на методологии IMRAD и включает опросы, статистические данные и экспертные интервью, проведенные в 18 университетах в 2023–2025 годах. Результаты показывают, что несмотря на широкое внедрение цифровых технологий, многие системы остаются фрагментированными и недостаточно интегрированными. В работе предлагается создание Национальной автоматизированной системы управления образованием (NEMS), которая объединит искусственный интеллект, адаптивное обучение и централизованное управление данными. Внедрение такой системы может повысить эффективность образовательного процесса на 32–38 %, сократить административную нагрузку преподавателей на 65–70 % и уменьшить административные расходы до 45 %.

Ключевые слова: автоматизация образовательного процесса, LMS, искусственный интеллект, смешанное обучение, цифровая педагогика, высшее образование Узбекистана.

The rapid development of digital technologies has significantly transformed the global higher education landscape. Universities around the world are increasingly implementing automated educational management systems, learning management platforms, and artificial intelligence tools to improve the efficiency and quality of education. Digital transformation is now considered a key driver of innovation and competitiveness in higher education systems.

In Uzbekistan, the digitalization of higher education has become one of the major priorities of state policy. The Presidential Decrees No. PQ-2909 (April 20, 2017), No. PQ-4477 (October 8, 2019), and No. PQ-4996 (February 17, 2021), as well as the national strategy “Digital Uzbekistan – 2030”, emphasize the importance of introducing modern information technologies and automated management systems in universities. As of 2025, there are more than 210 higher education institutions in Uzbekistan, including both public and private universities. According to official statistics, approximately 190 universities already use various digital systems such as **HEMIS, Moodle, Microsoft Teams, e-University, MyEdu, and Talaba platforms**. These systems support different aspects of educational management including student records, scheduling, assessment, and distance learning. However, despite the widespread use of digital platforms, many systems remain fragmented and poorly integrated. Data exchange between systems is limited, forcing academic staff to repeatedly enter the same information into multiple platforms. As a result, teachers spend approximately **50–60% of their working time on administrative tasks** rather than teaching and research activities.

Therefore, the automation of educational processes remains a critical challenge for the higher education system of Uzbekistan. A comprehensive and integrated approach is required to overcome existing technological, organizational, and financial barriers.

The main objectives of this study are:

- to assess the current state of educational process automation in Uzbekistan’s higher education institutions;
- to identify key barriers and structural limitations of digital transformation;
- to propose realistic and phased solutions for improving automation and digital integration of higher education management by 2030.

Methods

This research was conducted during the period **2023–2025** and is based on a mixed methodological approach combining qualitative and quantitative research methods. First, a **document analysis** was conducted to examine the regulatory and legal framework of digital transformation in higher education. A total of **25 national laws, presidential decrees, and government resolutions** related to educational digitalization were analyzed. Second, **secondary data analysis** was performed using academic literature and institutional reports. Particular attention was given to the monograph by **Matnazarov and Masharipov (2024)** and institutional reports related to the implementation of automated educational management systems. Third, a **large-scale survey** was conducted across **18 public and private universities** in Uzbekistan. The survey included:

- **312 university teachers**
- **168 administrators (deans and department heads)**
- **1,240 students**

The survey aimed to evaluate the level of digital technology adoption, identify operational challenges, and assess users’ satisfaction with existing digital platforms. Fourth, **in-depth interviews** were conducted with **42 university managers and IT specialists** responsible for digital infrastructure development. Fifth, statistical data from the **Ministry of Higher Education, Science and Innovation**, the **State Statistics Agency**, and local LMS administrators were analyzed. Finally, the research used **SWOT analysis, PEST analysis, and GAP analysis** to identify structural weaknesses in the digitalization process. Additionally, the effectiveness of the **Automated System of Educational Process Management (ASEPM)** implemented at Urgench Innovative University between **2021 and 2025** was evaluated as a practical case study.

Results

1.Current State of Educational Automation (2025)

The analysis of collected data demonstrates that Uzbekistan has made significant progress in the digitalization of higher education management. The majority of universities already use some form of digital system.

According to the research findings:

- **91% of universities maintain electronic student records**
- **74% use automated scheduling systems**
- **58% implement electronic grading and assessment tools**
- **only 11% manage the entire educational process through a unified platform**
- **less than 3% of universities use artificial intelligence technologies** such as automated proctoring or adaptive testing.

These results indicate that while digital tools are widely adopted, the level of **system integration and automation remains relatively low**.

2.Key Challenges Identified

Fragmentation of Digital Systems

The most frequently mentioned problem (reported by **89% of respondents**) is the fragmentation of digital platforms. Different systems operate independently without effective integration.

Educational management systems, student information systems, electronic libraries, and financial platforms are often disconnected. As a result, data duplication occurs, information exchange becomes inefficient, and administrative decision-making processes are slowed.

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From a scientific perspective, fragmented systems significantly reduce the overall effectiveness of digital transformation in higher education.

Low Digital Competence of Teachers

The survey results indicate that **43% of teachers possess only basic digital skills**. Many academic staff members experience difficulties using LMS platforms, digital assessment tools, and online teaching technologies. This limitation reduces the potential impact of digital technologies on the quality of education and slows down the implementation of automated systems.

Infrastructure Limitations

Infrastructure problems remain particularly significant in regional universities. Internet speed in many areas ranges between **30–70 Mbit/s**, which is insufficient for stable operation of advanced digital platforms. Additionally, the availability of computer equipment is limited. On average, **one computer is shared by 28–35 students**, which significantly restricts access to digital learning resources.

Data Security and Privacy Issues

Another critical challenge is the insufficient implementation of **information security standards** and **personal data protection mechanisms**. Many universities lack experience in risk management and cybersecurity governance. This situation reduces trust in digital systems and creates potential vulnerabilities for educational data management.

Insufficient Funding

Financial limitations represent another serious obstacle. In Uzbekistan, the average annual digitalization expenditure per student is approximately **180–220 thousand UZS**, which is significantly lower than in neighboring countries.

For comparison:

- Russia – approximately **1.2–1.5 million UZS per student**
- Kazakhstan – around **850 thousand UZS per student**

Limited financial resources restrict the modernization of digital infrastructure and the development of advanced technological solutions.

Limited Use of Advanced Technologies

The use of modern technologies such as **Artificial Intelligence, Big Data analytics, and adaptive learning systems** remains extremely limited. These technologies could significantly improve personalized learning and educational management efficiency but are not yet widely implemented.

3. Case Study: Urgench Innovative University

A practical example of successful educational automation can be observed at **Urgench Innovative University**, where the **Automated System of Educational Process Management (ASEPM)** was implemented between 2021 and 2025.

The results demonstrate substantial improvements:

- scheduling time decreased from **12 days to 1.5 hours (87% reduction)**
- preparation of grading reports saved **72–78% of teachers' time**
- teachers' administrative workload decreased from **19 hours per week to 6 hours**
- real-time monitoring of student attendance and academic performance became possible.

This case study confirms the significant potential of integrated automated educational systems.

Discussion

The results indicate that while Uzbekistan has made important progress in digitalizing higher education, the current system remains fragmented and inefficient. Therefore, a comprehensive and

integrated approach is required.

1. National Educational Management System (NEMS)

The study proposes the development of a **National Educational Management System (NEMS)** – a unified automated platform that integrates all major educational management functions.

The platform should include the following **ten modules**:

1. Student information and electronic dean’s office
2. Automated scheduling using optimization algorithms
3. Electronic grading and flexible assessment tools
4. Distance and blended learning modules (LMS + LXP)
5. AI-based proctoring and plagiarism detection
6. Adaptive learning systems with individual learning trajectories
7. Big Data analytics and predictive models
8. Parent and employer communication portals
9. Mobile applications for students and teachers
10. API integration with national government systems

Such a platform would significantly improve the efficiency, transparency, and quality of educational management.

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THE ROLE OF PARENTAL INVOLVEMENT IN CHILDREN’S FOREIGN LANGUAGE LEARNING

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Abstract:

Children between the ages of 5 and 12 often experience difficulties when learning a foreign language. At this stage, they may struggle to remember new vocabulary, pronounce unfamiliar sounds accurately, and use the language with confidence. Limited exposure to the foreign language outside the classroom can further slow the learning process and lead to frustration. In addition, as children are still developing emotionally and cognitively, they may experience anxiety or lose motivation when faced with challenges. In this context, parental involvement plays a crucial role in supporting children’s language learning. When parents show interest, encouragement, and active participation, children are more likely to feel motivated and confident. A supportive home environment helps transform language learning into an enjoyable rather than stressful experience. Simple activities such as reading short stories together, watching cartoons in a foreign language, and practicing basic words and phrases can significantly enhance learning outcomes. This article examines the main challenges children face in foreign language learning and explores how parental involvement can help overcome these difficulties. It also provides practical strategies for parents to support their children, making the learning process more effective, engaging, and successful.

Keywords: parental involvement, foreign language learning, childhood literacy, learning challenges, emotional factors

Introduction. A variety of factors affect the process by which children learn foreign languages, including health, intelligence, family socioeconomic status, gender, and family dynamics (Gumarpi Rahis Pasaribu, 2021). Additionally, parental involvement has consistently been recognized as a crucial element in children's acquisition of foreign languages. Throughout this journey, children encounter various challenges and often require assistance from their families, even if the parents themselves lack proficiency in the foreign language. Consequently, researchers and educators have been exploring these issues and potential ways to alleviate the stress and challenges faced not only by young language learners but also by their parents (Umdatussy Nauvianti, 2025)

Research

Methodology.

This study adopts a qualitative approach, focusing on the analysis of existing research. Data were collected from previous studies, academic publications, and both informal and formal interviews with parents and children. Additionally, insights were drawn from the experiences of foreign language teachers and adult learners. The collected data were analyzed qualitatively to identify

common challenges and effective strategies of parental support.

Literature Review.

Children between the ages of 5 and 12 encounter several difficulties when learning a foreign language. Among the most common challenges are short attention spans, limited access to an immersive language environment, difficulties in pronunciation, problems with vocabulary retention, and insufficient parental support and encouragement. Each of these factors will be discussed below.

One of the primary challenges is children’s limited attention span. Research indicates that children aged 5 to 12 can typically maintain focus for approximately 12 to 35 minutes, which makes sustained learning difficult. As a result, they often struggle to concentrate on tasks such as understanding grammar rules or memorizing new vocabulary (Happiest Baby Stuff, 2025).

Another significant issue is the lack of an immersive language environment. In countries where English is learned as a second or third language, children have limited exposure to authentic language use in everyday contexts. This lack of immersion makes it more difficult for learners to develop fluency in speaking, listening, reading, and writing, ultimately slowing down the acquisition process (Okusheva et al., 2015).

Vocabulary acquisition also presents a major challenge. Learning new words in a foreign language can be particularly difficult when those words are abstract, unfamiliar, or infrequently used. Children often lack meaningful associations with such vocabulary, which hinders retention and prolongs the learning process (Hayakawa et al., 2019). You’ve got strong ideas here, but the section needs tightening, clearer academic phrasing, and removal of a few logical inconsistencies (for example, “reduced difficulties” should actually be “increased difficulties”). Here’s a clean, polished version:

Emotional and Environmental Factors in Foreign Language Learning

In addition to cognitive challenges, children face several emotional factors that can hinder foreign language learning. These include low self-esteem, lack of self-confidence, anxiety, fear of speaking, and low motivation. Although these factors do not completely prevent learning, they make the process significantly more challenging (Köksoy & Deniz, 2025).

Limited exposure to a foreign language environment is another critical issue. Children who grow up in multilingual families or whose parents are familiar with foreign languages tend to encounter fewer difficulties in language acquisition. In contrast, when parents do not actively support or engage in their child’s language learning process, children are more likely to develop limited language skills.

Psychological barriers also play an important role. Children who experience difficulties in their relationship with their parents, particularly in terms of emotional support and learning guidance, often struggle with remembering new vocabulary and grammatical structures. Excessive pressure, anxiety, and parental expectations can negatively affect children’s confidence, leading to increased difficulty in language acquisition and a stronger fear of speaking.

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Furthermore, parents with limited knowledge of a foreign language may find it challenging to assist their children effectively. This lack of linguistic and cultural awareness can create additional obstacles in the learning process, as children receive less guidance and support at home.

Concusion

This study explored the main challenges faced by children aged 5–12 in foreign language learning and examined the role of parental involvement in addressing these difficulties. The findings indicate that children commonly struggle with short attention spans, limited exposure to the target language, vocabulary acquisition, pronunciation, and emotional factors such as anxiety and low motivation. In addition, insufficient parental support and limited language proficiency among parents can further complicate the learning process. However, the study demonstrates that active parental involvement—even without advanced language skills—can positively influence children’s motivation, confidence, and overall learning outcomes. Therefore, creating a supportive and encouraging home environment is essential for making foreign language learning more effective and less stressful for young learners.

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LEXICAL FEATURES OF ENGLISH USED IN IT DOCUMENTATION AND ONLINE COMMUNICATION

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Abstract

English has become the dominant language of global information technology (IT) communication. In the contemporary digital world, professionals from diverse linguistic and cultural backgrounds rely on English as a common medium for collaboration, innovation, and knowledge sharing. Technical documentation, software manuals, and online developer communities extensively employ English to ensure clarity, efficiency, and international cooperation. This study investigates the

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lexical features of English used in IT documentation and online communication, focusing on technical terminology, collocations, abbreviations and acronyms, and metaphorical expressions. Using a corpus-based approach, the research analyzes authentic texts drawn from IT documentation sources such as GitHub README files and Microsoft Docs, as well as online communication platforms including Stack Overflow and Reddit.

Keywords: *IT English, lexical features, corpus linguistics, online communication*

Annotatsiya

Ingliz tili global axborot texnologiyalari (IT) kommunikatsiyasining asosiy tiliga aylangan. Zamonaviy raqamli dunyoda turli til va madaniy muhitga ega mutaxassislar hamkorlik qilish, innovatsiyalar yaratish va bilim almashish uchun ingliz tilidan umumiy aloqa vositasi sifatida foydalanadilar. Texnik hujjatlar, dasturiy ta’minot qo‘llanmalari va onlayn dasturchilar hamjamiyatlari aniqlik, samaradorlik va xalqaro hamkorlikni ta’minlash maqsadida keng miqyosda ingliz tilidan foydalanadi. Ushbu tadqiqot IT hujjatlari va onlayn muloqotda qo‘llaniladigan ingliz tilining leksik xususiyatlarini o‘rganadi, xususan texnik terminologiya, kollokatsiyalar, qisqartmalar va akronimlar hamda metaforik ifodalarga e’tibor qaratadi. Korpusga asoslangan yondashuvdan foydalangan holda, tadqiqot GitHub README fayllari va Microsoft Docs kabi IT hujjatlari, shuningdek Stack Overflow va Reddit kabi onlayn platformalardan olingan haqiqiy matnlarni tahlil qiladi.

Kalit so‘zlar: IT ingliz tili, leksik xususiyatlar, korpus lingvistikasi, onlayn muloqot

Аннотация

Английский язык стал доминирующим языком глобальной коммуникации в сфере информационных технологий (ИТ). В современном цифровом мире специалисты из различных языковых и культурных сред используют английский язык как общее средство общения для сотрудничества, инноваций и обмена знаниями. Техническая документация, руководства по программному обеспечению и онлайн-сообщества разработчиков широко используют английский язык для обеспечения ясности, эффективности и международного сотрудничества. Данное исследование рассматривает лексические особенности английского языка, используемого в ИТ-документации и онлайн-коммуникации, с акцентом на техническую терминологию, коллокации, аббревиатуры и акронимы, а также метафорические выражения. Используя корпусный подход, исследование анализирует аутентичные тексты из источников ИТ-документации, таких как файлы README на GitHub и Microsoft Docs, а также онлайн-платформы, включая Stack Overflow и Reddit.

Ключевые слова: английский язык в ИТ, лексические особенности, корпусная лингвистика, онлайн-коммуникация

Introduction

The rapid advancement of digital technologies has significantly reshaped modern society. Information technology has become an essential component of education, business, governance, and everyday life. As technological systems expand across national and cultural boundaries, the need for a shared linguistic medium has become increasingly critical. English has emerged as the primary

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language of global IT communication and is now firmly established as the dominant language of software development, technical documentation, and online professional interaction.

In the IT industry, English is used not only in formal contexts such as manuals, system documentation, and technical reports, but also in informal and semi-formal environments including online forums, developer platforms, and collaborative communities. Platforms such as GitHub, Stack Overflow, and Reddit enable professionals to exchange knowledge, troubleshoot problems, and develop software collaboratively using English as the default language. This widespread use has led to the development of a specialized variety of English commonly referred to as IT English.

From a linguistic perspective, IT English differs considerably from general English. It is characterized by high lexical density, extensive use of specialized terminology, frequent repetition of key lexical items, and a strong emphasis on precision and efficiency. Moreover, IT discourse often assumes shared technical knowledge, which influences lexical choices and reduces the need for explicit explanations.

Literature Review

Research in the field of English for Specific Purposes (ESP) has consistently emphasized that specialized professional domains give rise to distinct language varieties. Hutchinson and Waters (1987) argue that ESP is defined by the communicative needs of learners rather than by a fixed set of linguistic features. These needs influence vocabulary selection, grammatical structures, and discourse patterns. In technical and professional contexts, language is shaped primarily by the requirement for precision, efficiency, and clarity.

Hyland (2004) further explains that disciplinary discourses are socially constructed and reflect the shared practices, values, and expectations of specific professional communities. In the IT domain, these shared practices are evident in the consistent use of specialized terminology, standardized abbreviations, and conventional expressions. Such linguistic features allow IT professionals to communicate complex ideas quickly and accurately, particularly in problem-solving environments.

Methodology

This study adopts a corpus-based research methodology that combines both quantitative and qualitative approaches. Corpus linguistics is particularly suitable for analyzing lexical features, as it allows for the systematic examination of word frequency, collocational patterns, and contextual usage across large bodies of authentic text. By relying on real-life language data, this approach ensures that the findings accurately reflect actual IT communication practices.

The corpus compiled for this research consists of approximately 200,000 words and is divided into two main categories. The first category includes formal IT documentation, specifically GitHub README files and official Microsoft documentation. These texts were selected because they represent standardized, professionally produced IT discourse and are widely used by developers worldwide. The second category comprises informal and semi-formal online communication extracted from programming-related discussions on Stack Overflow and Reddit. These platforms were chosen due to their popularity and their role in facilitating collaborative problem-solving among IT professionals.

The analysis focused on four main lexical categories:

1. Technical terminology, referring to domain-specific nouns and noun phrases;
2. High-frequency verbs and collocations, including procedural and operational expressions;
3. Abbreviations and acronyms, commonly used in documentation and online interaction;
4. Metaphorical expressions, which help conceptualize abstract technical processes.

4. Findings and Analysis

The corpus analysis reveals that English used in IT documentation and online communication exhibits several distinctive lexical features that clearly differentiate it from general English. These features reflect the professional demands of the IT domain and the communicative goals of efficiency, precision, and shared understanding. The findings are presented according to the four main lexical categories identified in the methodology.

4.1 Technical Terminology

Technical terminology forms the core of IT English and is the most salient lexical feature observed in the corpus. The analysis shows a high frequency of domain-specific nouns and noun phrases such as repository, framework, dependency, runtime, authentication, and middleware. These terms are essential for conveying precise meanings and are rarely replaceable by general English equivalents.

4.2 High-Frequency Verbs and Collocations

Another prominent feature of IT English is the frequent use of general English verbs that acquire specialized meanings within technical contexts. Verbs such as run, execute, load, deploy, build, trigger, and handle appear with high frequency throughout the corpus. In IT discourse, these verbs typically refer to specific technical actions rather than their everyday meanings.

These verbs frequently occur in fixed or semi-fixed collocations, including expressions such as run a script, deploy an application, load a configuration file, and handle exceptions. Such collocations function as formulaic units that enable efficient communication and reduce ambiguity. Their repeated use reflects the procedural nature of IT discourse, where instructions and operations must be communicated clearly and concisely.

4.3 Abbreviations and Acronyms

Abbreviations and acronyms are pervasive in IT English, particularly in online communication platforms. Common acronyms identified in the corpus include API, IDE, UI, UX, OS, CPU, and RAM. These shortened forms are often used without explanation, even in instructional texts, indicating an assumption of shared technical knowledge among users.

While abbreviations enhance linguistic economy and efficiency, they can create barriers for learners who are unfamiliar with IT terminology. In online discussions, acronyms are frequently combined with informal language and conversational markers, resulting in a hybrid register that blends technical precision with interpersonal interaction.

4.4 Metaphorical Expressions

Metaphorical language plays a significant role in making abstract and complex technical concepts more accessible. The corpus reveals widespread use of metaphors derived from physical, biological, and mechanical domains. Expressions such as fix a bug, data pipeline, thread execution, memory leak, and firewall illustrate how familiar concepts are used to explain intangible digital processes.

These metaphors are particularly common in explanatory and instructional contexts, where they help users visualize system behavior. However, metaphorical meanings may not always be transparent to non-native speakers, especially when cultural or experiential knowledge differs. As a result, metaphorical language represents both a facilitative and potentially challenging aspect of IT English.

Discussion

The findings of this study confirm that IT English functions as a highly specialized lexical system shaped by the communicative demands of the information technology domain. The dominance of technical terminology, frequent use of procedural verbs and fixed collocations, extensive reliance on abbreviations, and widespread metaphorical language all reflect the need for precision, efficiency, and shared understanding among IT professionals.

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From a pedagogical perspective, these findings have important implications for English for Specific Purposes (ESP) instruction. Traditional vocabulary teaching methods that focus on isolated word meanings are insufficient for preparing learners to engage with authentic IT texts. Instead, ESP courses should emphasize lexical chunks, common collocations, and context-specific meanings of high-frequency verbs. Teaching learners how to interpret and use abbreviations and acronyms is also essential, particularly in online and professional settings.

Conclusion

This study has examined the lexical features of English used in IT documentation and online communication through a corpus-based analysis of authentic professional texts. The findings demonstrate that IT English constitutes a distinct and specialized variety of English characterized by a high concentration of technical terminology, frequent use of procedural verbs and fixed collocations, extensive reliance on abbreviations and acronyms, and the widespread use of metaphorical language to explain abstract concepts.

These lexical features reflect the professional needs of the IT community, where clarity, precision, and efficiency are essential for successful communication and collaboration. While such features facilitate effective interaction among experienced professionals, they may also present challenges for novice users and non-native English speakers who lack sufficient exposure to authentic IT discourse.

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THE ROLE OF TEACHERS IN DIGITAL UPBRINGING: CHALLENGES AND PEDAGOGICAL STRATEGIES

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Annotation: With the rapid technological advancements in the education world, digital learning and remote education have become an essential part of contemporary education system. The aim of this study is to learn digital-pedagogical strategies teachers using and to determine the difficulties of adapting to 21st century education and challenges in performing in a digital classroom. Both qualitative and quantitative methods were used, and data were collected through observations and experimental lessons. This paper argues that teachers play a central role in digital upbringing by fostering responsible, ethical, and critical use of technology, despite facing significant pedagogical and technological challenges.

Key words: digital learning, technological challenges, technology, online learning, machine, co-learning, internet, facilitators, digital guide.

Anotatsiya: Ta'lim olamidagi tezkor texnologik taraqqiyot bilan raqamli ta'lim va masofaviy ta'lim zamonaviy ta'lim tizimining ajralmas qismiga aylandi. Ushbu tadqiqotning maqsadi o'qituvchilar tomonidan qo'llaniladigan raqamli-pedagogik strategiyalarni o'rganish va 21-asr ta'limiga moslashishdagi qiyinchiliklar va raqamli sinfda ishlashdagi qiyinchiliklarni aniqlashdir. Sifatli va miqdoriy usullar qo'llanildi va ma'lumotlar kuzatuvlar va eksperimental darslar orqali to'plandi. Ushbu maqolada o'qituvchilar jiddiy pedagogik va texnologik qiyinchiliklarga duch kelganlariga qaramay, texnologiyaga mas'uliyatli, axloqiy va tanqidiy munosabatni rivojlantirish orqali raqamli tarbiyada markaziy rol o'ynashi ta'kidlangan.

Kalit so'zlar: raqamli o'rganish, texnologik qiyinchiliklar, texnologiya, onlayn o'rganish, mashina, qo'shma o'rganish, internet, fasilitatorlar, raqamli qo'llanma.

Аннотация: В условиях стремительного технологического прогресса в сфере образования цифровое обучение и дистанционное образование стали неотъемлемой частью современной системы образования. Цель данного исследования — изучить цифровые педагогические стратегии, используемые учителями, и определить трудности адаптации к образованию XXI века, а также проблемы, возникающие при работе в цифровом классе. Использовались как качественные, так и количественные методы, а данные собирались посредством наблюдений и экспериментальных уроков. В данной работе утверждается, что учителя играют центральную роль в цифровом воспитании, способствуя ответственному, этичному и критическому использованию технологий, несмотря на значительные педагогические и технологические проблемы.

Ключевые слова: цифровое обучение, технологические проблемы, технологии, онлайн-

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обучение, интернет-машина, совместное обучение, фасилитаторы, цифровое руководство.

Until few years ago, the teacher held the position of authoritative power in a classroom, he was the only holder of knowledge among its walls and communication between student and educator was one-way. Students had memorized information and demonstrate understanding of taught concepts, were rewarded with grades. Today teachers are learning with their students through co-learning, sharing and collaboration. In this context, the walls of a classroom are no longer a knowledge container rather a limit. The role of teachers has changed significantly, as they have shifted from being mere knowledge transmitters to guides and facilitators of the educational process. This transformation not only involves the use of technology but also reflects a change in teaching strategies and the way teachers interact with students. A professor is expected to work hard to ensure their students not only learn about the key concepts of the course, but also learn to use the necessary technology. They can use appropriate tools, while giving constructive feedback, so they feel accompanied at all times. Optimal learning happens when students have a safe, constructive, online platform. Students are not only visiting a virtual campus, they also need a personal space for community, or collaboration areas to really thrive. This is the human behind the machine, and a strong online community leads successful students who feel supported throughout their studies. Student capability assessments will include their ability to use relevant technology. Technology provides teachers with new tools that allow them customize lessons based on the individual needs of students, which enhances their role as facilitators of the educational process rather than just information sources.

Promoting Self-Learning and Independence and New Teaching Strategies in the Age of Remote Education

A significant change in the role of teachers in digital learning is the promotion of self-learning among students. With digital content and online educational resources available, students can now learn many concepts on their own. However, the teacher's role remains important in guiding students and providing support.

The Flipped Classroom Model, this approach reverses traditional teaching methods. Students first engage with instructional content independently, and a class time is used for interactive activities. This strategy encourages active learning, promotes critical thinking and enhances student participation. It also helps to improve academic performance and student satisfaction in online courses.

Microlearning, this strategy involves delivering content in small, manageable units. Method aligns with cognitive load theory, which suggests that learners process information more effectively in limited quantities. This can include short instructional videos, interactive quizzes or infographics. Microlearning can help to maintain student attention and improves knowledge retention.

Gamification, this method integrates game elements into the learning process. Platforms such as "Kahoot!" and "Quizizz" are widely used to enhance engagement. Key benefits of this strategy are to increase motivation, encourages active participation and provides instant feedback. Gamification transforms passive learning into a interactive experience, making it highly effective in online settings.

Interaction and Communication via Digital Learning Platforms

Effective communication with students is the one of the biggest challenges in remote education. In this context, teachers need to use digital learning platforms to interact with students continuously. These platforms are not limited to delivering remote lectures but also include group

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discussions, assignments, and interactive quizzes that enable teachers to monitor student progress consistently.

In this framework, teachers are required to adopt new digital tools to interact with students and track their academic progress, which demands advanced digital skills. They can use tools such as email, forums, and virtual classrooms to provide individual and group support. To meet the needs of students in this era and remote education, teachers must continually develop their digital skills. This includes becoming familiar with different educational platforms, using digital classroom management tools, and learning online assessment techniques.

Challenges Teachers face in Digital Education

Despite the many benefits of digital learning and remote education, teachers face several challenges. Among these challenges are the difficulty in maintaining student engagement in a remote learning environment, ensuring that all students have access to the necessary technology to access digital content, and managing time while providing personalized support online. Despite these challenges, the teacher's role remains crucial in guiding students through these transitions and offering both educational and emotional support.

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AUTENTIK TIL MUHITINING LEKSIK KOMPETENSIYA SHAKLLANISHIGA TA'SIRI

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Ingliz tili yo'nalishi 2- kurs talabasi

Annotatsiya. Mazkur maqola autentik til muhitining chet til o'rganuvchilarda leksik kompetensiya shakllanishiga ta'sirini tahlil qilishga bag'ishlangan. Leksik kompetensiya tushunchasining nazariy asoslari yoritilib, ilmiy manbalar asosida izohlanadi. Autentik materiallar (gazeta maqolalari, bloglar, podkastlar, filmlar va boshqa real kommunikativ manbalar) tilni tabiiy kontekstda o'zlashtirish vositasi sifatida ko'rib chiqiladi. Shuningdek, maqolada autentik matnlarni darajaga mos tanlash, vazifa asosidagi yondashuv va multimedia vositalaridan foydalanish bo'yicha amaliy tavsiyalar berilgan. Xulosa sifatida autentik til muhitidan samarali foydalanish ESL/EFL darslarida leksik kompetensiyani shakllantirishning muhim va ustuvor omili ekani ta'kidlanadi.

Kalit so'zlar: autentik til muhiti, leksik kompetensiya, chet til o'qitish, ESL/EFL, autentik materiallar, kommunikativ kompetensiya, tabiiy kontekst, leksik ko'nikmalar.

Abstract. This article is devoted to analyzing the impact of an authentic language environment on the development of lexical competence among foreign language learners. The theoretical foundations of the concept of lexical competence are outlined and explained on the basis of scholarly sources. Authentic materials (newspaper articles, blogs, podcasts, films, and other real communicative resources) are considered as a means of acquiring language in a natural context. The article also provides practical recommendations on selecting authentic texts according to learners' proficiency levels, applying a task-based approach, and using multimedia tools. In conclusion, it is emphasized that the effective use of an authentic language environment is an important and priority factor in developing lexical competence in ESL/EFL classes.

Keywords: authentic language environment, lexical competence, foreign language teaching, ESL/EFL, authentic materials, communicative competence, natural context, lexical skills.

Аннотация. Данная статья посвящена анализу влияния аутентичной языковой среды на формирование лексической компетенции у изучающих иностранный язык. Освещаются теоретические основы понятия лексической компетенции и даётся их объяснение на основе научных источников. Аутентичные материалы (газетные статьи, блоги, подкасты, фильмы и другие реальные коммуникативные источники) рассматриваются как средство усвоения языка в естественном контексте. В статье также представлены практические рекомендации по отбору аутентичных текстов с учётом уровня владения языком, применению задания-ориентированного подхода и использованию мультимедийных средств. В заключение подчёркивается, что эффективное использование аутентичной языковой среды является важным и приоритетным фактором формирования лексической компетенции на занятиях ESL/EFL.

Ключевые слова: аутентичная языковая среда, лексическая компетенция, обучение

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иностранному языку, ESL/EFL, аутентичные материалы, коммуникативная компетенция, естественный контекст, лексические навыки.

Kirish. Leksik kompetensiya — bu til o‘rganayotgan shaxsning so‘zlarni tushunish va to‘g‘ri, samarali qo‘llash qobiliyatidir. Chet tilni o‘rgatishda lug‘at bilimining kengligi va chuqurligi tilning to‘g‘ri tushunilishi, ifodalanishi va muloqotda muvaffaqiyatli bo‘lishiga xizmat qiladi. An‘anaviy darslarda ko‘pincha izolyatsiyalangan lug‘at ro‘yxatlari asosida o‘rganiladi, biroq bu yondashuv tilni real hayot sharoitida qo‘llashni yetarli darajada ta‘minlay olmaydi. Shuning uchun til o‘rgatish metodikasida autentik til muhitidan foydalanish til o‘rganuvchilarning leksik kompetensiyasini shakllantirishda muhim omil sifatida qaraladi.

Autentik til muhiti — bu til o‘rganuvchilarga asl til materiallari orqali real kommunikativ kontekstni taqdim etadigan sharoitdir. Gilmore (2007) ta‘kidlashicha, autentik materiallar — bu o‘quvchilarga til o‘rgatish maqsadida emas, balki ona tilida so‘zlashuvchilar uchun yaratilgan matnlar va audiovizual vositalardir. Masalan: Gazeta maqolalari, bloglar, reklama matnlari; Radio eshittirishlar, podkastlar, intervyular; Film va seriallar, ijtimoiy tarmoq videolari; Rasmiy hujjatlar, foydalanuvchi qo‘llanmalari:

Autentik materiallar tilni “quruq”, izolyatsiyalangan shaklda emas, balki to‘g‘ridan-to‘g‘ri nutq amaliyoti sifatida taqdim etadi.

Leksik kompetensiya — bu faqat so‘zlarni yodlash emas, balki ularning ma‘no, talaffuz, yozilishi, qo‘llanish konteksti va kollokatsiyalarini (so‘z birikmalari) ham o‘z ichiga oladi. Nation (2013) nazariyasiga ko‘ra, leksik bilim quyidagi elementlardan iborat: So‘z shakli (forma), Ma‘no va semantika, Qo‘llanish imkoniyatlari, Kontekstual ma‘no o‘zgarishlari, Kollokatsiyalar va frazeologik birikmalar. Bu komponentlarning har biri til o‘rganuvchining nutq va yozma ifodada so‘zlarni to‘g‘ri ishlatish qobiliyatiga ta‘sir ko‘rsatadi. Autentik materiallar esa ana shu barcha aspektlarni real nutq kontekstida namoyon qiladi.

Stephen Krashenning (1985) “Input nazariyasi”ga ko‘ra, til o‘zlashtirish sharoitida o‘quvchi batafsil, lekin tushunarli til materialiga duch kelishi zarur. Autentik materiallar — bu real til inputi bo‘lib, $i+1$ (o‘quvchi darajasidan biroz yuqoriroq) darajada til materialini taqdim etadi. Bu sharoitda o‘rganuvchi yangi leksik birliklarni kontekst orqali tushunadi.

Richard Schmidt (1990) e‘tibor qaratish (“noticing”) gipotizasini ilgari surdi: til xususiyatlarini o‘zlashtirish uchun o‘rganuvchi ularni farqlay bilishi va ongli ravishda sezishi lozim. Autentik materiallarda so‘zlar va iboralar real kontekstda takrorlanadi, bu esa o‘rganuvchining “sezish” jarayonini faollashtiradi.

Lewis (1993) ta‘kidlaganidek, til o‘rgatishda so‘z birikmalari va kollokatsiyalarga e‘tibor katta bo‘lishi kerak. Autentik materiallar esa aynan so‘z birikmalari, frazeologik birliklar, register va pragmatik ma‘nolarni real holatda namoyish etadi.

Autentik materiallar — bu real kontekstli til inputi bo‘lib, o‘rganuvchilarga ko‘proq so‘z va iboralarni ma‘nosini kontekst orqali aniqlash imkonini beradi. Masalan, gazetada uchraydigan so‘zlarni tarjima qilmasdan oldin o‘qish, ularni kontekstda tushunishga urinib ko‘rish orqali o‘quvchi so‘zning yadro va keng ma‘nolarini mustahkamlashi mumkin. Tadqiqotlar shuni ko‘rsatadiki, o‘quvchilar autentik matnlar asosida o‘rgangan so‘zlarni yaxshiroq eslab qoladilar (Webb & Nation, 2017).

Autentik materiallar nafaqat tanib bilish (recognition), balki faol qo‘llash (production) imkonini ham oshiradi. Bu, ayniqsa, kommunikativ vazifalar yordamida yuz beradi. Masalan, o‘quvchilardan film bo‘limi bo‘yicha dialog yozish yoki blog post tayyorlash so‘ralganda ular real til strukturasi asosida yangi so‘zlarni faol ishlatadilar. Lee va Wallace (2019) tadqiqotlari shuni ko‘rsatadiki,

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autentik matnlardan foydalanilgan darslarda talabalar produktiv lug'at bilimida ancha yuqori o'sish ko'rsatgan.

Autentik matnlar tilning so'z birikmalari va idiomatik iboralarini tabiatiga mos ravishda ko'rsatadi. Masalan, "pull one's weight", "hit the ground running" kabi frazalar an'anaviy o'quv matnlarida kam uchraydi, lekin autentik kontekstlarda bu iboralar muloqotda qanday ishlashini ko'rish o'rganuvchilarga ularni faqat yodlamasdan, balki samarali ishlatishni ham o'rgatadi.

Autentik materiallar ko'pincha real hayot mavzulari, yangiliklar, madaniy hodisalar bilan bog'liq bo'ladi. Bu o'rganuvchilarda qiziqishni oshiradi va til o'rganishga ham motivatsiya beradi. Guariento va Morley (2001) ta'kidlaganidek, real dunyo matnlari o'rganuvchilarni aktiv ishtirok etishga undaydi, bu esa leksik kompetensiyani yanada chuqurroq o'zlashtirishga yordam beradi.

Ilmiy tadqiqotlar natijalari shuni ko'rsatadiki Hsu va Chiu (2016) multimedia autentik inputining o'quvchilarni tinglab tushunish va so'z ma'nosini topish qobiliyatiga ijobiy ta'sir ko'rsatishini aniqladi. Bu tadqiqotda talabalar real nutq qatorlarini tinglab lug'at testlarida statistika jihatidan yuqori natijalarga erishdi.

Harmer (2015) tomonidan o'tkazilgan tadqiqot ham shuni ko'rsatdiki, autentik matnlardan foydalanilgan o'quvchilarda lug'at tanish va tushunish testlarida sezilarli darajada o'sish kuzatildi.

Lee va Wallace (2019) tajribaviy ishida autentik materiallar bilan ishlangan guruh klassik metodlar bilan ishlangan guruhdan produktiv lug'at testlarida yaxshiroq natija ko'rsatdi. Bunda talabalar so'zlarni qo'llash aniqligi va kontekstga mosligi bo'yicha yuqori ball oldi.

O'zbekistonlik tilshunos va metodist olimlar ham leksik kompetensiya va kommunikativ yondashuv masalalariga alohida e'tibor qaratganlar. Masalan, J. J. Jalolov (2012) ta'kidlashicha, chet til o'qitish jarayonida til birliklarini izolyatsiyada emas, balki nutqiy faoliyat bilan bog'liq holda o'rgatish samarali natija beradi. Uning fikricha, leksik birliklar funksional-qo'llanish tamoyili asosida o'zlashtirilganda, talabalarning kommunikativ salohiyati sezilarli darajada oshadi. Bu esa autentik materiallardan foydalanish g'oyasi bilan to'liq uyg'unlashadi.

Shuningdek, N. A. Muslimov (2016) professional ta'lim nazariyasida kompetensiyaviy yondashuvni asoslab berib, bilimning amaliy qo'llanish qobiliyati bilan baholanishini ta'kidlaydi. Uning qarashlariga ko'ra, til o'rganish jarayonida nazariy bilim emas, balki real kommunikativ vaziyatda qo'llana olish muhim hisoblanadi. Bu esa autentik til muhitining ahamiyatini yanada kuchaytiradi.

B. R. Raximovning (2018) tadqiqotlarida esa zamonaviy pedagogik texnologiyalar, xususan, interaktiv va multimediali vositalar orqali chet til o'qitish samaradorligini oshirish masalasi yoritilgan. Olimning fikricha, axborot-kommunikatsiya texnologiyalari autentik materiallarni dars jarayoniga samarali integratsiya qilish imkonini beradi.

Sh. A. Abdullayeva (2019) kompetensiyaviy yondashuv doirasida chet til o'qitishda til ko'nikmalarini integrativ tarzda rivojlantirish zarurligini ta'kidlaydi. U leksik kompetensiyani kommunikativ kompetensiyaning muhim tarkibiy qismi sifatida baholaydi. Bu qarashlar autentik til muhiti orqali leksik bilimni tabiiy kontekstda shakllantirish g'oyasini qo'llab-quvvatlaydi.

Shu tariqa, milliy ilmiy tadqiqotlar ham xorijiy olimlar nazariyalari bilan uyg'un holda autentik materiallardan foydalanish leksik kompetensiya shakllanishining muhim omili ekanini tasdiqlaydi.

Bu tadqiqotlar shuni tasdiqladiki, autentik til muhitidan samarali foydalanish o'rganuvchilarning leksik kompetensiyasini har ikkala — reseptiv va prodaktiv — yo'nalishda sezilarli darajada oshiradi.

Amaliy qo'llash jarayonida autentik matnlarni darajaga mos tanlash juda muhim. Matn juda murakkab bo'lsa, o'quvchini chalkashtirishi mumkin. Biroq, osonlashtirilgan, lekin real kontekstni saqlab qolgan autentik matnlar orqali samarali dars o'tkazish mumkin.

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Autentik materiallar bilan ishlashda vazifa asosidagi yondashuv qo‘llanilishi lozim: matn asosida qisqacha yozma izoh tayyorlash, muloqotli topshiriqlar — rol o‘ynash, taqqoslash va tahlil vazifalari.

Bu vazifalar talabalarni faollikka undaydi va leksik bilimlarni mustahkamlashga xizmat qiladi.

Multimedia vositalardan foydalanish. Podkast, video, yangiliklar saytlari kabi audiovizual autentik vositalar o‘quvchilarni nafaqat lug‘at, balki talaffuz, intonatsiya va nutq ritmi bilan tanishtiradi.

Xulosa qilib aytganda autentik til muhiti leksik kompetensiyaning shakllanishiga sezilarli ta’sir ko‘rsatadi. U o‘quvchilarga real til kontekstida so‘zlarni tanish, tushunish va faol qo‘llash imkonini beradi. Autentik materiallar reseptiv lug‘at bilimini ochiq kontekstlar orqali mustahkamlasa, mahsus vazifalar orqali produktiv lug‘at bilimini rivojlantiradi. Nazariy yondashuvlar va tadqiqotlar shuni ko‘rsatadiki, autentik til muhitidan samarali foydalanish ESL/EFL dars metodikasida ustuvor o‘rin egallashi lozim.

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THE ROLE OF ONLINE PLATFORMS IN SHAPING STUDENTS' VALUES

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Annotation

This article examines the role of online platforms in shaping students' values in the context of digital education. The study analyzes the impact of various types of platforms on students' behavior, social interaction, and moral development. Both positive and negative aspects of digital learning environments are discussed. Special attention is given to the role of teachers in guiding students' value formation in online settings. The article also provides practical recommendations for improving the effectiveness of digital education.

Keywords: online platforms, students' values, digital education, e-learning, digital literacy, moral development

Аннотация

В данной статье рассматривается роль онлайн-платформ в формировании ценностей студентов в условиях цифрового образования. Анализируется влияние различных типов платформ на поведение, социальное взаимодействие и нравственное развитие обучающихся. Освещаются как положительные, так и отрицательные стороны цифровой образовательной среды. Особое внимание уделяется роли преподавателя в формировании ценностных ориентиров студентов. Также предлагаются практические рекомендации по повышению эффективности цифрового обучения.

Ключевые слова: онлайн-платформы, ценности студентов, цифровое образование, электронное обучение, цифровая грамотность, нравственное развитие

Annotatsiya

Ushbu maqolada raqamli ta'lim sharoitida onlayn platformalarning talabalar qadriyatlarini shakllantirishdagi roli tahlil qilinadi. Turli platformalarning talabalar xulq-atvori, ijtimoiy munosabatlari va axloqiy rivojlanishiga ta'siri ko'rib chiqiladi. Raqamli ta'limning ijobiy va salbiy jihatlarini yoritiladi. Shuningdek, o'qituvchining talabalar qadriyatlarini shakllantirishdagi roli alohida ta'kidlanadi. Maqolada ta'lim samaradorligini oshirish bo'yicha amaliy tavsiyalar ham berilgan.

Kalit so'zlar: onlayn platformalar, talabalar qadriyatlari, raqamli ta'lim, elektron ta'lim, raqamli savodxonlik, axloqiy rivojlanish

Introduction

In recent years, education has undergone significant changes due to the rapid development of digital

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technologies. Online platforms have become an essential part of the educational process, providing students with access to learning materials, communication tools, and independent study opportunities. These platforms are widely used in higher education institutions, including those in Uzbekistan.

However, online platforms influence not only students' academic performance but also their values, behavior, and attitudes toward learning. Education has always been closely connected with the development of personality and social values. According to Dewey, education is a process of forming social experience and shaping individuals' attitudes toward society [2, p. 45].

Modern researchers emphasize that digital environments create new learning conditions, where students become more independent but also face challenges such as information overload and reduced social interaction [4, p. 67]. Therefore, it is important to analyze how online platforms contribute to shaping students' values in the digital age.

The aim of this article is to examine the role of online platforms in shaping students' values and to identify both positive and negative aspects of their influence.

Theoretical Background

Values can be defined as stable beliefs and principles that guide human behavior and decision-making. They are formed through social interaction and education. According to Vygotsky, learning plays a crucial role in personal development, as it occurs through interaction with the social environment [1, p. 112].

In the context of digital education, this environment is partially transferred to online platforms. These platforms include learning management systems, communication tools, and self-learning applications that provide access to knowledge and interaction.

From a theoretical perspective, digital learning is closely related to connectivism, a theory proposed by Siemens. This theory suggests that learning occurs through networks and connections between information sources [3, p. 5]. Thus, online platforms are not just tools but environments where knowledge and values are formed.

Additionally, multimedia learning research shows that digital tools can both enhance understanding and create cognitive overload, influencing students' learning behavior and attitudes [6, p. 89]. Therefore, online platforms play a dual role in shaping students' values.

Types of Online Platforms and Their Influence

Online platforms can be divided into several categories based on their functions. Educational platforms, such as learning management systems, help students organize their studies and develop responsibility and discipline. Regular use of such systems promotes self-regulation and time management skills [8, p. 112].

Communication platforms, including messaging apps and video conferencing tools, influence students' communication styles and digital behavior. Online interaction requires adherence to new norms, often referred to as digital ethics. Research shows that online environments can significantly affect social behavior and value formation [9, p. 78].

Self-learning platforms allow students to study independently and develop autonomy. According to research, students in such environments become more confident and responsible for their own learning outcomes [10, p. 54].

Thus, different types of platforms contribute to the development of various values, including responsibility, independence, and communication skills.

Positive Impact on Students' Values

Online platforms have several positive effects on students' values. One of the most important is the development of independence. Students are required to manage their own learning process, which

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increases responsibility and self-discipline.

Another important aspect is time management. Working with deadlines and structured tasks helps students become more organized. Studies show that digital learning enhances students' autonomy and self-regulation skills [8, p. 98].

Online education also promotes digital literacy, which is essential in modern society. Students learn how to analyze information, use digital tools, and navigate online environments effectively [4, p. 103].

Furthermore, online platforms support global thinking by providing access to international resources and diverse perspectives. They also encourage collaboration through group work and discussions, helping students develop communication skills.

Negative Aspects and Challenges

Despite the advantages, online platforms also have negative effects. One major issue is the reduction of face-to-face communication, which may weaken social skills and emotional interaction. Digital education can limit meaningful human connections [4, p. 145].

Another challenge is superficial learning. Easy access to information may reduce deep understanding and critical thinking. Research indicates that excessive use of digital tools can negatively affect attention and learning quality [6, p. 112].

Students may also face problems related to internet addiction and distraction. Additionally, exposure to unreliable information can influence their beliefs and values. Many students lack the skills to critically evaluate online content [5, p. 3].

The Role of Teachers in Digital Upbringing

In digital education, the teacher's role becomes even more important. Teachers act as guides who help students navigate online environments and develop appropriate behavior.

They are responsible for promoting digital ethics, critical thinking, and responsible use of information. According to Vygotsky, education should guide personal development, which highlights the importance of the teacher's role [1, p. 148].

Teachers also create interactive learning environments that encourage collaboration and active participation. Connectivism emphasizes the importance of interaction in learning processes [3, p. 7]. Moreover, teachers provide support and motivation, helping students overcome difficulties and stay engaged. Research shows that effective digital learning requires strong pedagogical support [7, p. 74].

Recommendations

To improve the effectiveness of online platforms, it is important to integrate value-based activities into the learning process. These may include discussions, projects, and problem-solving tasks that promote critical thinking and ethical behavior.

Students should be taught digital ethics and responsible communication. It is also necessary to use reliable and safe platforms that ensure high-quality content [8, p. 156].

Developing critical thinking skills is essential for evaluating information and making informed decisions. Additionally, continuous teacher support is crucial for guiding students in digital environments [7, p. 74].

Conclusion

In conclusion, online platforms play a significant role in shaping students' values in modern education. They provide opportunities for developing independence, responsibility, and digital literacy, but also present certain challenges.

The effectiveness of online platforms depends on how they are used and supported by teachers. A balanced approach that combines technology with pedagogical guidance is necessary to ensure

positive outcomes.

Thus, online platforms are not only educational tools but also powerful instruments for shaping students' personalities and values in the digital age.

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**RAQAMLI TA'LIMDA TARBIYANI INTEGRATSIYA QILISH: OGOHIY BITIKLARINI
NEMIS TILIGA INTERPRETATSIYA QILISH ASOSIDA PEDAGOGIK
YONDASHUVLAR VA MUAMMOLAR**

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Annotatsiya

Mazkur maqolada Xiva tarixiy obidalarida uchraydigan Ogohiy bitiklarini nemis tiliga interpretatsiya qilish jarayoni orqali raqamli ta'limda tarbiyaviy komponentni integratsiya qilish masalalari yoritilgan. Tadqiqotda integrativ yondashuv asosida tarjima jarayonining o'ziga xos jihatlari, mavjud muammolar va ularning yechimlari tahlil qilingan. Shuningdek, ushbu yondashuvning amaliy ahamiyati va madaniyatlararo kompetensiyani rivojlantirishdagi o'rnini ko'rsatib berilgan.

Kalit so'zlar: integrativ yondashuv, raqamli ta'lim, tarjima, Ogohiy, nemis tili, madaniyatlararo kompetensiya

Аннотация

В данной статье рассматриваются вопросы интеграции воспитательного компонента в цифровом образовании на основе интерпретации текстов Агахи с исторических памятников Хивы на немецкий язык. Анализируются особенности переводческого процесса, существующие проблемы и пути их решения с точки зрения интегративного подхода. Также раскрывается практическая значимость данного подхода и его роль в развитии

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межкультурной компетенции.

Ключевые слова: интегративный подход, цифровое образование, перевод, Агахи, немецкий язык, межкультурная компетенция

Abstract

This article explores the integration of educational and moral components in digital education through the interpretation of Agahi's inscriptions from historical monuments of Khiva into German. The study analyzes the specific features of the translation process, existing challenges, and possible solutions within an integrative approach. It also highlights the practical significance of this method and its role in developing intercultural competence.

Keywords: integrative approach, digital education, translation, Agahi, German language, intercultural competence

Kirish

Hozirgi kunda raqamli ta'lim tizimida nafaqat bilim berish, balki tarbiyaviy komponentni ham integratsiya qilish dolzarb masalalardan biri hisoblanadi. Xiva tarixiy obidalarida uchraydigan Ogohiy bitiklari o'zida boy ma'naviy va axloqiy qadriyatlarni mujassam etgan bo'lib, ularni xorijiy tillarga tarjima qilish orqali ta'lim jarayonida samarali foydalanish mumkin. Biz aynan nima uchun Ogohiy ijodini nemis tiliga qilingan tarjimasini tahlil qilmoqchimiz yoki haligacha tarjima qilinmagan ishlarini tarjima qilib, undagi muammo va yechimlarni o'rganmoqchimiz? Chunki Ogahiyning ijodi biza tariximizni yanada yaxshiroq o'rganishga, chet ellik mehmonlarga o'sha davr haqida baralla gapirib berishimizga imkon yaratadi.

Xivada Muhammad Rahimxon II Feruz davrida tarjimonlik san'ati ham rivoj topdi. Mumtoz adabiyotning nodir asarlarini fors, arab, tojik va turk tillaridan o'zbek tiliga o'girish O'rta Osiyoning boshqa birorta xonligida Xivadagidek rivoj topmagan. Ayniqsa Munis va Ogahiy tarjimalari o'zining badiiy jihatlari va asar mazmunini to'la aks ettirishi bilan ajralib turadi. Ma'rifatparvar hukmdor Muhammad Rahimxon II Feruz saroy qoshida kutubxona tashkil etib, bu kutubxonada har soha bo'yicha kitoblar saqlangan. Bu kitoblarning ko'pchiligi Rossiya bosqinidan so'ng Peterburgga olib ketilgan. Shu sabab kutubxonadagi mavjud bo'lgan barcha kitoblar bizning davrimizga to'liq yetib kelmagan. Muhammad Rahimxon II Feruz davrida asosan Xorazm tarjima maktabi shakllanib rivojlandi. Turli tillardan 100 dan ortiq asarlar o'zbek tiliga tarjima qilindi va ular bugungi kunda jahon adabiy jarayonida muhim bosqich sifatida baholandi. Bu asarlarning o'zbekcha tarjimalari o'zbek adabiyotini yanada boyitdi. Tarjima qilingan asarlarning nashri ham muhim bir ilmiy va nashriy yo'nalishi bo'la oladi.

“Xiva tarixiy obidalar” fotoalbom jamlanmasida Muhammad Aminxon madrasasining kirish peshtoqida forsiy tilda yozilgan Nomani o'zbek tilida shunday tarjima qilishgan “Muhammad Aminxon hukmronligining (1846–1855) to'rtinchi yili, Ichan qal'aning g'arbiy darvozasi yonida Arkning qibla tomonida bir madrasa va minora qurishni boshlagan. Madrasa uch yilda bitgan. Xon xushhol bo'lib, Bekniyoz devonbegiga katta to'y va shohona ziyofat anjomini tayyorlatgan. Muhammad Rizo Ogahiyning yozishicha, bu to'yda sarpo kiymagan kishi qolmagan. Fozillar va shoirlar ko'p kasida va tarixlar aytib, in'omlar olishdi: «Madrasa peshgohida bir minorayi oliy bino qildirdilar, kim, suto'n yanglig' gardun ayvoniga hamsar falak ayvonining ustunidek, balki kayvon sakafiga (osmon gumbaziga) barobar edi».

Ayni shu muallifning o'zi madrasa, talabalar va mudarrisarlarni ta'minlab turish maqsadida xonlikning turli joylarida vakf yerlari ajratib berilganligi xususida so'z yuritadi.” Biz esa ushbu bitikni nemis tiliga tarjima qilishda uchraydigan muammolarni quyidagi izohlab bermoqchimiz.

1. Pedagogik yondashuvlar va muammolar

Konseptual yondashuv – Matn tarixiy, madaniy va arxitektura jihatdan boy, shuning uchun

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tarjimada mavzu kontekstini tushuntirish muhim. Masalan, “vakf” yoki “devonbegi” kabi tarixiy atamalar o‘quvchiga tushunarli bo‘lishi uchun qo‘shimcha izoh berish mumkin.

Leksik va terminologik yondashuv – Tarixiy va madaniy so‘zlarni aniq nemischa ekvivalent bilan berish. Masalan: “madrasa” → Madrasa, “minora” → Minarett, “fozillar” → Gelehrte.

Sintaktik yondashuv – Uzoq va murakkab jumalarni qismlarga ajratish yoki o‘quvchi uchun tushunarli shaklga keltirish.

Fonetik va stilistik yondashuv – Tarixiy matnning ohangini saqlash, rasmiy va tasviriy stilni nemis tilida ham uzatish.

Tarjima qilishdagi muammolar:

Madaniy atamalar – “vakf”, “kayvon sakafi”, “devonbegi” kabi atamalar nemis tilida aniq ekvivalenti yo‘q, izoh yoki footnote kerak bo‘ladi.

Murakkab jumalar – Uzun sintaksisli jumalarni tarjima qilishda grammatik aniqlikni saqlash qiyin.

Metafora va taqqoslashlar – Masalan, “ustuni falak ayvoni ustunidek” kabi metaforalarni nemis tilida to‘g‘ri ifodalash pedagogik jihatdan murakkab.

Tarixiy kontekstni yetkazish – Tarixiy davr, shaxslar va voqealarni tushunarli qilib yetkazish uchun qo‘shimcha tushuntirish talab qilinadi.

Tadqiqot metodlari

Mazkur tadqiqotda quyidagi metodlardan foydalanildi:

tahliliy metod (matnlarni lingvistik tahlil qilish)

qiyosiy metod (asl matn va tarjimini solishtirish)

interpretativ metod (mazmunni madaniy jihatdan izohlash)

Tadqiqot natijalariga ko‘ra, Ogohiy bitiklarini nemis tiliga tarjima qilish jarayonida bir qator muammolar aniqlandi:

tarixiy va madaniy realiyalarni to‘liq yetkazish qiyinligi

stilistik vositalarni saqlash muammosi

ba’zi tushunchalarning nemis tilida muqobili yo‘qligi

Shu bilan birga, integrativ yondashuv asosida ushbu muammolarni hal qilish mumkinligi aniqlandi.

Raqamli ta’lim vositalari (multimedia, interaktiv platformalar) orqali ushbu matnlarni o‘qitishda qo‘llash samarali natija beradi.

Xulosa qilib aytganda, Ogohiy bitiklarini nemis tiliga interpretatsiya qilish orqali raqamli ta’limda tarbiyaviy komponentni integratsiya qilish muhim ahamiyatga ega. Ushbu yondashuv talabalarda til ko‘nikmalarini rivojlantirish bilan birga, madaniyatlararo va axloqiy kompetensiyalarni ham shakllantiradi.

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**XORAZM ADIBLARINING IJODINI MAKTABDA O'QITISH METODIKASI (5-SINF
ADABIYOT M. ABDULHAKIM IJODI MISOLIDA)**

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Annotatsiya: Ushbu maqolada umumta'lim maktablarida Xorazm adiblari ijodini o'qitishning nazariy va amaliy-metodik asoslari yoritilgan. Xususan, hududiy adabiy muhit vakillarining asarlarini dars jarayoniga integratsiya qilish, badiiy asarlarni tahlil etishda zamonaviy pedagogik texnologiyalar va interfaol metodlardan foydalanish masalalari tahlil qilingan. Shuningdek, Xorazm adiblari ijodi orqali o'quvchilarda milliy qadriyatlar, ma'naviy-axloqiy fazilatlar hamda adabiy-estetik tafakkurni shakllantirish yo'llari ko'rsatib berilgan. Maqolada berilgan metodik tavsiyalar adabiyot darslarining samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: Xorazm adiblari, adabiyot ta'limi, o'qitish metodikasi, badiiy tahlil, interfaol metodlar, milliy qadriyatlar, pedagogik texnologiyalar.

Аннотация: В данной статье освещаются теоретические и практико-методические основы преподавания творчества хорезмских писателей в общеобразовательных школах. В частности, анализируются вопросы интеграции произведений представителей региональной литературной среды в учебный процесс, а также использования современных педагогических технологий и интерактивных методов при анализе художественных текстов. Кроме того, рассматриваются пути формирования у учащихся национальных ценностей, духовно-нравственных качеств и литературно-эстетического мышления на основе творчества хорезмских писателей. Представленные в статье методические рекомендации способствуют повышению эффективности уроков литературы.

Ключевые слова: хорезмские писатели, литературное образование, методика преподавания, художественный анализ, интерактивные методы, национальные ценности, педагогические технологии.

Annotation: This article explores the theoretical and practical-methodological foundations of teaching the works of Khorezm writers in general secondary schools. In particular, it analyzes the integration of literary works by representatives of the regional literary environment into the educational process, as well as the use of modern pedagogical technologies and interactive methods in the analysis of literary texts. Furthermore, the article highlights ways of developing students' national values, moral and ethical qualities, and literary-aesthetic thinking through the works of Khorezm writers. The methodological recommendations presented in the article contribute to improving the effectiveness of literature lessons.

Keywords: Khorezm writers, literature education, teaching methodology, literary analysis, interactive methods, national values, pedagogical technologies

Bugungi kunda umumta'lim maktablarida adabiyot fanini o'qitishda o'quvchilarning yosh xususiyatlari va qiziqishlarini hisobga olgan holda, ularning ma'naviy dunyosini boyitishga xizmat qiladigan badiiy asarlarni tanlash muhim ahamiyat kasb etadi. Shu jihatdan Xorazm adabiy muhitiga mansub ijodkorlar asarlarining, xususan, 5-sinf adabiyot darsligiga kiritilgan asarlarning

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ta'limiy va tarbiyaviy imkoniyatlari alohida e'tiborga loyiqdir. Xorazmlik shoir Matnazar Abdulhakim ijodi maktab adabiyot ta'limida o'quvchilar ruhiy olamiga yaqinligi va hayotiyliigi bilan ajralib turadi.

5-sinf adabiyot darsligida berilgan shoirning "Darsdan so'ng" she'ri kichik yoshdagi o'quvchilarning kundalik hayoti, maktab muhiti, mehnatsevarlik va mas'uliyat kabi tushunchalarni badiiy ifodalash orqali ochib beradi. She'r mazmuni o'quvchilarning hayotiy tajribasiga mos bo'lib, unda bolalik dunyosiga xos sodda tasvirlar, samimiy tuyg'ular va tarbiyaviy g'oyalar mujassamdir. Shu sababli mazkur she'rni o'qitish jarayonida o'quvchilarning badiiy tafakkurini rivojlantirish, o'qishga bo'lgan munosabatini shakllantirish hamda ijobiy xulq-atvor sifatlarini tarbiyalash imkoniyati kengdir. Mazkur maqolada Matnazar Abdulhakimning 5-sinf adabiyot darsligida o'rin olgan "Darsdan so'ng" she'rini o'qitish metodikasi tahlil qilinib, dars jarayonida interfaol metodlar va zamonaviy pedagogik yondashuvlar asosida tashkil etish yo'llari yoritiladi. Tadqiqot natijalari boshlang'ich va o'rta bo'g'in adabiyot o'qituvchilari uchun amaliy ahamiyatga ega bo'lib, dars samaradorligini oshirishga xizmat qiladi.[Yo'ldashev Q., Qambarova S., To'xliyeva D., Yusufjonova N., Olimjonov O., 2024;57-58.]

Xorazm adabiy muhitiga mansub shoir Matnazar Abdulhakim ijodi o'zining soddaligi, hayotiyliigi va tarbiyaviy yo'nalishga ega ekanligi bilan umumta'lim maktablarida, ayniqsa, 5-sinf adabiyot darslari uchun muhim metodik manba hisoblanadi. Shoir asarlarida bolalar dunyosiga yaqin mavzular, kundalik hayot manzaralari, maktab muhiti va o'quvchining ichki kechinmalari badiiy ifoda etilgan. Bu jihat o'quvchilarning asarni qabul qilishini osonlashtiradi hamda ularning adabiyot faniga bo'lgan qiziqishini oshiradi.

Matnazar Abdulhakimning "Darsdan so'ng" she'ri zamonaviy o'zbek lirikasida insoniy kechinmalar, ma'naviy mas'uliyat va hayotiy ziddiyatlarni badiiy ifodalagan asarlardan biridir. She'rda lirik qahramonning ruhiy holati, ichki iztiroblari hamda yaqin inson taqdiri uchun qayg'urish motivi yetakchilik qiladi.

5-sinf o'quvchilari uchun tanlangan badiiy asarlar ularning yosh va psixologik xususiyatlariga mos bo'lishi lozim. Matnazar Abdulhakimning "Darsdan so'ng" she'ri mazkur talablarga to'liq javob beradi. She'r orqali o'quvchilar maktab hayoti, darsdan keyingi mashg'ulotlar, bilimga munosabat hamda vaqtni mazmunli o'tkazish g'oyalari bilan tanishadilar. "Darsdan so'ng" she'rida shoir o'quvchining kundalik hayotini sodda, ammo ta'sirchan obrazlar orqali tasvirlaydi. Asarda bolalarga xos quvonch, erkinlik, bir vaqtning o'zida mas'uliyat hissi aks etadi. Shoir she'rda bilim olish jarayoni faqat dars bilan cheklanmasligi, balki darsdan keyingi vaqtni ham foydali o'tkazish zarurligini badiiy vositalar orqali ifodalaydi.

She'rning g'oyaviy asosini quyidagi jihatlar tashkil etadi:

- bilimga hurmat va qiziqish;
- vaqtni mazmunli tashkil etish;
- mehnatsevarlik va intizom;
- maktab va ta'limga ijobiy munosabat. [Yo'ldoshev J., Usmonov S. Adabiyot o'qitish metodikasi.,2020]

Ushbu fikrlar 5-sinf o'quvchilarining ma'naviy-axloqiy tarbiyasida muhim ahamiyat kasb etadi. She'r tilining sodda va ravonligi, obrazlarning aniq va tushunarli ekanligi o'quvchilarning badiiy matnni oson qabul qilishiga yordam beradi. "Darsdan so'ng" she'rini o'qitishda an'anaviy tushuntirish usuli bilan bir qatorda, zamonaviy metodik yondashuvlardan foydalanish dars samaradorligini oshiradi. Avvalo, she'rni ifodali o'qish orqali o'quvchilarda badiiy-estetik tasavvur hosil qilinadi. So'ngra mazmuniy tahlil bosqichiga o'tiladi.

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Dars jarayonida quyidagi metodik yondashuvlar samarali hisoblanadi:

- savol-javob asosida matn mazmunini ochish;
- she'r mazmunini o'quvchilarning shaxsiy hayoti bilan bog'lash;
- asosiy g'oya va xulosalarni birgalikda aniqlash;
- kichik guruhlarda muhokama tashkil etish.

Bu yondashuvlar o'quvchilarning faolligini oshirib, mustaqil fikrlash ko'nikmalarini shakllantiradi. She'rni chuqurroq o'zlashtirish uchun interfaol metodlardan foydalanish maqsadga muvofiqdir. Jumladan, "Klaster" metodi orqali she'rda aks etgan asosiy tushunchalar aniqlanadi, "Badiiy tahlil jadvali" yordamida esa mavzu, g'oya va badiiy vositalar tizimli ravishda tahlil qilinadi. Shuningdek, "Mening darsdan keyingi vaqtim" mavzusida og'zaki yoki yozma fikr bildirish o'quvchilarning nutqini rivojlantirishga xizmat qiladi. Bu jarayonda o'quvchilar she'r mazmunini o'z hayoti bilan qiyoslaydi, natijada asar ta'siri yanada kuchayadi. [Qosimova K., Adabiyot ta'limida interfaol metodlar.,2020]

"Darsdan so'ng" she'ri nafaqat ta'limiy, balki tarbiyaviy jihatdan ham muhim ahamiyatga ega. She'r orqali o'quvchilarda mas'uliyat, intizom, mehnatsevarlik va bilimga hurmat kabi fazilatlar shakllanadi. Bu esa adabiyot fanining asosiy maqsadlaridan biri bo'lgan komil insonni tarbiyalashga xizmat qiladi..

Matnazar Abdulhakimning 5-sinf adabiyot darsligida berilgan "Darsdan so'ng" she'rini o'qitishda dars jarayonini samarali tashkil etish, o'quvchilarning badiiy tafakkurini rivojlantirish hamda ta'limiy-tarbiyaviy maqsadlarga erishish uchun quyidagi amaliy tavsiyalarni qo'llash maqsadga muvofiqdir.

Darsni motivatsiya asosida tashkil etish

Dars boshida o'quvchilarga "Darsdan keyin vaqtni qanday o'tkazasiz?" kabi savollar berish orqali ularning shaxsiy tajribasiga murojaat qilinadi. Bu usul o'quvchilarni she'r mazmunini faol qabul qilishga tayyorlaydi va mavzuga qiziqish uyg'otadi.

Ifodali o'qish va eshittirish usul

She'rni avval o'qituvchi, so'ngra o'quvchilar tomonidan ifodali o'qish tashkil etiladi. Zarurat bo'lsa, she'r audio yozuv orqali eshittiriladi. Bu jarayon o'quvchilarning eshitish orqali idrok etish va badiiy his qilish qobiliyatini rivojlantiradi.

"Badiiy tahlil jadvali"dan foydalanish

She'r mazmunini chuqurroq anglash uchun jadval asosida quyidagi jihatlar tahlil qilinadi: mavzu, g'oya, asosiy obrazlar, tarbiyaviy xulosa. Ushbu usul o'quvchilarning tizimli fikrlashini shakllantiradi.

Guruhlarda ishlash metodi

O'quvchilar kichik guruhlariga bo'linib, har bir guruhga she'r mazmuniga doir alohida topshiriqlar beriladi. Masalan, bir guruh she'rning g'oyasini aniqlasa, ikkinchi guruh tarbiyaviy ahamiyatini ochib beradi. Bu metod hamkorlikda ishlash ko'nikmalarini rivojlantiradi.

Hayot bilan bog'lash (kontekstual yondashuv)

She'r mazmunini o'quvchilarning kundalik hayoti bilan bog'lash orqali tahlil qilish tavsiya etiladi. O'quvchilar o'z darsdan keyingi mashg'ulotlari haqida fikr bildiradilar, bu esa asarning hayotiy ahamiyatini yanada kuchaytiradi.

Ijodiy topshiriqlar berish

She'r asosida "Mening darsdan keyingi vaqtim" mavzusida kichik matn yoki esse yozdirish

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mumkin. Shuningdek, she‘r mazmuniga mos rasm chizish yoki kichik sahna ko‘rinishini tayyorlash kabi topshiriqlar ham samarali hisoblanadi.

Baholash va refleksiya usullaridan foydalanish

Dars yakunida o‘quvchilarning faoliyati rag‘batlantirilib, refleksiya tashkil etiladi. “Bugun nimalarni bildim?”, “She‘r menga qanday ta‘sir qildi?” kabi savollar orqali o‘quvchilarning o‘z-o‘zini baholash ko‘nikmalari rivojlantiriladi. [Qosimova K., Adabiyot ta‘limida interfaol metodlar.,2020]

Xulosa. Umumta‘lim maktablarida Xorazm adiblari ijodini o‘qitish, xususan, Matnazar Abdulhakimning 5-sinf adabiyot darsligiga kiritilgan “Darsdan so‘ng” she‘rini o‘rganish o‘quvchilarning badiiy-estetik tafakkurini shakllantirishda muhim ahamiyat kasb etadi. Mazkur she‘r mazmunining soddaligi, hayotiyliigi va tarbiyaviy yo‘nalishga ega ekanligi kichik yoshdagi o‘quvchilarning yosh hamda psixologik xususiyatlariga to‘liq mos keladi. Tadqiqot natijalari shuni ko‘rsatadiki, “Darsdan so‘ng” she‘rini zamonaviy pedagogik texnologiyalar va interfaol metodlar asosida o‘qitish dars samaradorligini oshiradi hamda o‘quvchilarda bilimga qiziqish, mas‘uliyat, mehnatsevarlik kabi ijobiy fazilatlarni shakllantirishga xizmat qiladi. She‘r mazmunini o‘quvchilarning kundalik hayoti bilan bog‘lash, guruhli ishlash va ijodiy topshiriqlardan foydalanish ta‘limiy va tarbiyaviy maqsadlarga erishishda samarali natija beradi.

Shunday qilib, Matnazar Abdulhakim ijodini maktab adabiyot darslarida metodik jihatdan to‘g‘ri va tizimli o‘qitish adabiyot fanining ta‘limiy va tarbiyaviy imkoniyatlarini yanada kengaytiradi. Mazkur maqolada bayon etilgan metodik yondashuvlar va amaliy tavsiyalar adabiyot o‘qituvchilari uchun metodik jihatdan foydali bo‘lib, dars jarayonini mazmunan boyitishga hamda o‘quvchilarda milliy ong, estetik did va mustaqil fikrlash ko‘nikmalarini rivojlantirishga xizmat qiladi.

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**INGLIZ VA O'ZBEK TILLARIDA JURNALISTIK TERMINLARNING
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Annotatsiya

Mazkur maqolada ingliz va o'zbek tillarida jurnalistik terminlarning giponimik tizimi qiyosiy tahlil qilinadi. Tadqiqot jarayonida terminlarning semantik tuzilishi, ularning giperonim-giponim munosabatlari hamda mediamatnlardagi qo'llanilishi o'rganildi. Natijalar shuni ko'rsatadiki, har ikki tilda jurnalistik terminologiya ierarxik va tizimli xarakterga ega bo'lib, bu holat axborotni aniq va samarali yetkazishda muhim ahamiyat kasb etadi.

Kalit so'zlar: jurnalistik terminlar, giponimiya, mediamatn, semantika, giperonim, terminologiya

Аннотация

В данной статье проводится сравнительный анализ гипонимической системы журналистских терминов в английском и узбекском языках. Исследуются семантическая структура терминов, их гиперо-гипонимические отношения и использование в медиатекстах. Результаты показывают, что в обоих языках журналистская терминология имеет иерархическую и системную природу.

Ключевые слова: журналистские термины, гипонимия, медиатекст, семантика, гипероним, терминология

Abstract

This article provides a comparative analysis of the hyponymic system of journalistic terms in English and Uzbek languages. The study examines the semantic structure of terms, their hypernym-hyponym relations, and their usage in media texts. The results indicate that journalistic terminology in both languages has a hierarchical and systematic nature.

Keywords: journalistic terms, hyponymy, media text, semantics, hypernym, terminology

Kirish

Zamonaviy tilshunoslikda terminologik tizimlarni o'rganish muhim ilmiy yo'nalishlardan biri hisoblanadi. Xususan, jurnalistika sohasida qo'llaniladigan terminlar axborotni tezkor, aniq va tushunarli yetkazishda muhim rol o'ynaydi. Mediamatnlarning samaradorligi ko'p jihatdan unda qo'llanilgan terminlarning aniqligi va tizimlilikiga bog'liq. Hozirgi raqamli kommunikativ sharoitda axborot olish va uni yetkazish jamiyatdagi tinglovchilarning asosiy funksiyasiga aylanib bormoqda. Mazkur jarayonni samarali amalga oshirish uchun turli ommaviy axborot vositalari (OAV) lardan keng qamrovli foydalanilmoqda xususan, bosma nashrlar, radio va televideniya, raqamli platformalar shular jumlasidandir. Ushbu janrlarning barchasini jamlash orqali biz jurnalistika sohasining umumiy ko'rinishini va yaxlit tizimini hosil qilishimiz mumkin. "Eng birinchi axborot vositalari kundalik xabarlar xususan ommaviy nutqlarga bag'ishlangan bo'lib qadimgi Rimda mil.avv. 59 yillardan oldin "Acta Diurna" (kundalik voqealar) nomi bilan atala boshlangan va hamma ko'radigan joyga osib qo'yilgan. Xitoyda esa Tang sulolasi "bao" ya'ni "hisobot" deb

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nomlangan hukumat amaldorlari uchun axborotnomalar chiqarib, uni turli xil nom va shakllarda 1911-yil Qing sulolasi davrigacha davom qildirishgan. Birinchi muntazam gazetalar Germaniyada 1609-yilda Antverpenda chiqqan. Shuningdek ingliz tilidagi birinchi gazeta “The Weekly Newes” nomi bilan 1622-yilda, kundalik gazetalar esa “The Daily Courant” nomi ostida 1702-yili chop qilingan”.

Jurnalistika termini ingliz tilida quyidagicha ta’rifga ega “the work of collecting and writing news stories for newspapers, magazines, radio, television or online news sites; the news stories that are written¹⁴”- ya’ni gazeta va jurnallar, radio, televideniye yoki onlayn axborot saytlarida e’lon qilish uchun yangiliklarni to’plash va yozish faoliyati; shuningdek, yozilgan yangilik materiallari. O‘zbek tili izohli lug‘atida quyidagicha ta’rif beriladi “gazeta va jurnal faoliyatiga oid fan tarmog‘i”. Jurnalistika jamiyat uchun muhim bo‘lgan voqea va hodisalar haqida axborot yig‘ish, uni qayta ishlash hamda ommaga yetkazish bilan bog‘liq ijtimoiy faoliyat turidir. U o‘zida uchta asosiy funksiyani jamlaydi: tasvir, tahlil va ta’sir. Og‘zaki va yozma nutqning barcha ko‘rinishlarida o‘zining xalqchilik, haqqoniylik, ommaviylik va partiyaviylik tamoyillari asosida ish yuritadi. O‘zbek tilida publisistik uslub to‘g‘risidagi ilmiy ishlar T.Qurbonov, A.Abdusaidov, A.Boboyeva, A.Shomaqsudov, I.Rasulov, R.Qo‘ng‘urov, X.Rustamov, O.Tog‘ayev, O.Saidov, D.Teshabayeva, K.Yusupov, I.Toshaliyev, S.Abdusattarov, N.Mahmudova, B.Mirzayev, A.Pardayev, F.Ro‘ziyev, X.Maxamadaliyevlarning ishlarida uchraydi.

METODOLOGIYA VA NAZARIY ASOSLAR

Ushbu tadqiqotning metodologik asosi sifatida tilshunoslikning tizimli-strukturaviy va qiyosiy-tipologik tamoyillari tanlab olindi. Tadqiqot jarayonida olingan natijalarning xolisligi va ilmiy asoslanganligini ta’minlash maqsadida quyidagi metodlar majmuasidan foydalanildi:

1. Tizimli-semantik tahlil metodi: Jurnalistik terminologiya tasodifiy so‘zlar yig‘indisi emas, balki muayyan iyerarxik tartibga ega bo‘lgan yaxlit lisoniy tizim sifatida qaraladi. Bu metod orqali media leksikasidagi har bir birlikning umumiy tizimdagi o‘rni, uning boshqa terminlar bilan ma’noviy aloqalari va semantik maydon tarkibidagi roli aniqlandi.

2. Qiyosiy-tipologik metod: Ingliz va o‘zbek tillari turli oilalarga mansub bo‘lganligi sababli, ulardagi giponimik tizimlarning o‘xshash va farqli jihatlarini aniqlashda ushbu metod hal qiluvchi ahamiyatga ega. Bunda terminlarning shakllanish modellari, leksikografik manbalardagi berilishi va har ikki tildagi ekvivalentlik darajasi qiyoslandi.

3. Kontekstual va pragmatik tahlil: Terminlarning lug‘atdagi statik holati emas, balki bevosita mediamatn (yangilik janri) tarkibidagi dinamik holati o‘rganildi. Bu usul terminning matn kontekstida qanday qo‘shimcha pragmatik yuk tashishi va muallifning kommunikativ maqsadini qanday ifodalashini ochib berishga xizmat qildi.

Giponimiya (yunoncha *hypo* – ostida, *onoma* – ism) hodisasi til leksik tizimining vertikal iyerarxiyasini belgilovchi asosiy semantik munosabatdir. Ushbu munosabat “tur-jins” (genus-species) tamoyiliga asoslanadi:

- **Giperonim (Superordinat):** Kengroq tushunchani ifodalovchi, semantik ko‘lami yuqori bo‘lgan birlik. Masalan, jurnalistikada “*Mass Media*” (OAV) tushunchasi giperonim hisoblanadi.
- **Giponim:** Giperonim tarkibiga kiruvchi, torroq va aniqroq tushunchani ifodalovchi birlik. Masalan, “*Press*” (Matbuot), “*Broadcasting*” (Eshittirish) kabi terminlar “*Mass Media*” ning giponimlari sanaladi.

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- **Kogiponimlar:** Bitta giperonimga bo'ysunuvchi o'zaro teng huquqli birliklar (masalan, "Newspaper" va "Magazine").

Jurnalistik terminologiyada giponimik zanjir nafaqat leksik birliklarni guruhlaydi, balki **kognitiv-logik** funksiyani ham bajaradi. Ya'ni, yangilik matni tuzilayotganda axborotning umumdin xususiya (deduksiya) yoki xususiya umumga (induksiya) qarab harakatlanishi bevosita ushbu iyerarxik zanjir orqali amalga oshadi. Masalan, matn avvalida "media vakillari" (giperonim) deb boshlangan xabar, keyingi o'rinlarda "reportyorlar" yoki "fotojurnalistlar" (giponim) tarzida konkretlashadi. Bu esa matnning mantiqiy izchilligini ta'minlash bilan birga, lisoniy tejamkorlik va uslubiy rang-baranglikka xizmat qiladi.

NATIJALAR VA TAHLIL

Olib borilgan tadqiqotlar shuni ko'rsatadiki, ingliz va o'zbek tillarida jurnalistik terminlarning giponimik tizimi murakkab iyerarxik strukturaga ega. Ushbu tizimni tahlil qilish uchun biz "Media" (Ommaviy axborot vositalari) makrogiponimini asosiy nuqta sifatida olib, uni quyidagi mikrotizimlarga ajratdik:

1. Jurnalistik faoliyat subyektlarining giponimik tasnifi

Har ikki tilda ham "Journalist" (Jurnalist) giperonimi ostida keng ko'lamli giponimik qator shakllangan. Biroq, ingliz tilida ixtisoslashuv darajasi yuqoriroqligi kuzatiladi.

- **Ingliz tilida:** *Journalist* (giperonim): *Reporter* (voqea joyidan xabar beruvchi), *Correspondent* (doimiy vakil), *Columnist* (mualliflik rukni yurituvchi), *Freelancer* (erkin jurnalist), *Stringer* (shtatsiz muxbir), *Copyeditor* (matn muharriri).
- **O'zbek tilida:** *Jurnalist* (giperonim): *Muxbir* (reportyor), *Sharhlovchi* (commentator), *Muharrir* (editor), *Suxandon* (announcer).

Ingliz tilida "stringer" yoki "columnist" kabi terminlar aniq bir faoliyat turini ifodalasa, o'zbek tili mediamatnlarida bu tushunchalar ko'pincha bitta "muxbir" yoki "jurnalist" termini ostida umumlashtiriladi. Bu esa o'zbek tili media leksikasida giponimik differentsiatsiyaning (ma'no ajralishining) yangi bosqichga chiqayotganidan dalolat beradi.

2. Mediamatn janrlari iyerarxiyasi

Yangilik janri misolida giponimik munosabatlarni tahlil qilganimizda, "News" (Yangilik) giperonimi har ikki tilda ham markaziy o'rin tutadi:

- **Ingliz tilida:** *News*: *Hard news* (siyosiy-ijtimoiy muhim xabarlar), *Soft news* (ko'ngilochar xabarlar), *Breaking news* (tezkor xabar), *Feature* (tahliliy lavha).
- **O'zbek tilida:** *Yangiliklar* : *Rasmiy xabarlar*, *Tezkor xabarlar*, *Dayjest*, *Reportaj*.

Pragmatik tahlil: Ingliz tilidagi "hard news" va "soft news" terminlari nafaqat mazmunni, balki auditoriyaga ta'sir qilish usulini (pragmatikasini) ham belgilaydi. O'zbek tilida esa pragmatik ma'no ko'pincha terminning o'zi bilan emas, balki unga qo'shiladigan aniqllovchilar (*muhim*, *shoshilinch*, *qisqa*) orqali ifodalanadi.

3. Texnologik vositalar va platformalar giponimiyasi

Raqamli jurnalistika davrida "Platform" (Platforma) giperonimi ostida yangi giponimlar tizimi shakllandi. Bu sohada o'zbek tili terminologiyasi asosan ingliz tilidan olingan o'zlashmalar (neologizmlar) hisobiga boyimoqda:

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Giperonim (OAV turi)	Inglizcha giponimlar	O‘zbekcha muqobillar / kalkalar
Social Media	Feed, Story, Thread, Reel	Tasma, Storis, Tred, Rils
Digital Press	Paywall, Newsletter, Blog	Pullik obuna, Axborot byulleteni, Blog
Broadcasting	Podcast, Stream, Webinar	Podkast, Strim, Vebinar

Tahlillar shuni ko‘rsatadiki, raqamli media sohasida ingliz va o‘zbek tillari o‘rtasidagi terminologik farq kamayib bormoqda. Buning sababi — internet platformalarining global xarakteri va o‘zbek tilida raqamli terminlarning to‘g‘ridan-to‘g‘ri o‘zlashishidir.

XULOSA

Ingliz va o‘zbek tillarida jurnalistik terminlarning giponimik tizimini qiyosiy-tipologik jihatdan o‘rganish natijasida quyidagi ilmiy xulosalarga kelindi: Har ikki tilda ham jurnalistik terminologiya tasodifiy leksik birliklar yig‘indisi emas, balki qat’iy iyerarxik munosabatlarga asoslangan tizimdir. “Media” (Ommaviy axborot vositalari) makrogiperonimi ostida birlashuvchi terminlar (bosma, audiovizual, raqamli) o‘zaro giponimik zanjirni hosil qilib, matnning mazmunini va mantiqiy yaxlitligini ta’minlaydi. Ingliz tili media terminologiyasi uzoq yillik taraqqiyot yo‘li va janrlarning tarmoqlanishi sababli yuqori darajadagi giponimik differentsiatsiyaga ega. O‘zbek tili media leksikasida esa ko‘p hollarda ingliz tilidagi tor doirali giponimlar (masalan: *stringer*, *columnist*, *anchorman*) bitta umumlashtiruvchi giperonim yoki sifatlovchi birikmalar orqali ifodalanadi. Raqamli jurnalistika sohasida ingliz va o‘zbek tillari o‘rtasidagi terminologik tafovutlar minimal darajaga tushgan. Bu jarayon asosan ingliz tilidagi giponimlarning (*blog*, *podcast*, *streaming*, *interface*) o‘zbek tiliga to‘g‘ridan-to‘g‘ri o‘zlashishi yoki kalka qilinishi hisobiga yuz bermoqda. Jurnalistik terminlarning giponimik tizimini tadqiq etish mediamatnlarni tahlil qilishda, sohaviy ikki tilli lug‘atlarni yaratishda hamda jurnalistika sohasida tarjimonlar tayyorlashda muhim amaliy manba bo‘lib xizmat qiladi.

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**„VAQFIYA“ ASARIDA ALISHER NAVOIYNING IJTIMOY FAOLIYATI BILAN
BOG'LIQ MASALALAR**

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Annotatsiya: Mazkur kichik tadqiqot ishida Alisher Navoiyning davlat arbobi sifatidagi faoliyati, vaqf qildirgan yerlari, qurdirgan binolari, jonkuyar davlat arbobi sifatidagi faoliyati o'rganilgan. Asarda Navoiy tomonidan qurdirilgan bino-inshootlar, vaqf qilingan yerlar, ularning tasarrufi va ijtimoiy-iqtisodiy ahamiyati batafsil bayon etilgan. Asar Navoiyning shaxsiy mulkini xalq manfaatlariga yo'lida sarflaganini tasdiqlovchi tarixiy manba hisoblanadi.

Kalit so'zlar: Alisher Navoiy, „Vaqfiya“, vaqf yerlari, hamd, na't, mahdudot.

Аннотация: В этом небольшом исследовании рассматривается деятельность Алишера Навои как государственного деятеля, земли, которые он одарил, здания, которые он построил, и его деятельность как ревностного государственного деятеля. В работе подробно описываются здания и сооружения, построенные Навои, земли, наделенные им в дар, их распоряжение и социально-экономическое значение. Работа является историческим источником, подтверждающим, что Навои тратил свои личные средства на благо народа.

Ключевые слова: Алишер Навои, «Вакфия», земли одарения, похвала, на't, ограничения.

Abstract: This small research study examines Alisher Navoi's activities as a statesman, the buildings he founded, the buildings he built, and his activities as a zealous statesman. The work describes the buildings and structures built by Navoi, the lands endowed, the judicial administration, and their socio-economic significance. The work is a historical source confirming that Navoi spent his personal wealth for the benefit of the people.

Keywords: Alisher Navoi, "Waqfiya", waqf lands, praise, na't, limitations.

„Vaqfiya“ asari 1481-1482 yillar oralig'ida yozilgan bo'lib, Navoiyning davlat arbobi sifatidagi faoliyati, vaqf qildirgan yerlari, qurdirgan binolari haqida ma'lumot beruvchi asardir. „Vaqfiya“ Hamd, na't va Sulton Husayn Boyqaro madhini o'z ichiga olgan kattagina muqaddima bilan boshlanadi. Asarni shartli ravishda ikki qismga bo'lish mumkin:

1. Navoiyning Sulton Husayn Boyqaro saroyidagi davlat arbobi sifatidagi faoliyati aks etgan o'rinlar.

2. Navoiyning xayriya ishlari va vaqf qilib qoldirgan mulk yerlari, vaqf joylardagi idora usuli, xizmat uchun belgilangan lavozimlar, tayin etilgan maosh, o'rnatilgan tartib-qoidalar bayoni.

Asarda Alisher Navoiyning mamlakat obodligi va el-yurt farovonligiga doir muhim fikrlari ham o'z ifodasini topgan:

To hirs-u havas xirmani barbod o'lmas,

To nafs-u havo qasri baraftod o'lmas.

To zulm-u sitam jonig'a bedod o'lmas,

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El shod o'lmas, mamlakat obod o'lmas.¹⁵

„Vaqfiya“ asarida bayon qilinganidek, Navoiy masjid, madrasa, shifoxona va boshqa inshootlar qurdirib qo'ya qolmasdan, ularni kerakli darajada jihozlash, o'z-o'zini ta'minlash uchun vaqf yerlar ajratib berish, mudarrislar, tabiblar va boshqa xodimlar bilan ta'minlash, ularga oylik maosh, ozuqa, kiyim-bosh belgilashgacha, talabalar nafaqasi va kitoblarigacha, barcha-barchasini mukammal boshqarib, tashkil etib, o'zi doimo xabar olib, nazorat qilib turishni ham unutmasdi. Chunonchi, madrasada ustoz va talabalarining soni va ularga ajratilgan maoshi va nafaqalari (stipendiya) haqida shunday yozadi: „Arbobi vazoif – ikki olimi muttaqiy mudarris bo'lg'ay: har birining yilliq vazifasi ming ikki yuz oltun naqda, yigirma to'rt yuk oshlig'kim, sulsi arpa, sulsoni bug'doy bo'lg'ay. Har halqai darsda o'n bir tolibi ilmkim borisi yigirma ikki bo'lg'ay, olti a'lo; har biriga oyliq naqda yigirma to'rt oltun, yilda bug'doy besh yuk; vasat — sekiz; oyliq har biriga naqda o'n olti oltun, bug'doy yilliq to'rt yuk; adno — sekiz: oyliq har biriga naqda o'n ikki oltun, oshlig' yilliq uch yuk“.

Nizomiddin Mir Alisher binolar qurilishi bilan bevosita shug'ullanar, usta va shogirdlari mehnatidan boxabar bo'lib turardi. „Xayru saxovatli binokor amir Alisher o'sha imoratni tiklash xususida ko'p g'amxo'rliqi bo'lganidan har kuni o'sha sharofatli manzilga tashrif buyurar, ko'p kunlar etakni belga qistirib, yollangan ishchilar kabi ustalarga g'isht olib berardi hamda boshqa yumushlarni qilardi, tez-tez o'sha yerdagi me'morlar, ustalar va kosiblarga qimmatbaho sarupolar kiydirar va ularni ko'p siylash va boshqa in'omlar bilan xursand qilardi. Shu tariqa tangrining quvvatlashi hamda podshoning cheksiz yordami bilan uch-to'rt yillik ish olti oy muddat ichida oxiriga yetkazildi“.

„Vaqfiya“ asarining ikkinchi qismi ya'ni „Mahdudot“ qismida Navoiy vaqf, vaqf huquqi kabi o'zining moliyaviy ibodati bilan yaqindan tanishtirishga harakat qilgan. Mahdudot (Mahdudning ko'plik shakli bo'lib, cheklangan, chegaralangan, tayin qilingan degan ma'nolarni bildiradi) iqtisodiy atama, tushuncha bo'lib, chegaralangan, atrofi o'ralgan, atrofi aniqlangan joylar, er-suv va boshqa mulklar degan lug'aviy ma'noni bildiradi.

Navoiy mahdudotda o'z qalami bilan vaqf qilingan barcha ko'chmas mulklarining ro'yxatini, mulk turlarini, joylashgan hududlari nomini birma-bir, tartib bilan yozib qoldirgan. Chunonchi: „... vaqf qilingan mahdudlarkim, shahr va tavobindadur, mujmalan (qisqa) mazkur bo'lur va tafsili forsi vaqfnomalardakim, muqarrar aytilibdur.“ Qizig'i shundaki, u o'z mahdudotlaridan olingan daromad, tushumni o'z mablag'lari hisobidan qurdirgan masjid, madrasa, shifoxona, rabot, xonaqoh va shu kabi yuzlab binolar ta'minoti uchun belgilab qo'ygan hamda vatan, yurt obodligi, xalq manfati yo'lida og'ishmay sarflagan.

Vaqfiyaning mahdudot fasli aynan rasmiy uslubda bitilgan bo'lib, bu holat adibning mazkur hujjatli faslda vaqf qilingan ko'chmas mulk turlarini sharhlashda qo'llagan ifoda va bayon tarzida yaqqol ko'rinadi.

Navoiyning mahdudotda bitishicha, uning vaqf qilingan barcha turdagi ko'chmas mulklari qonuniy, ya'ni „shar' tariqi“ va qonun himoyasida bo'lib, ko'chmas mulklarining barcha tafsiloti vaqf hujjatlarida fors tilida aniq yozilgani hamda guvohlar ishtirokida qozi muhri bilan tasdiqlab qo'yilgani aytilgan.

Alisher Navoiy vaqflarini musulmonlarga shunchaki topshirib qo'ymagan, har bir vaqf molining iste'moli shartlarini ham bayon qilgan. Belgilangan maoshga haqli bo'lsa bo'lmasa berilavermagan, shartlar bajarilmasa kamaytirilgan yoki vaqf hududidan chiqarib yuborilgan. Shu bilan birga vaqf

¹⁵ Алишер Навоий. Мукаммал асарлар тўплами. 20 жилдлик. 14-жилд. — Тошкент: Фан, 1998. 258-бет.

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shartlari bitilgan „Vaqfiya“ asarini har o'ttiz yilda yangilab turishni tavsiya qilgan.

„Madrasa va xonaqoh orasidakim, tosh solibdurlar — qachon buzulurdek bo'lsa, yildin-yilg'a marammat qilsunkim, musulmonlarg'a o'tar — borur dushvor bo'lmag'ay. Yana shart ulkim, har o'ttuz yilda mutavalli „Vaqfiya“ni mukarrar yangi bitgan va asl bila muqobila qilg'ondin so'ngra quzot sijillot bila muqobala qilg'ay to ayyom mururi bila churumagay. Yana shart ulkim, hech zamonda sadr gumashtalari va mutavallilar bu sarkorda madxal qil.“¹⁶ Vaqf mulkidan noto'g'ri foydalanganlarni qattiq ogohlantirib o'tgan.

„Vaqfiya“ki tortildi base zahmat anga,
To bo'ldi sharoyit xatidin ziynat anga.
Mashrut ila kim qilsa amal rahmat anga,
Ulkim, munga tag'yir berur, la'nat anga.

Bu qoidani kimki tuzar, bor bo'lsun,
Tengri bori holatda anga yor o'lsun.
Kim buzsa, buzuqluqqa sazovor o'lsun.
Haq la'natu qahrig'a giriftor o'lsun.mag'aylar.

„Modomiki, sharti voqif bila muvofiq amal qilg'aylar — bu sarkor amalasidin jam' va xarj nusxasi tilamagaylar va hech nav' nima alardin olmag'aylarkim, alarg'a halol va muboh emas“.

Mahdudot o'ziga xos xulosa qismga ega bo'lib, ulug' Navoiy mahdudotning xulosasini „Bu jami' mahdudotkim, hududi vaqfiyalarda muqarrar mazkur bo'lubtur dag'i bu varoqta mujmal (juda qisqa) bitildi, yuqori mazkur bo'lg'on biqo'g'a vaqfi sahihi sha'riy qilildi“ deb qisqa tarzda bayon qilgan.

Yuz shukrki, buq'alar mukammal bo'ldi,
Vaqfi bu hududkim, mufassal bo'ldi.
Sekkiz yuz ediyu sekson olti ta'rix
Vaqfiyasi ul kunki, musajjal bo'ldi.

Navoiy katta mol-mulk egasi bo'lgan. Ammo umri davomida biror marta shaxsiy daromadi zakot hisobiga yetmagan – hosildor yer va bog'lar, savdo va hunarmandchilik do'konlari va boshqa mulklaridan olinadigan daromaddan o'zi uchun yashashga kifoya qiladigan qismini olib, qolgan qismining barchasini mamlakat obodonchiligi va boshqa xayriya amallariga sarflagan. Alisher Navoiyning sadoqati va to'g'riligiga to'liq ishongani uchun ham Husayn Bayqaro unga katta imtiyoz va huquqlar bergan. Ilm-ma'rifat targ'ibotchisi sifatida yoshlar uchun madrasa va masjidlar qurdirgan. Xalq uchun shifoxonalar barpo ettirgan. Bularning hammasi Alisher Navoiyning ijtimoiy hayotdagi faoliyatidan darak beradi. Jonkuyar, davlat arbobi ekanligini isbotlaydi.

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S.P.TOLSTOV ASARIDAGI XORAZMGA OID TARIXIY REALIYALAR

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Qiyosiy tilshunoslik va lingvistik tarjimashunoslik

magistratura mutaxassisligi 1-bosqich talabasi

Annotatsiya: Ushbu maqolada S.P.Tolstovning «По следам древнехорезмийской цивилизации» (1948) asarida aks etgan qadimiy Xorazmga oid tarixiy realiyalar – toponimlar, etnonimlar, xo'jalik va ijtimoiy-madaniy tushunchalar – keng ko'lamli tahlil qilinadi. Maqolada S.P.Tolstovning metodologik yondashuvi, ya'ni arxeologik ashyolar, yozma manbalar va xalq og'zaki ijodini birgalikda o'rganish usuli ko'rib chiqiladi. Shuningdek, o'zbek va xorijiy olimlar fikrlari asosida asarning ilmiy ahamiyati baholanadi.

Kalit so'zlar: S.P.Tolstov, qadimiy Xorazm, tarixiy realiyalar, toponimlar, etnonimlar, arxeologiya, irrigatsiya, afsona, tarjimashunoslik.

Аннотация: В данной статье анализируются исторические реалии древнего Хорезма, отражённые в труде С.П.Толстова «По следам древнехорезмийской цивилизации» (1948): топонимы, этнонимы, хозяйственные и социокультурные понятия. Рассматривается методологический подход автора, основанный на комплексном изучении археологических данных, письменных источников и устного народного творчества. Научное значение труда оценивается с опорой на мнения узбекских и зарубежных учёных.

Ключевые слова: С.П.Толстов, Древний Хорезм, исторические реалии, топонимы, этнонимы, археология, ирригация, миф, переводоведение.

Annotation: This article analyzes the historical realities of ancient Khwarezm reflected in "Following the tracks of ancient Khorezmian civilization" (1948) by S.P.Tolstov, including toponyms, ethnonyms, economic and socio-cultural concepts. The methodological approach of the author is aimed at examining the comprehensive study of archaeological data, written sources, and oral folk art. The scientific significance of the work is assessed based on the opinions of Uzbek and foreign scholars.

Keywords: S.P.Tolstov, Ancient Khwarezm, historical realities, toponyms, ethnonyms, archaeology, irrigation, myth, translation studies.

Kirish

Qadimiy Xorazm sivilizatsiyasi Markaziy Osiyo tarixining eng muhim sahifalaridan birini tashkil etadi. Bu sivilizatsiyaning chuqur ildizlari, murakkab ijtimoiy tuzilmasi va boy madaniy merosi haqida yozilgan asarlar orasida S.P.Tolstovning «По следам древнехорезмийской цивилизации» asari alohida o'rin tutadi¹⁷. Ushbu monografiya 1948-yilda Moskva va Leningradda SSSR Fanlar Akademiyasi nashriyoti tomonidan chop etilgan bo'lib, Xorazm arxeologik-etnografik

¹⁷ Толстов, С. П. По следам древнехорезмийской цивилизации. – М.–Л.: Изд-во АН СССР, 1948. – Б. 5–7

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ekspeditsiyasining ko'p yillik izlanishlari natijalarini o'zida jamlaydi¹⁸.

Asarning ilmiy ahamiyati faqat arxeologiya sohasida emas, balki tarixiy realiyalar – ya'ni qadimiy hayot, turmush tarzi, ijtimoiy munosabatlar va madaniyatning til va matnlarda aks etgan maxsus belgilarini o'rganish nuqtai nazaridan ham beqiyosdir. Ushbu maqolaning maqsadi S.P.Tolstov asarida qayd etilgan tarixiy realiyalarni – toponimlar, etnonimlar, xo'jalik tushunchalari va ijtimoiy-madaniy birliklarni – tahlil qilish va ularning ilmiy talqinini baholashdan iborat.

Toponimlar tarixiy realiyalarning eng muhim guruhi hisoblanadi. S.P.Tolstov asarida Gurganj, Xorazm, Kang'a kabi qadimiy joy nomlari alohida tahlil qilinib, ular Amudaryo quyi oqimidagi arxeologik yodgorliklar bilan bog'lab ko'rsatiladi¹⁹. Shu tariqa, toponimika afsona matnlari bilan birga o'rganilib, qadimiy manzaraning tarixiy-geografik modeli yaratiladi.

To'proq-qal'a, Ayoq-qal'a, Qoyqirilgan-qal'a singari qal'a nomlari S.P.Tolstov tomonidan nafaqat arxeologik yodgorlik sifatida, balki ijtimoiy-tarixiy tuzilmaning belgisi sifatida ham talqin qilinadi²⁰. Bu qal'alarning nomlari xalq xotirasida saqlanib qolgan va ular ko'pincha afsonalardagi tasvirlar bilan uzviy bog'liq holda tilga olinadi.

Muallif daryo nomlari va ularning o'zgarish tarixiga alohida e'tibor qaratadi, chunki Amudaryo o'zanining tarixiy siljishlari Xorazm sivilizatsiyasining rivojlanishi va tanazzulida hal qiluvchi rol o'ynagan²¹. Daryo nomi va geografik belgilar tizimi Xorazm tarixini rekonstruksiya qilishda muhim manba bo'lib xizmat qiladi.

Etnonimlar xalq va qabila nomlari bo'lib tarixiy realiyalarning yana bir muhim guruhi sifatida asarda alohida tahlil qilinadi. S.P.Tolstov «xorazmiylar», «turonliklar», «saklar» kabi etnik nomlarni tarixiy manbalar bilan qiyoslab, Xorazmning etnik tarkibi masalasiga yondashadi²². Natijada afsonaviy etnonimlar real tarixiy guruhlarining xalq xotirasidagi aks-sadosi sifatida talqin qilinadi.

Muallif etnonimlarning semantik tarixini o'rganar ekan, ayrim nomlarning vaqt o'tishi bilan ma'no o'zgarishiga uchraganini qayd etadi. Bunga misol qilib, «xorazmiylar» nomining dastlab faqat sug'orish dehqonlarini anglatgan bo'lsa, keyinchalik butun vo'ha aholisini qamrab olganini, shuningdek «kang'liklar» nomining chorvachilikdan dehqonchilikka o'tganini qayd etadi²³. Bu holat qadimiy Xorazm jamiyatining etnik tarkibi va mintaqaviy aloqalar tizimini tushunishda muhim ahamiyat kasb etadi.

S.P.Tolstov asarida xo'jalik turlarini anglatuvchi tushunchalar va ularning nomlari, jumladan, sug'orish, dehqonchilik, chorvachilik, savdo-sotiq bilan bog'liq terminlar, tarixiy realiyalarning uchinchi asosiy guruhi sifatida ko'rib chiqiladi. Muallif afsonaviy matnlarda uchraydigan ayrim qadimiy o'lchov birliklari, atamalar va xo'jalik tushunchalarini ham qayd etib, ularning aniq miqdoriy mazmuni yoki iqtisodiy funksiyasi haqida taxminlar bildiradi. Muallif afsonalarda uchraydigan «гүл» (suv o'lchovi), «өпө» (yer uchastkasi), «пая» (suv ulushi) kabi arxaik terminlarni qayd etib, ularning aniq miqdoriy va iqtisodiy mazmunini tahlil qiladi²⁴. Bu ma'lumotlar Xorazmning iqtisodiy tarixini tiklashda qo'shimcha manba vazifasini o'taydi.

Irrigatsiya terminologiyasi asarda alohida o'rin tutadi, chunki Y.G'.G'ulomov

¹⁸ Толстов, С. П. По следам древнехорезмийской цивилизации. – М.–Л.: Изд-во АН СССР, 1948. – Титульный лист

¹⁹ Толстов, С. П. Древний Хорезм. Опыт историко-археологического исследования. – М.: Изд-во МГУ, 1948. – Б. 56–64

²⁰ Толстов, С. П. Древний Хорезм. Опыт историко-археологического исследования. – М.: Изд-во МГУ, 1948. – Б. 112–129

²¹ Гулямов, Я. Г. История орошения Хорезма. – Ташкент: Изд-во АН УзССР, 1957. – Б. 68–76

²² Толстов, С. П. По следам древнехорезмийской цивилизации. – М.–Л., 1948. – Б. 100–110

²³ Хожиев, А. Ўзбек тилининг этимологик луғати. – Тошкент: Фан, 2006. – Б. 75–82

²⁴ Толстов, С. П. По следам древнехорезмийской цивилизации. – М.–Л., 1948. – Б. 241–248

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ta'kidlaganidek, Xorazm sivilizatsiyasining yuksalishi bevosita sug'orish tizimlarining rivojlanishi bilan bog'liq²⁵. Kanallar, to'g'onlar, suv taqsimotiga oid terminlar nafaqat texnik, balki ijtimoiy-huquqiy munosabatlarning ham muhim ko'rsatkichlaridir. Masalan, xorazm shevalarida hozirgi kunda keng qo'llaniladigan, arna, yop, solma, bo'gat, zekash va boshqa shu kabi atamalar joy nomlarida uchrashi haqidagi ma'lumotlar bu obyektlarning xalq hayotida muhim o'rin egallaganini ko'rsatadi.

Savdo yo'llari va karvon tijoratiga oid terminlar ham S.P.Tolstov asarida chuqur tahlil qilinadi. Savdo yo'llari va karvon tijoratiga oid «кепуен» (karvon), «сарой» (karvon saroyi), «тамга» (savdo belgisi) kabi terminlar ham S.P.Tolstov asarida chuqur tahlil qilinadi²⁶. Xorazmning qadimiy savdo yo'llaridagi o'rni – Buyuk Ipak yo'lining muhim halqasi sifatidagi maqomi – ushbu terminlar tadqiqi orqali ham aniqroq ko'rinadi.

Xulosa

S.P.Tolstovning «По следам древнехорезмийской цивилизации» asari qadimiy Xorazmga oid tarixiy realiyalar – toponimlar, etnonimlar, xo'jalik va ijtimoiy-madaniy tushunchalarni kompleks usulda o'rganishning nodir namunasi hisoblanadi. Muallif arxeologik, yozma va og'zaki manbalarni uyg'unlashtirib, Xorazm sivilizatsiyasining ko'p qirrali manzarasini tiklashga erishgan. O'zbek va xorijiy olimlar tomonidan bir xil darajada yuqori baholangan bu asar Markaziy Osiyo tarixini o'rganishda hozir ham asosiy tayanch manba bo'lib qolmoqda.

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²⁵ Гулямов, Я. Г. История орошения Хорезма. – Ташкент: Изд-во АН УзССР, 1957. – Б. 68–76

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GRAMMATICAL AGREEMENT IN FREE WORD COMBINATIONS

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Annotatsiya. Maqolada ingliz tilidagi erkin so'z birikmalarida moslashuvning lingvistik mexanizmlari tadqiq etiladi. Tadqiqot davomida ilmiy nutqda sintaktik aloqalarning buzilishiga olib keluvchi asosiy sabablar sifatida "proksimallik interferensiyasi" (yaqinlik ta'siri) hamda rasmiy va mantiqiy moslashuv o'rtasidagi ziddiyatlar aniqlangan.

Kalit so'zlar: moslashuv, erkin so'z birikmalari, sintaksis, korpus lingvistikasi, ega-kesim moslashuvi, morfosintaksis.

Annotation: The article investigates the linguistic mechanisms of grammatical agreement within free word combinations, primarily focusing on the English language. The research identifies "proximity interference" and the tension between formal and notional agreement as leading causes of syntactic breakdown in scientific discourse. The findings emphasize that maintaining morphological harmony is essential for ensuring semantic clarity and professional authority in academic writing.

Keywords: agreement, concord, free word combinations, syntax, corpus-Linguistics, subject-verb agreement, morphosyntax.

Аннотация: В статье исследуются лингвистические механизмы грамматического согласования в свободных словосочетаниях, преимущественно на материале английского языка. Исследование выявляет «интерференцию близости» и противоречие между формальным и смысловым согласованием как основные причины синтаксических сбоев в научном дискурсе. Результаты подчеркивают, что соблюдение морфологической гармонии имеет решающее значение для обеспечения семантической ясности и профессионального авторитета в академическом письме.

Ключевые слова: слова сочетание, конкорд, свободные словосочетания, синтаксис, корпусная лингвистика, согласование подлежащего и сказуемого, морфосинтаксис.

Abstract. Grammatical agreement, or concord, serves as a primary regulatory mechanism in the formation of word combinations. This study examines the frequency and types of agreement errors in non-native English academic prose, focusing on subject-verb and noun-determiner combinations. By utilizing a corpus-based approach, the research identifies "proximity interference" as a leading cause of syntactic breakdown. The findings suggest that agreement is not merely a formal requirement but a critical component of semantic clarity in complex sentence structures.

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1. Introduction. In the hierarchy of linguistic structures, word combinations are governed by specific rules of “attraction” and “dependency.” Agreement is the process by which the grammatical features of one lexical item (the controller) are reflected in another (the target). As noted by Corbett (2006), agreement is a “redundant” but essential feature of language that reinforces the relationships between disparate parts of a sentence. While English is often categorized as a language with “weak” inflection, the demands of academic and scientific discourse require a high degree of precision in word combinations. This paper aims to investigate the factors that lead to agreement failure in complex noun phrases and the subsequent impact on the readability of scientific texts.

2. Methods. The methodology of this study is grounded in **Corpus-Based Error Analysis (CEA)**, a systematic procedure used to identify, classify, and interpret the nature of linguistic deviations in written discourse. By utilizing a controlled corpus, the study ensures that the findings are representative of the current academic linguistic landscape. The study isolated three specific syntactic “junctions” where agreement is most likely to be tested by complex sentence structures:

- **Subject-Verb (S-V) Pairs:** Focusing on the morphosyntactic link between the head noun and its corresponding predicate, particularly in sentences with long-distance dependencies.
- **Noun-Determiner (N-D) Pairs:** Examining the concord between demonstratives (*this, these*) or quantifiers (*much, many*) and their head nouns, especially with collective or non-count nouns.
- **Pronoun-Antecedent (P-A) Pairs:** Investigating the “referential glue” between a noun and its subsequent pronoun, with a specific focus on gender-neutral singular *they* and distance-related errors.

The corpus was uploaded to **Sketch Engine**, a leading corpus management and text analysis software. Two primary functions were utilized:

1. **Concordance Tool:** Used to visualize every instance of the selected variables in their immediate context.
2. **Word Sketch & Gramrel (Grammatical Relations):** This allowed for the identification of “dependencies”—mathematically mapping which verb belongs to which subject, even when separated by multiple clauses. This automated process reduced researcher bias in identifying which words were intended to agree.
3. **Results.** The analysis revealed a total of 142 agreement-related instances within the sample size. The data highlights that the complexity of the “intervening material” (words placed between the controller and the target) significantly increases the likelihood of error.

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Agreement Type	Success Rate (%)	Primary Error Factor
Subject-Verb	88%	Proximity to a plural modifier
Noun-Determiner	94%	Misidentification of count/non-count nouns
Pronoun-Antecedent	82%	Gender-neutral phrasing/Distance

62% of S-V agreement errors occurred when a prepositional phrase with a plural noun followed a singular subject (e.g., “*The analysis of the variables were...*” instead of “*is*”).

4. Discussion. The results confirm that agreement in word combinations is highly susceptible to Linear Proximity Interference. This occurs because the human brain often prioritizes the most recent noun in a sequence during real-time processing rather than the grammatical head of the phrase. Furthermore, the “Notional Agreement” found in many academic texts suggests a shift in modern linguistics. Writers often favor the plural verb when referring to collective entities (e.g., “*The committee have decided*”), reflecting a focus on the individuals within the group rather than the singular institution. This highlights that agreement is not just a mechanical rule but a stylistic choice that influences how data is perceived. The study concludes that for researchers, mastering the “agreement glue” is vital for maintaining the logical integrity of scientific arguments. Failure in agreement in word combinations can lead to “semantic ambiguity,” where the reader is unsure which action belongs to which actor.

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4-SINF ONA TILI DARSLARIDA MA'NODOSH VA ZID MA'NOLI SO'ZLAR USTIDA ISHLASH METODIKASI

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Annotatsiya. Mazkur maqolada boshlang'ich sinf ona tili darslarida ma'nodosh, shakldosh, zid ma'noli so'zlardan foydalanishni va o'quvchilarning so'z boyligini oshirish usullari bayon etilgan.

Kalit so'zlar. So'z boyligi, so'z ma'nolari, sinonim, antonim, metod, boshlang'ich sinf, usul.

Ona tili o'qitishning bosh maqsadi tilning jamiyatda tutgan o'rni, vazifasi bilan belgilanadi. Til - aloqa vositasi, chunki so'zlovchi fikr-mulohazalarini til orqali bayon qiladi, tinglovchi esa til vositalari orqali ro'yobga chiqqan fikrni anglaydi.

Boshlang'ich sinflarda o'tiladigan ona tili, matematika, o'qish savodxonligi, tarbiya, tabiiy fan darslari o'z mohiyati, maqsad va vazifalariga ko'ra ta'lim tizimida alohida o'rin tutadi. Chunki ularning zaminida savodxonlik va axloqiy-ta'limiy tarbiya asoslari turadi. Shuning uchun ham boshlang'ich ta'lim darslariga o'quvchilar qiziqishini oshirishga alohida e'tibor berish lozim. Negaki, bolalar boshlang'ich sinflardanoq «dars» degan muqaddas so'zdan bezib qolmasliklari lozim. Bugungi kunda o'quvchilarni darsga bo'lgan qiziqishlarini oshirish uchun tajribali o'qituvchilar turli didaktik o'yinlardan foydalanishmoqda.

O'qish darslarida 1 marta uchragan, bolalar ma'nosi tushunmaydigan so'zlarning ma'nosini asarni o'qimasdan oldin tushuntirishi kerak. Ko'chma ma'nodagi so'zlarni, obrazli ifodalarni, umuman, asarning badiiy tiliga doir nutq birliklari asarni o'qib bo'lgach tushuntiriladi.

So'z ma'nolarini tushuntirishda quyidagi usullardan foydalaniladi:

1. So'zni matn asosida tushuntirish
2. So'z ma'nosini lug'atdan, kitobdagi izohdan foydalanib tushuntirish.
3. Sinonimlarini keltirib tushuntirish.
4. Antonimiga taqqoslab tushuntirish.

Ko'chma ma'noli so'z, tasviriy ifodalarni, maqollarni ham taqqoslash usuli yordamida tushuntirish mumkin.

5. Birikmalar, gaplar yordamida tushuntirish.
6. So'zni predmetning asosiy belgilarini aytish orqali tushuntirish.
7. Axloqiy mavhum tushunchalarni bildiradigan so'zlar ma'nosini misollar yordamida tushuntirish.

Bir umumiy tushuncha bildiradigan so'zlar sinonim so'zlar deb yuritiladi. Ular qo'shimcha ma'nolarni uslubiy qo'llanishi bilan o'zaro farq qiladi. O'quvchi nutqi sinonimlarga boy bo'lsa, nutqning ifodaliligi shuncha ortadi. Sinonim so'zlar bilan ishlash elementlar ravishda 1-sinfdan boshlanadi, lekin maxsus soat ajratilmaydi [2]. Shu ketma-ketlikda osondan murakkabga qarab o'rgatib boriladi.

Boshlang'ich sinfda sinonim so'zlar ustida quyidagi mashq turlaridan foydalaniladi.

- 1) berilgan sinonimlarni guruhlash;

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- 2) berilgan so'zga sinonim tanlash;
- 3) tushurib qoldirilgan sinonim so'zlarni o'rniga qo'yib matnni ko'chirish;
- 4) sinonimlardan mosini qo'yib gaplarni ko'chirish;
- 5) sinonim so'zlar vositasida didaktik material tanlash.

Zid ma'no munosabatidagi so'zlar antonim so'zlar deyiladi-yu antonimik munosabat so'z va iboralar orasida ham bo'ladi. Antonimlar bilan ham boshlang'ich sinfda amaliy tanishtiriladi. Maxsus mashqlar uyushtiriladi:

1. Berilgan so'zga antonim tanlash.
2. Antonim so'zlar bilan gap tuzish.
3. Berilgan gapga antonim qo'yib ko'chirish.

Sinonimlar ustida ishlash lug'at qatlamini o'rganishning muhim bo'limidir. Tilning lug'at boyligi asosan uning sinonimikasi bilan belgilanadi. Narsa, harakat, belgilar haqidagi tushunchalar ko'plab variant, qirralarga ega. Lug'atda ularni ifodalovchi sinonimlar qanchalik ko'p bo'lsa, tilning ifoda imkoniyatlari shunchalik boy bo'ladi. O'zbek tili sinonimlarga juda boy. Jumladan, A.Hojiyevning "Sinonimlar lug'ati"da yaxshi so'ziga 14 ta, juda so'ziga 29 ta sinonim keltirilgan. Albatta, boshlang'ich sinflarga barcha sinonimlarni o'rgatishning zarurati va iloji yo'q. Ammo sinonimikaning boyligi qo'llaniladigan leksikaning rang-barang bo'lishi uchun zaxiradir. Aytib o'tganimizdek, sinonimlar bu borliqdagi bitta narsani nomlovchi, lekin uning turli tomonini, yoki turlicha nuqtayi nazardan baholash bilan farqlanuvchi so'zlardir. Sinonimlar o'zaro lug'aviy ma'noning qirralari bilan, emosional-ekspressiv bo'yog'i bilan, uslubga xosligi bilan, nihoyat izchil qo'llanishi va boshqa so'zlar bilan birikuvchanligi (valentligi) ga ko'ra farq qiladi. Masalan, gapirmoq so'zining sinonimi shivirlamoq past ovozda gapirishni bildiradi, vaysamoq so'zi esa behuda gapirmoq ma'nosini bildirib, so'zlovchining salbiy munosabatini ifodalaydi[1]. Shu kabi salbiy va ijobiy munosabat bildirishiga ko'ra ham farqlanib boradi.

Boshlang'ich sinflarda sinonimlar (shuningdek, boshqa leksik-semantik guruhlar) to'g'risida nazariy ma'lumot berilmaydi. Biroq sinonimlar ustida amaliy ishlar, ularni kuzatish o'quvchilarda sinonimlar haqida tushunchani shakllantiradi. Sinonimlar ustidagi amaliy mashqlar quyidagi elementlardan iborat:

- a) o'qilgan matnlardan sinonimlarni topish, ularning ma'nolari, ayniqsa ma'no qirralari, sinonim so'zlar orasidagi farqlarni aniqlash;
- b) mazkur so'zlarni almashtira oladigan sinonimlar tanlash va ma'no qirralari haqida qo'llanishidagi farqini belgilash;
- d) sinonimlar yuzasidan maxsus mashqlar (sinonimlarning darajalanishi va h.k);
- e) sinonimlarni og'zaki va yozma nutqda faol qo'llash;
- f) nutqiy xatolarni tuzatish (noo'rin qo'llangan so'zlarni), so'zni unga sinonim bo'lgan boshqa, berilgan matnga ko'proq mos keladigan so'z bilan almashtirish.

Boshlang'ich sinf ona tili darsliklarida ma'nodosh so'zlar alohida mavzu sifatida ajratilmagan. Ma'nodosh so'zlarga doir mashqlar so'z turkumlariga oid mashq va topshiriqlar doirasida berilgan. Sinonimlar ustidagi elementar mashqlar 1-sinfdan boshlanadi. Masalan, "Alifbe"da o'quvchilar quyidagi gapni o'qiydi: "Onam shirin, mazali non yopdilar". O'qituvchi o'quvchilar diqqatini mazali so'zi shirin so'zining ma'nosini kuchaytirayotganiga qaratadi.

Xulosa qilib aytganda, ona tili darslarida ma'nodosh va zid ma'noli so'zlar ustida ishlash nazariya bilan birgalikda amaliy mashqlar, o'rganilganlarni mustahkamlash va takrorlash asosida chuqurlashtirilib o'rgatiladi. Bunda o'quvchilar yoshiga mos metod va ko'rgazmalarni qo'llay olishning ham ahamiyati kattadir.

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TARJIMA JARAYONIDA SINONIM TANLASH KO'NIKMASINI SHAKLLANTIRISHDA RAQAMLI VOSITALARNING O'RNI.

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Annotatsiya

Ushbu maqolada tarjima jarayonida sinonimik qatordan to'g'ri so'z tanlash ko'nikmasini shakllantirishda raqamli vositalarning o'ri va ahamiyati yoritiladi. Ayniqsa, huquqiy matnlarni tarjima qilishda aniqlik va bir ma'nolilikni ta'minlash muhim bo'lib, noto'g'ri sinonim tanlash mazmun buzilishiga olib kelishi mumkin. Maqolada onlayn lug'atlar, parallel korpuslar, mashina tarjimasi va sun'iy intellekt vositalaridan foydalanishning afzalliklari hamda ularni o'quv jarayoniga tatbiq etish usullari tahlil qilinadi.

Kalit so'zlar: tarjima, sinonim, huquqiy tarjima, raqamli vositalar, korpus, mashina tarjimasi, metodika.

Аннотация

В данной статье рассматривается роль и значение цифровых инструментов в формировании навыков правильного выбора слов из синонимического ряда в процессе перевода. Особое внимание уделяется тому, что при переводе юридических текстов крайне важно обеспечивать точность и однозначность, поскольку неправильный выбор синонима может привести к искажению смысла. В статье также анализируются преимущества использования онлайн-словарей, параллельных корпусов, машинного перевода и инструментов искусственного интеллекта, а также методы их внедрения в учебный процесс.

Ключевые слова: перевод, синоним, юридический перевод, цифровые инструменты, корпус, машинный перевод, методика.

Abstract

This article explores the role and significance of digital tools in teaching the selection of appropriate synonyms during the translation process. In particular, legal translation requires a high level of precision and unambiguity, where incorrect synonym choice may lead to distortion of meaning. The study analyzes the effectiveness of online dictionaries, parallel corpora, machine translation systems, and AI-based tools in improving students' ability to select contextually appropriate lexical

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equivalents. The paper also proposes methodological approaches for integrating these tools into translation training.

Key words: translation, synonymy, legal translation, digital tools, corpus, machine translation, methodology.

Zamonaviy jamiyatning rivojlanishida axborot asriga tezkor o'tish, kompyuter texnologiyalaridan foydalanishning ortishi hamda global Internet tarmog'ining yaratilishi — bularning barchasi dunyoning turli burchaklaridagi insonlarning bilim va intellektini birlashtirishga xizmat qilmoqda. Raqamli texnologiyalarni tarjima pedagogikasiga integratsiya qilish zamonaviy tarjimonlar ta'limining eng muhim muammolari va imkoniyatlaridan biri sifatida namoyon bo'lmoqda. Professional tarjima sohasi tobora ko'proq kompyuter yordamida tarjima (CAT) vositalari, katta til modellari va keng qamrovli raqamli ma'lumot manbalariga tayanayotgan bir paytda, tarjima dasturlari nimani o'qitish va qanday o'qitish masalalarini qayta ko'rib chiqishga majbur bo'lmoqda. Bugungi kunda tarjima ta'limi an'anaviy usullar va zamonaviy innovatsiyalar kesishgan nuqtada turibdi. Har tomonlama rivojlangan o'quv dasturi nafaqat talabalarining lingvistik va madaniy kompetensiyalarini, balki ularning raqamli muhitda professional va axloqiy jihatdan samarali ishlash qobiliyatini ham rivojlantirishi lozim (Gouadec, 2007). Tarjima pedagogikasida leksik kompetensiya asosan ikki tilli lug'atlar bilan ishlash va parallel yoki qiyosiy matnlarni chuqur o'rganish orqali rivojlantirilgan. Biroq, raqamli inqilob bu borada imkoniyatlarni sezilarli darajada kengaytirdi: korpus asosidagi misollarni taqdim etuvchi onlayn bir tilli va ikki tilli lug'atlar, millionlab haqiqiy tarjima juftliklarini o'z ichiga olgan yirik parallel korpuslar, mukammal bo'lmasa-da ravon tarjima variantlarini yaratishga qodir neyron mashina tarjima tizimlari va eng so'nggi bosqichda kontekstual tushuntirishlar berish, muqobil variantlarni taklif qilish hamda tajribali tarjimon fikrlashini modellashtirish imkonini beruvchi sun'iy intellektga asoslangan til modellari paydo bo'ldi.

Onlayn lug'atlar va terminologik ma'lumotlar bazalari. Bosma (qog'oz) lug'atlardan onlayn lug'atlarga o'tish tarjima talabalari foydalanadigan resurslarni tubdan o'zgartirdi. Zamonaviy onlayn lug'atlar — bir tilli manbalar, masalan Merriam-Webster va Oxford Dictionaries Online, ikki tilli resurslar, masalan WordReference va Linguee, hamda ixtisoslashgan terminologik bazalar, masalan IATE va Termium — nafaqat statik ta'riflarni, balki korpusga asoslangan misollar, kollokatsiyalar haqida ma'lumotlar, qo'llanish izohlari va tobora ko'proq foydalanuvchilar tomonidan yaratilgan kontekstual izohlarni ham taqdim etadi. Tarjima talabalari tomonidan lug'atlardan foydalanish bo'yicha tadqiqotlar samarali va samarasiz murojaat qilish strategiyalarini ko'rsatib berdi (Atkins & Varantola, 1998; Hartmann & James, 1998). Samarali foydalanuvchilar lug'atlardan tanlab foydalanadi, ya'ni ularni kontekst asosida shakllangan taxminlarni tekshirish yoki kengaytirish vositasi sifatida qo'llaydi. Aksincha, samarasiz foydalanuvchilar ko'pincha kontekstni hisobga olmasdan birinchi berilgan ekvivalentni tanlaydi yoki lug'atdagi ma'lumot ularning konkret tarjima muammosiga mos kelmasligini anglay olmaydi. Bu holat shuni ko'rsatadiki, pedagogik vazifa faqat resurslar bilan tanishtirish emas, balki to'g'ri foydalanish strategiyalari va tanqidiy baholash ko'nikmalarini shakllantirishdan iborat. Bu vositalar resurslarga tezkor kirishni ta'minlaydi va tarjima qilingan matnlarda izchillikni saqlashga yordam beradi, bu esa ixtisoslashgan sohalarida mos ekvivalentlarni tanlashda juda muhimdir.

Parallel korpuslar va Sketch Engine. Parallel korpuslar — manba matnlar va ularning tarjimalaridan iborat to'plamlar — tarjima ta'limida muhim pedagogik vosita sifatida keng qiziqish uyg'otmoqda (Zanettin va boshq., 2003; Bowker & Pearson, 2002). Ular talabalarga haqiqiy matnlarda tajribali

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tarjimonlar qanday leksik qarorlar qabul qilganini kuzatish imkonini beradi. Shu tariqa, korpuslar lug‘atlar yoki grammatik qoidalar bera olmaydigan dalillarga asoslangan bilimni taqdim etadi. Korpuslardan foydalanish bo‘yicha tadqiqotlar odatda tarjima sifati va o‘quvchilarning mustaqilligiga ijobiy ta‘sir ko‘rsatishini qayd etadi (Frankenberg-Garcia, 2014; Kübler & Aston, 2010). Biroq samarali foydalanish uchun maxsus metodik tayyorgarlik zarur: talabalar to‘g‘ri qidiruv so‘rovlarini tuzish, ishonchli va ishonchsiz tarjima juftliklarini ajratish hamda olingan ma‘lumotlarni tanqidiy qo‘llashni o‘rganishlari kerak. Aks holda, korpuslardan foydalanish noto‘g‘ri xulosalarga olib kelishi yoki ortiqcha kognitiv yukni oshirishi mumkin. CAT vositalari: SDL Trados yoki Smartcat kabi tizimlar katta hajmdagi loyihalarni boshqarishga yordam beradi. Ular matn segmentlarini saqlab, butun hujjat davomida leksik uyg‘unlikni ta‘minlaydi.

Neyron mashina tarjimasi tizimlarining paydo bo‘lishi — ayniqsa Google Translate, DeepL va Microsoft Translator — tarjima ta‘limi sohasida katta qiziqish va muayyan xavotirlarni yuzaga keltirdi (Kenny & Doherty, 2014; Bowker, 2020). Bir tomondan, zamonaviy tizimlar yetarlicha sifatli natijalar berib, dastlabki tarjima varianti yoki post-tahrirlash uchun asos bo‘la oladi. Boshqa tomondan esa, ulardan tanqidsiz foydalanish tarjimonlik kompetensiyasining rivojlanishiga salbiy ta‘sir ko‘rsatishi, ortiqcha qaramlikni keltirib chiqarishi va professional tarjimada muhim bo‘lgan tahliliy fikrlash jarayonlarini susaytirishi mumkin.

Pedagogik tadqiqotlar bu borada turli natijalarni ko‘rsatadi: ba‘zi tadqiqotlar mashina tarjimasidan keyingi tahrirlash samaradorlikni oshirishi va sifatni saqlab qolishini ko‘rsatadi, boshqalari esa bunday yondashuv natijasida yuzaki ravon, ammo madaniy va pragmatik jihatdan yetarli darajada mos kelmaydigan tarjimalar paydo bo‘lishini ta‘kidlaydi. Shu sababli, mashina tarjimasini o‘quv dasturlariga qachon va qanday kiritish masalasi hanuz muhokama qilinmoqda.

So‘nggi yillardagi eng muhim yangiliklardan biri katta til modellari (LLM) asosidagi yordamchi tizimlarning paydo bo‘lishidir — jumladan ChatGPT, Claude va Gemini. Bu tizimlar metalingvistik tahlil qilish, leksik tanlovlarning pragmatik jihatlarini tushuntirish, bir nechta tarjima variantlarini taklif qilish hamda tajribali tarjimon fikrlash jarayonini modellashtirish imkoniyatiga ega. Ular an‘anaviy mashina tarjimasidan interaktivligi bilan farq qiladi: foydalanuvchi savollariga javob berish, kontekstga mos ravishda takliflarni o‘zgartirish va o‘z tavsiyalarini izohlash imkonini beradi. LLMlar bo‘yicha tadqiqotlar hali boshlang‘ich bosqichda bo‘lsa-da, dastlabki natijalar qiziqarli: ayrim tadqiqotlar ularning ayrim sohalarida inson tarjimasi sifatiga yaqin yoki undan yuqori natija berishini ko‘rsatadi, boshqalari esa ayniqsa ixtisoslashgan yoki madaniy kontekstga boy matnlarda aniqlik bilan bog‘liq muammolarni qayd etadi. Pedagogik nuqtai nazardan, bu vositalar oddiy ma‘lumot manbasi emas, balki o‘quvchi bilan “muloqot qiluvchi” hamkor sifatida xizmat qilishi mumkin, ya‘ni ular sinfdagi muhokamaga o‘xshash tarzda tushuntirish va fikr almashish imkonini beradi.

Raqamli texnologiyalar tarjima o‘qitilishi va amaliyotini tubdan o‘zgartirmoqda. Texnologik vositalar samaradorlik va hamkorlik uchun yangi imkoniyatlar yaratgan bo‘lsa-da, ularni tarjima o‘quv dasturlariga ehtiyotkorlik bilan integratsiya qilish zarur. O‘qituvchilar an‘anaviy lingvistik ko‘nikmalar bilan raqamli ish muhitida zarur bo‘lgan texnik kompetensiyalar o‘rtasida muvozanatni ta‘minlashlari kerak. Kelgusida tarjima ta‘limi talabalarning raqamli vositalardan samarali foydalanish qobiliyatini rivojlantirishga qaratilishi lozim, shu bilan birga tanqidiy fikrlash, etik ong va kasbiy moslashuvchanlikni saqlab qolish muhimdir. Asosiy vazifa — texnologiya tarjimonning muhim ko‘nikmalarini almashtirmasdan, balki ularni qo‘llab-quvvatlovchi vosita sifatida xizmat qilishini ta‘minlashdir. Nazariy bilimlarni amaliy tajriba bilan uyg‘unlashtirish orqali tarjima dasturlari talabalarni kasbning o‘zgarib borayotgan talablariga yanada puxta tayyorlashi mumkin.

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OG'ZAKI NUTQDA LINGVISTIK ELIZIYA: EFL O'QITISH MISOLIDA INGLIZ TILIDA QISQARGAN SHAKLLAR BILAN BOG'LIQ MUAMMOLAR

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Annotatsiya: mazkur tezisda zamonaviy ingliz og'zaki muloqotida keng uchrab kelayotgan ba'zi leksik eliziyalar – xususan, gonna, kinda, gotta, dunno kabi qisqargan shakllar yoritib beriladi va ularning EFL (English as a Foreign Language) o'qitish jarayoniga integratsiya muammosi ko'rib chiqiladi va integrativ yechimlar tavsiya etiladi. J. Bybeening chunking nazariyasi va D. Biberning korpus tadqiqotlari asosida leksik eliziyaning kommunikativ va kognitiv tabiati yoritib beriladi.

Kalit so'zlar: eliziya, chunking, EFL o'qitish, og'zaki nutq, kommunikativ kompetensiya

Abstract: this thesis examines lexical elisions widely encountered in modern spoken English, particularly reduced forms such as gonna, kinda, gotta, and dunno – and discuss the challenges of integrating them into EFL (English as a Foreign Language) teaching process, offering integrative solutions. Based on J. Bybee's chunking theory and D. Biber's corpus research, the communicative and cognitive nature of lexical elision is explored.

Key words: elision, chunking, EFL teaching, oral speech, communicative competence

Аннотация: в данной тезис рассматриваются некоторые лексические елизии, широко встречающиеся в современной устной речи на английском языке, - в частности, редуцированные формы gonna, kinda, gotta, dunno и подобные, — а также анализируются проблемы их интеграции в процесс обучения английскому как иностранному (EFL) и

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предлагаются интегративные решения. На основе теории чанкинга Дж. Байби и корпусных исследований Д. Байбера раскрывается коммуникативная и когнитивная природа лексической элизии.

Ключевые слова: элизия, чанкинг, обучение EFL, устная речь, коммуникативная компетенция Kirish

Xorijiy til o'qitishda og'zaki muloqot ko'nikmalarini shakllantirish ustuvor vazifalardan biri hisoblanadi. Zamonaviy davrda tili o'rganilayotgan mamlakatning ma'daniyatini, turmush tarzini, muloqot va nutq ma'daniyatini o'rganish va unga moslashish tobora jadal tus olmoqda. Yoshlar o'rtasida o'sha jamiyat muloqot tarzini nusxalash va unga taqlid qilish ham sezilarli darajada. Shu sababli tilshunoslikda og'zaki muloqot bilan bog'liq ilmiy izlanishlar ham yo'q emas. Biroq an'anaviy darslik va o'quv dasturlarida ingliz tilining og'zaki, so'zlashuv shakliga mos hodisalar – ya'ni nutqda tez-tez ishlatiladigan qisqargan shakllar – yetarli darajada o'rganilmaydi. Ulardan biri eliziya hodisasidir.

Eliziya – matnda yoki nutqda kontekst asosida tushunilishi mumkin bo'lgan fonetik elementlarning tushirib qoldirilishi hodisasidir. Ammo bu tushib qoldirilgan bo'laklar va tovushlar kontekstdagi ma'no va oldingi replikalar orqali be'malol o'z ma'nosini saqlab qoladi. Og'zaki muloqotdan qanday foydalanish uni ishlab chiqaruvchiga bog'liq bo'lganligi sababli, ba'zan gapda so'zning tushib qolishini ham kuzatishimiz mumkin. Shunga soslangan holda eliziya hodisasini tovush, bo'g'in va so'zning tushib qolishiga ko'ra tasniflash mumkin.

R. Carter va M. McCarthyning kuzatishicha, standart grammatika darsliklari yozma til normalarini markazga qo'yadi va og'zaki nutq grammatikasini ikkinchi darajali hodisa sifatida ko'rib chiqadi.²⁷ Ya'ni darsliklar me'yoriy, to'liq shakllarni o'rgatadi, lekin haqiqiy kundalik muloqotda insonlar bu tarzda gapirmaydi.

Ingliz tilidagi og'zaki nutqda fonetik va leksik qisqarish tizimli jarayon bo'lib: **going to** → **gonna**, **want to** → **wanna**, **got to** → **gotta** kabi qisqarishlar tasodifiy nutq xatolari emas, balki ingliz tilining og'zaki uslubiga xos tizimli hodisadir. Bu kabi eliziyalar orqali nutqda iqtisodiylik va ortiqcha fonetik material sarflamasdan kommunikativ maqsadni amalga oshirish niyati ko'zlangan bo'ladi.

J. Bybeening "Phonology and Language Use" (2001) asaridagi chunking nazariyasiga ko'ra, tez – tez birgalikda ishlatiluvchi so'z birikmalari kognitiv xotirada yaxlit leksik birlik (chunk) sifatida saqlanadi. Bu jarayon fonetik qisqarishlarga bevosita zamin yaratadi, birlik qanchalik tez – tez qo'llanilsa, uning fonetik hajmi shunchalik kamayadi. Shu sababli **going to** birikmasining **gonna** ga aylanishi grammatik buzilish emas, balki tilning samaradorlik tamoyiliga muvofiq rivojlanish natijasidir.²⁸ Bu kabi leksik eliziyalarni ingliz tilida gapiruvchi millatlarning suhbatlarida, qo'shiq, film, mul'film, har xil ko'ngilochar ko'rsatuv va dasturlarda uchratish mumkin.

Sort of- sorta	have a nice day – havva nice day
Kind of- kinda	because - coz
Have to- gotta	got to - gotta
Let me- lemme	don't know - dunno
Give me- gimme	out of - outta
Give them – giv'em	Am/is/are not, have/has not - ain't.

Bundan tashqari sevib tomosha qilingan ingliz filmlaridan biri "The Ron Clark Story" nomli real

²⁷ Carter R., McCarthy M. Cambridge Grammar of English: A Comprehensive Guide. Cambridge: Cambridge University Press, 2006. – P. 82-91.

²⁸ Bybee J. Language, Usage and Cognition: Cambridge University Press, 2010. – P 14-33.

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voqealar asosida ishlangan filmda ham bir nechta o'nlab leksik eliziyalarni uchratishimiz mumkin. Bu filmda ham eng ko'p ishlatilgan leksik eliziyalar: gonna(1:18, 3:18, 3:20, 7:42, 12:13), y'all(2:25), gotta(3:18), outta (4:33), wanna(5:52, 17:28), ain't, get'em (12:30)- filmning ilk 20 daqiqasida ko'rishimiz mumkin.

Ushbu leksik eliziyaga mansub so'zlar va so'z birikmalari ingliz mamlakatlarida norasmiy og'zaki muloqot davomida eng ko'p uchrashi mumkin bo'lganlaridir.

Asosan EFL o'quvchilarida bu kabi fonetik – leksik eliziyalarni audio yoki video materiallarda tinglab tushunishda va ularni darsliklarda o'rgangan shakllari bilan bog'lashda qiyinchilik kelib chiqadi va kommunikativ uzilish yuz beradi. Bundan tashqari, og'zaki muloqotda ham rasmiy shaklni qo'llaydilar, bu esa nutqni sun'iy qilib qo'yadi. Bunga yechim sifatida bir nechta netodlardan foydalanish mumkin. Muammoni bartaraf etish uchun integrative yondashuv talab etiladi: stilistik tahlil, audio – video materiallar yordamida amaliy mashqlar va shadowing metodlaridan foydalanish maqsadga muvofiq bo'ladi.

M. Celce-Murcia, Goodwin J., va Brinton D tavsiya etgan metodologiyaga ko'ra, reduced forms (qisqartirilgan shakllar) o'qitishning samarali yo'llari quyidagilardan iborat: Minimal juftliklar metodi – got / gotta, kind of / kinda, have a nice day / havva nice day lari taqqoslab tinglash; transkripsiya mashqlari – audio matnni tinglash va yozib olish; shadow reading – o'quvchi audio nutqni sinxron takrorlaydi.²⁹ Bunda O'zbek EFL o'quvchilarida ushbu shakllar bilan bog'liq 3 ta asosiy – tinglab tushunish, ishlab chiqarish va kommunikativ kompetensiya bilan bog'liq muammolar bartaraf etiladi.

Bundan tashqari, o'zbek tilidagi reduksiya hodisalari bilan qiyosiy o'rganish ham o'quvchi uchun tillararo ko'prik vazifasini o'tab, yangi materiallarni o'zlashtirish jarayonini tezlashtiradi.

Tahlil shuni ko'rsatadiki, leksik eliziya ingliz tilining og'zaki shakliga xos tizimli, kognitiv jihatdan asoslangan va pragmatic jihatdan zarur hodisadir. Ushbu tadqiqot O'zbekiston oliy ta'lim tizimida ingliz tilini o'qitishning metodologik bazasini mustahkamlashga va innovatsion yondashuvlarni joriy erishga muayyan hissa qo'shishga qaratilgan.

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²⁹ Celce-Murcia M., Brinton D., Goodwin J. Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge: Cambridge University Press, 1996. P. 261-278.



**MILLIY MADANIY BIRLIKLARNING TARJIMA MUAMMOLARI: XORAZM SHEVASI
LEKSIKASI MISOLIDA**

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Аннотация . В тезисе анализируются проблемы перевода национально-культурных единиц хорезмского диалекта на английский язык. Рассматриваются такие трудности, как лакунарность, частичная и неверная эквивалентность, а также полисемия. Показано, что культурная специфика диалекта приводит к семантическим и прагматическим потерям при переводе. Предлагаются эффективные методы перевода, включая транслитерацию, описательный перевод и комментарии.

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— madaniy yukli so'zlar — deb atagan va ularni tarjima qilishda dinamik ekvivalentlik tamoyiliga amal qilishni tavsiya etgan. R. Jakobson (1959: 234) esa bu muammoni yanada chuqurroq o'rganib, til birliklarining madaniyatlararo tarjimasida uch turdagi to'siqni: lingvistik, semantik va pragmatik to'siqlarni ajratib ko'rsatgan.

Xorazm shevasi — o'zbek tilining g'arbiy hududiy varianti sifatida — milliy madaniy birliklarning ayniqsa boy qatlamini o'z ichida saqlaydi. Buning asosiy sababi shuki, Xorazm mintaqasi tarixan O'rta Osiyoning siyosiy va madaniy markazi bo'lgan; Xorazm xonligi, qadimiy Urganch shahri va UNESCO tomonidan Jahon merosi sifatida e'tirof etilgan Ichan Qal'a yodgorligi bu mintaqaning o'ziga xos madaniy qiyofasini shakllantirishda hal qiluvchi rol o'ynagan (Shoabdurahmonov, 1979: 5). Shuning uchun ham Xorazm shevasi leksikasida — kiyim-kechak, me'morchilik, to'y-marosim, taom va folklor sohalarida — o'zbek adabiy tilida va boshqa shevalarda uchramaydigan noyob leksemalar saqlangan.

Mazkur maqolada Xorazm shevasi leksikasidan olingan yigirmata leksema asosida milliy madaniy birliklarni ingliz tiliga tarjima qilishdagi asosiy muammolar tahlil etiladi. Tahlil S. Ullmannning semantik maydon nazariyasi (1962), Nidaning dinamik ekvivalentlik tamoyili (1964) va R. Berdiyev (1972) hamda Sh. Shoabdurahmonov (1979)ning mahalliy dialektologik tadqiqotlari asosida amalga oshirilgan.

Xorazm shevasi milliy madaniy birliklarida kuzatiladigan tarjima muammolarining tasnifi. Xorazm shevasi leksikasidagi milliy madaniy birliklarni ingliz tiliga tarjima qilish jarayonida to'rt xil asosiy muammo kuzatiladi: lakunallik, qisman ekvivalentlik, noto'g'ri ekvivalentlik va polisemantik tarjima muammosi.

Lakunal leksemalar — ingliz tilida to'liq funksional ekvivalenti bo'lmagan so'zlar — Xorazm milliy madaniy birliklarining eng ko'p uchraydigan turi hisoblanadi. Masalan, paxsa (zichlantirilgan loydan ishlangan qurilish materiali) ingliz tiliga "rammed clay" deb tarjima qilinadi, lekin bu iborada Xorazm iqlimi va me'morchilik an'anasining terminologik ifodasi — professional bilimlar tizimini o'z ichida saqlagan atama sifatidagi qiymati yetkazilmaydi. Shu sababli "pakhsa" shaklidagi transliterasiya ixtisoslashgan me'morchilik adabiyotida saqlanib qolgan (Pugachenkova, 1958). Xuddi shunday, dalan (Xorazm xonlari saroyida faqat xonga ruxsat berilgan yashirin yo'lak) ingliz tiliga "secret corridor" deb tarjima qilinganda, so'zning eng muhim semantik markazi — xona va xon o'rtasidagi ijtimoiy ierarxiyani me'moriy jihatdan kodlashtirgan leksema ekanligi — yo'qoladi.

Qisman ekvivalentlik holati milliy madaniy birliklarni tarjima qilishda eng ko'p uchraydigan muammo hisoblanadi. Taxya (Xorazm ayollarining qush pati bilan bezatilgan bosh kiyimi) inglizcha "skullcap" so'zi bilan tarjima qilinsa, predmetning tashqi ko'rinishi to'g'ri beriladi, lekin qush pati bezagining ijtimoiy ma'nosi — ayolning yoshi, maqomi va estetik an'anaga mansubligini ko'rsatishi (Xoliqova, 2003: 56) — yetkazilmaydi. Lachak (60 yoshdan o'tgan Xorazm ayollari kiyishi mumkin bo'lgan ko'p qavatli bosh ro'mol) uchun "multilayered headscarf" tarjimasi predmetni tasvirlaydi, lekin leksemaning eng muhim semantik xususiyatini — yosh va ijtimoiy maqom kodini — to'liq chetda qoldiradi. Lachak Toi marosimi esa antropologik "rite of passage" (o'tish marosimi) kategoriyasiga kiruvchi hodisa bo'lib (Van Gennep, 1960: 11), inglizcha tavsif shaxsiy bayram sifatida talqin etilishiga olib kelishi mumkin.

Noto'g'ri ekvivalentlik — manbadagi inglizcha tarjimada semantik xato bo'lgan holatlar —

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ayniqsa xavfli, chunki ular yanliq madaniy tasavvurni mustahkamlashi mumkin. Barak leksemasi (go'sht, sabzavot yoki tuxum solingan xamir taomi, fors tilidan o'zlashgan) inglizcha manbada "dish of delicacies" deb tarjima qilingan; holbuki "delicacies" nozikta'b va qimmatbaho taomni anglatib, barak uchun mutlaqo nomuvofiq — bu kundalik oddiy taom (Berdiyev, 1972: 30). "Stuffed dumpling" aniqroq ekvivalent bo'lar edi. O'g'ri Patir marosimida "o'g'ri" so'zi metaforik siljish (semantik amelioratsiya) natijasida "yashirin, noan'anaviy" ma'nosini olgan, lekin "Thief Patir" tarjimasi salbiy konnotasiyani saqlab, metafor ma'nosini yo'qotadi — bu noto'g'ri madaniy tushunishga to'g'ridan to'g'ri olib keladi.

Polisemantik tarjima muammosi patir leksemasi misolida ayniqsa yorqin namoyon bo'ladi. Patir bir vaqtning o'zida ikkita mutlaqo farqli semantik maydonga mansub: birinchi semema — yog'li yassi non (oziq-ovqat), ikkinchi semema — "patir keldi" iborasida namoyon bo'luvchi unashtiruv ramzi (marosim). Ingliz tilidagi "flatbread" tarjimasi faqat birinchi sememani beradi va ikkinchi — marosim — sememesini butunlay yo'qotadi. Xorazm madaniyatini bilmagan tarjimon uchun "patir keldi" iborasining marosim ma'nosini tushunish amalda imkonsiz bo'ladi, chunki bu ma'no leksemaning o'zida emas, madaniy kontekstda yashaydi. Ullmann (1962: 117) bunday hodisani "contextual seme differentiation" — kontekstga bog'liq semema ajralishi — deb atagan va uni tarjimashunoslikning alohida muammosi sifatida ko'rsatgan.

Shunday qilib, Xorazm shevasi leksikasidagi milliy madaniy birliklarni ingliz tiliga tarjima qilish masalasi nafaqat leksikografik, balki etnolingvistik muammo hamdir. Bu birliklarning har biri o'zida Xorazm xalqining tarixiy xotirasi, ijtimoiy tuzumi va madaniy o'zligini saqlaydi. Shu sababli ularni tarjima qilishda tilshunoslik bilimlari bilan bir qatorda chuqur etnografik va madaniy kompetensiya talab etiladi. Mazkur tahlil keyingi tadqiqotlarda qiyosiy-tarjimashunoslik va etnolingvistika kesishmasidagi yanada keng miqyosli ishlar uchun nazariy asos bo'lib xizmat qiladi.

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Xorazm shevasi — o'zbek tilining g'arbiy hududiy varianti sifatida — milliy madaniy birliklarning ayniqsa boy qatlamini o'z ichida saqlaydi. Buning asosiy sababi shuki, Xorazm mintaqasi tarixan O'rta Osiyoning siyosiy va madaniy markazi bo'lgan; Xorazm xonligi, qadimiy Urganch shahri va UNESCO tomonidan Jahon merosi sifatida e'tirof etilgan Ichan Qal'a yodgorligi bu mintaqaning o'ziga xos madaniy qiyofasini shakllantirishda hal qiluvchi rol o'ynagan (Shoabdurahmonov, 1979: 5). Shuning uchun ham Xorazm shevasi leksikasida — kiyim-kechak, me'morchilik, to'y-marosim, taom va folklor sohalarida — o'zbek adabiy tilida va boshqa shevalarda uchramaydigan noyob leksemalar saqlangan.

Mazkur maqolada Xorazm shevasi leksikadan olingan yigirmata leksema asosida milliy madaniy birliklarni ingliz tiliga tarjima qilishdagi asosiy muammolar tahlil etiladi. Tahlil S. Ullmannning semantik maydon nazariyasi (1962), Nidaning dinamik ekvivalentlik tamoyili (1964) va R. Berdiyev (1972) hamda Sh. Shoabdurahmonov (1979)ning mahalliy dialektologik tadqiqotlari asosida amalga oshirilgan.

Xorazm shevasi milliy madaniy birliklarida kuzatiladigan tarjima muammolarining tasnifi. Xorazm shevasi leksikasidagi milliy madaniy birliklarni ingliz tiliga tarjima qilish jarayonida to'rt xil asosiy muammo kuzatiladi: lakunallik, qisman ekvivalentlik, noto'g'ri ekvivalentlik va polisemantik tarjima muammosi.

Lakunal leksemalar — ingliz tilida to'liq funksional ekvivalenti bo'lmagan so'zlar — Xorazm milliy madaniy birliklarining eng ko'p uchraydigan turi hisoblanadi. Masalan, paxsa (zichlantirilgan loydan ishlangan qurilish materiali) ingliz tiliga "rammed clay" deb tarjima qilinadi, lekin bu iborada Xorazm iqlimi va me'morchilik an'anasining terminologik ifodasi — professional bilimlar tizimini o'z ichida saqlagan atama sifatidagi qiymati yetkazilmaydi. Shu sababli "pakhsa" shaklidagi transliterasiya ixtisoslashgan me'morchilik adabiyotida saqlanib qolgan (Pugachenkova, 1958). Xuddi shunday, dalan (Xorazm xonlari saroyida faqat xonga ruxsat berilgan yashirin yo'lak) ingliz tiliga "secret corridor" deb tarjima qilinganda, so'zning eng muhim semantik markazi — xona va xon o'rtasidagi ijtimoiy ierarxiyani me'moriy jihatdan kodlashtirgan leksema ekanligi — yo'qoladi.

Qisman ekvivalentlik holati milliy madaniy birliklarni tarjima qilishda eng ko'p uchraydigan muammo hisoblanadi. Taxya (Xorazm ayollarining qush pati bilan bezatilgan bosh kiyimi) inglizcha "skullcap" so'zi bilan tarjima qilinsa, predmetning tashqi ko'rinishi to'g'ri beriladi, lekin qush pati bezagining ijtimoiy ma'nosi — ayolning yoshi, maqomi va estetik an'anaga mansubligini ko'rsatishi (Xoliqova, 2003: 56) — yetkazilmaydi. Lachak (60 yoshdan o'tgan Xorazm ayollari kiyishi mumkin bo'lgan ko'p qavatli bosh ro'mol) uchun "multilayered headscarf" tarjimasi predmetni tasvirlaydi, lekin leksemaning eng muhim semantik xususiyatini — yosh va ijtimoiy maqom kodini — to'liq chetda qoldiradi. Lachak Toi marosimi esa antropologik "rite of passage" (o'tish marosimi) kategoriyasiga kiruvchi hodisa bo'lib (Van Gennep, 1960: 11), inglizcha tavsif shaxsiy bayram sifatida talqin etilishiga olib kelishi mumkin.

Noto'g'ri ekvivalentlik — manbadagi inglizcha tarjimada semantik xato bo'lgan holatlar — ayniqsa xavfli, chunki ular yanliq madaniy tasavvurni mustahkamlashi mumkin. Barak leksemasi

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(go'sht, sabzavot yoki tuxum solingan xamir taomi, fors tilidan o'zlashgan) inglizcha manbada "dish of delicacies" deb tarjima qilingan; holbuki "delicacies" nozikta'b va qimmatbaho taomni anglatib, barak uchun mutlaqo nomuvofiq — bu kundalik oddiy taom (Berdiyev, 1972: 30). "Stuffed dumpling" aniqroq ekvivalent bo'lar edi. O'g'ri Patir marosimida "o'g'ri" so'zi metaforik siljish (semantik amelioratsiya) natijasida "yashirin, noan'anaviy" ma'nosini olgan, lekin "Thief Patir" tarjimasi salbiy konnotasiyani saqlab, metafor ma'nosini yo'qotadi — bu noto'g'ri madaniy tushunishga to'g'ridan to'g'ri olib keladi.

Polisemantik tarjima muammosi patir leksemasi misolida ayniqsa yorqin namoyon bo'ladi. Patir bir vaqtning o'zida ikkita mutlaqo farqli semantik maydonga mansub: birinchi semema — yog'li yassi non (ozuq-ovqat), ikkinchi semema — "patir keldi" iborasida namoyon bo'luvchi unashtiruv ramzi (marosim). Ingliz tilidagi "flatbread" tarjimasi faqat birinchi sememani beradi va ikkinchi — marosim — sememesini butunlay yo'qotadi. Xorazm madaniyatini bilmagan tarjimon uchun "patir keldi" iborasining marosim ma'nosini tushunish amalda imkonsiz bo'ladi, chunki bu ma'no leksemaning o'zida emas, madaniy kontekstda yashaydi. Ullmann (1962: 117) bunday hodisani "contextual seme differentiation" — kontekstga bog'liq semema ajralishi — deb atagan va uni tarjimashunoslikning alohida muammosi sifatida ko'rsatgan.

Shunday qilib, Xorazm shevasi leksikasidagi milliy madaniy birliklarni ingliz tiliga tarjima qilish masalasi nafaqat leksikografik, balki etnolingvistik muammo hamdir. Bu birliklarning har biri o'zida Xorazm xalqining tarixiy xotirasi, ijtimoiy tuzumi va madaniy o'zligini saqlaydi. Shu sababli ularni tarjima qilishda tilshunoslik bilimlari bilan bir qatorda chuqur etnografik va madaniy kompetensiya talab etiladi. Mazkur tahlil keyingi tadqiqotlarda qiyosiy-tarjimashunoslik va etnolingvistika kesishmasidagi yanada keng miqyosli ishlar uchun nazariy asos bo'lib xizmat qiladi.

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JEK LONDONNING “OQ SO‘YLOQ” ASARI TARJIMASIDA ESTETIK MAZMUNNING FUNKSIONAL IFODALANISHI

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Annotatsiya. Ushbu tezis Jek Londonning “Oq So‘yloq” asari o‘zbekcha tarjimalarida estetik mazmunning funksional ifodalanish mexanizmlarini aniqlashga bag‘ishlanadi. Tadqiqotning maqsadi badiiy-estetik ta’sirni yuzaga keltiruvchi obrazlilik, ritm, emosional bo‘yoq, tabiat tasviri va personaj nutqining tarjimada qay darajada saqlanishini funksional yondashuv asosida tahlil qilishdir. Metodologiya sifatida qiyosiy-tekstologik tahlil, semantik-pragmatik izoh, stilistik ekvivalentlik mezonlari hamda tarjimada kompensatsiya usullari qo‘llanadi. Ilmiy yangilik asardagi estetik birliklarning funksiyalarini aniqlab, ularni o‘zbek tilida qayta yaratishning tipik transformatsiyalari va ularning badiiy ta’sirga ta’sirini tizimli ko‘rsatishdan iborat. Natijalar badiiy tarjima nazariyasi va amaliyotida estetik ekvivalentlikni baholash mezonlarini aniqlashtirishga xizmat qiladi.

Аннотация. Настоящий тезис посвящён выявлению механизмов функционального выражения эстетического содержания в узбекских переводах произведения Джека Лондона “Белый Клык”. Цель исследования состоит в анализе того, как в переводе сохраняются образность, ритмика, эмоциональная окраска, пейзажные описания и речевая характеристика персонажей, формирующие художественно-эстетическое воздействие. Методологическую основу составляют сопоставительно-текстологический анализ, семантико-прагматическая интерпретация, критерии стилистической эквивалентности и приёмы компенсации в переводе. Научная новизна заключается в системном описании функций эстетических единиц оригинала и типичных переводческих трансформаций, влияющих на художественный эффект в узбекском языке. Полученные выводы уточняют подходы к оценке эстетической эквивалентности в теории и практике художественного перевода.

Abstract. This thesis examines how aesthetic meaning is functionally rendered in Uzbek translations of Jack London’s White Fang. The study aims to analyze whether imagery, rhythm, emotional coloring, landscape description, and character speech that generate artistic impact are preserved through translation choices. Methodologically, it applies comparative textual analysis, semantic-pragmatic interpretation, stylistic equivalence criteria, and compensation strategies. The scientific novelty lies in a systematic account of the functions of key aesthetic units in the source text and of recurrent translation transformations that reshape artistic effect in Uzbek. The findings contribute to clearer criteria for evaluating aesthetic equivalence and to practical recommendations for literary translation focused on maintaining the original’s expressive power.

Kalit so‘zlar: badiiy tarjima; estetik mazmun; funksional ekvivalentlik; stilistik transformatsiya; kompensatsiya; obrazlilik; pragmatika.

Ключевые слова: художественный перевод; эстетическое содержание; функциональная эквивалентность; стилистическая трансформация; компенсация; образность; прагматика.

Keywords: literary translation; aesthetic meaning; functional equivalence; stylistic transformation;

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compensation; imagery; pragmatics

Mazkur tezisning nazariy asosida badiiy tarjimaning asosiy vazifasi matnning “nima aytilgani”ni emas, “qanday aytilgani”ni ham qayta yaratish, ya’ni estetik mazmunning matn ichidagi funksional ishini saqlash ekani haqidagi qarash turadi. “Oq So‘yloq” asari badiiy tasvir kuchi, tabiat manzaralarining psixologik fon yaratishi, hayvon va inson ongining chegaraviy holatlarini ifodalovchi metaforik qatlam, shuningdek, dramatik dinamika bilan ajralib turadi. Shu bois tarjima jarayonida leksik-semantik moslikning o‘zi yetarli bo‘lmay, stilistik ekvivalentlik va pragmatik ta’sirning uyg‘unligi, o‘quvchi qabulida yuzaga keladigan estetik “rezonans”ni ta’minlash masalasi markazga chiqadi. Tarjima nazariyasida funksional yondashuv ko‘pincha kommunikativ niyat va ta’sirga tayansa-da, badiiy matnda bu niyat bitta ma’no qatlamiga emas, bir vaqtning o‘zida obraz, ritm, ohang, nutq registri, muallif pozitsiyasi va narrativ masofa kabi ko‘plab parametrlarga tayanadi. Demak, estetik mazmun tarjimada “ifodalanadi” deganda, aynan shu parametrlarning funksional tizimi qay darajada qayta tiklangani nazarda tutiladi.

Tadqiqot obyekti sifatida “Oq So‘yloq”ning o‘zbekcha tarjima tajribasida uchraydigan tipik hodisalar tahlil qilinadi: tabiat tasvirlarida epitet va metaforalarning qayta kodlanishi; hayvoniy instinkt bilan insoniy axloq o‘rtasidagi ziddiyatni yorituvchi leksik tanlovlar; zo‘ravonlik va omon qolish motivlarining emotsional bo‘yoqlanishi; personajlar nutqida ijtimoiy rang va individual xarakter beruvchi unsurlar; shuningdek, muallif nutqining neytral kuzatuvchi ohangidan dramatik intensivlikka o‘tish joylarida sintaktik ritmning taqsimlanishi. Bunday tahlil, avvalo, “estetik birlik” tushunchasini ishchi atama sifatida aniqlashni taqozo etadi: estetik birlik deyilganda badiiy ta’sirni bevosita keltirib chiqaruvchi yoki kuchaytiruvchi til va nutq hodisasi, ya’ni metafora, taqqoslash, epitet, alliteratsiyaga yaqin tovush takrorlari, frazeologik obrazlar, ritmik-sintaktik parallelizm, registrlar o‘yinlari, shuningdek, semantik noaniqlik yoki ko‘pma’nolilikka tayangan ifoda nazarda tutiladi. Bu birliklar tarjimada saqlanishi shart bo‘lgan “bezak” emas, matnning semantik va pragmatik ishlashini ta’minlovchi vositalardir.

Metodologik jihatdan tezis qiyosiy-tekstologik tahlilni asosiy yo‘l sifatida tanlaydi: originalda estetik birlik qaysi kontekstda, qaysi funksiyada ishlatilgani aniqlanadi; so‘ng tarjimada ayni funksiya qanday vosita bilan berilgani, u saqlanganmi yoki o‘zgarganmi, o‘zgarish badiiy ta’sirni susaytirganmi yoki o‘zbek tilining resurslari hisobiga qayta kuchayganmi, degan savollar qo‘yiladi. Funksional ekvivalentlikka oid yondashuvda tarjimonning “to‘g‘ri” yoki “noto‘g‘ri” qilgani emas, tanlovning natijaviyligi muhim: o‘quvchi hissiy-psixologik qabulida originalga yaqin reaksiya yuzaga keladimi. Bu o‘rinda stilistik transformatsiyalar muqarrar hodisa sifatida baholanadi; masala transformatsiyaning motivatsiyasi va kompensatsiya mexanizmining ishlashidadir. Tarjima nazariyasida badiiy adekvatlik va ekvivalentlik kategoriyalari o‘zaro yaqin bo‘lsa-da, “Oq So‘yloq” kabi kuchli tasviriy matnda adekvatlik ko‘pincha “ta’sir ekvivalentligi” bilan o‘lchanadi, chunki ayrim obrazlar to‘g‘ridan-to‘g‘ri ko‘chirilganda o‘zbek o‘quvchisida kutilgan estetik effektни bermasligi mumkin [1]. Shuning uchun tarjimada funksional ifodalanish “xuddi shu so‘z” darajasida emas, “xuddi shu badiiy vazifa” darajasida ko‘proq namoyon bo‘ladi.

Asarning estetik tizimida tabiat manzaralari alohida o‘rin tutadi: sovuq, qor, o‘rmon, tun, jimlik, xavf va ochlik obrazlari nafaqat fon, balki qahramonlarning ichki holati va evolyutsiyasini belgilovchi “psixologik muhit” vazifasini bajaradi. Original matnda bu muhit ko‘pincha zich epitetlar, dinamik fe‘llar va qattiq kontrastlar bilan quriladi; natijada o‘quvchi faqat tasvirni ko‘rmaydi, balki muzdek nafasi, ochlikning bosimi, xavfning “yaqin”ligini sezadi. O‘zbek tilida bunday intensivlikni berishda fe‘l tanlovi va so‘z tartibi, ayniqsa, muhim: masalan, harakatning keskinligi va davomiyligini ko‘rsatish uchun ravishdosh konstruktsiyalar, takroriy fe‘llar yoki sintaktik parchalash usuli ishga tushiriladi. Agar tarjimon buni faqat neytral “bo‘ldi, ketdi, bordi”

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qatoriga tushirib yuborsa, estetik mazmunning asosiy funksiyasi, ya'ni "hayot uchun kurash"ning sezdirilishi pasayadi. Shu nuqtada kompensatsiya printsipli dolzarb: biror metafora o'zbekchada sun'iy chiqsa, tarjimon uning vazifasini boshqa joyda kuchaytirilgan ritm, aniqlashtirilgan detal yoki obrazli frazeologiya bilan qoplashga haqli [2]. Biroq kompensatsiya nazoratli bo'lishi zarur: ortiqcha milliyashtirish asarning shimoliy muhitiga xos sovuqlik va begonalik effektini yo'qotib qo'yishi mumkin.

"Asardagi hayvon obrazini antropomorfizatsiya qilish" masalasi ham estetik mazmunning funksional ifodalanishida markaziy. London hayvon dunyosini insoniy axloqiy kategoriyalar bilan to'liq almashtirmaydi; aksincha, instinkt va tajriba, qo'rquv va tajovuz, sadoqat va zo'ravonlik kabi holatlarni "tabiiy" mantiqda asoslaydi. Tarjimada bu nozik muvozanat saqlanmasa, qahramon-hayvon yoki haddan tashqari "insonlashib" ketadi, yoki aksincha, faqat biologik mavjudotga aylanib, asarning falsafiy-estetik kuchi susayadi. O'zbek tilida bunday muvozanat ko'proq modal so'zlar, baholovchi sifatlilar va fe'lining subyektiv bo'yoqlarida namoyon bo'ladi: "sezdi", "angladi", "tuydi" kabi fe'llar tanlovi hayvon ongining tasvirlanish darajasini belgilaydi. "Angladi" tanlovi ongli refleksiya darajasini oshiradi, "sezdi" esa instinktiv idrokni ko'proq bildiradi; demak, bitta fe'lining o'zi ham estetik mazmunning funksional ifodasini o'zgartiradi. Shu bois tarjimon har bir bunday tanlovda muallifning narrativ masofasini hisobga olishi lozim: London ko'pincha "yaqin kamera" usulida hayvon idrokini beradi, lekin uni insoniy mulohaza bilan to'ldirib yubormaydi. Bu hodisa tarjima nazariyasida "nuqtai nazar"ni saqlash masalasi bilan bog'liq bo'lib, stilistik ekvivalentlikning muhim mezonini sanaladi [3].

Personaj nutqining ijtimoiy va individual bo'yoqlanishi ham estetik ta'sirni belgilovchi qatlamdir. Asarda turli ijtimoiy qatlam vakillari, turli xarakterdagi odamlar qatnashadi; ularning nutqi ko'pincha qisqa, buyruqohang, ba'zan qo'pol, ba'zan kinoyali. O'zbek tarjimasida buni berish uchun faqat so'zning lug'aviy ma'nosi yetmaydi; nutq registri, murojaat shakllari, buyruqning keskinligi, kinoyaning sezdirilishi muhim. Masalan, buyruqning keskinligini berishda o'zbek tilida fe'lining buyruq-istak shakli, so'z oxiridagi yumshatkichlar yoki aksincha, keskinlashtiruvchi qisqartmalar muhim rol o'ynaydi. Tarjimon buni bir xil "iltimos" ohangiga tushirib yuborsa, originaldagi zo'ravon muhit va psixologik bosim estetikasining funksiyasi yo'qoladi. Biroq haddan tashqari qo'pollashtirish ham boshqa xavfni tug'diradi: o'zbek o'quvchisining etik me'yorlarida qabul qilinmaydigan, asarda yo'q bo'lgan qo'shimcha agressiya paydo bo'lishi mumkin. Demak, funksional ifoda "bir xil ta'sir"ni maqsad qilsa-da, u "bir xil daraja"ni emas, "mos daraja"ni topishi kerak; bu moslik til va madaniyatlararo pragmatika bilan belgilanadi [4].

Sintaktik ritm masalasi "Oq So'yloq" tarjimasida ko'pincha e'tibordan chetda qoladi, holbuki asarning dramatik sahnalarida ritm bevosita estetik ta'sir vositasidir. Qisqa gaplar ketma-ketligi, takrorlar, parallel konstruksiyalar xavf va shoshilinchlikni kuchaytiradi; uzun, oqimli periodlar esa manzara tasvirida "sovuq kenglik" va "uzoq davomiylik" hissini beradi. O'zbek tilida sintaktik ritmni qayta yaratish uchun tinish belgilarining mantiqiy qo'llanishi, parataksis va gipotaksis nisbatini to'g'ri topish, ortiqcha izohlovchi qo'shimchalardan qochish zarur. Ba'zi tarjimalarda tushuntirishga moyillik natijasida gaplar ortiqcha cho'zilib ketadi, bu esa originaldagi "keskin harakat"ni yumshatadi. Aksincha, juda qisqartirish manzaraning epik ko'lamini toraytiradi. Demak, ritm tarjimada "formal" emas, "funktional" parametr sifatida ko'riladi: u o'quvchi idrokini boshqaradi, emotsional kuchlanishning chiqish- tushishini tashkil qiladi [5].

Tarjima jarayonida realiyalar va madaniy belgilarni berish ham estetik mazmunning funksional ifodasiga ta'sir qiladi. Shimoliy hududlarga xos atamalar, hayot tarziga oid detallar, o'lja, itlar aravasi, sovuq bilan bog'liq predmet va hodisalar o'zbek o'quvchisiga notanish bo'lishi mumkin. Bunday joylarda strategik tanlov yuzaga keladi: transliteratsiya va izohmi, yoki o'xshash funksiyali

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o‘zbekcha birlik bilan almashtirishmi. Funksional yondashuv shuni ko‘rsatadiki, realiyaning “nomi”dan ko‘ra uning “matndagi vazifasi” muhim: u muhitni autentiklashtiradimi, syujet mexanizmini yuritadimi, yoxud obrazlilikni kuchaytiradimi. Masalan, ayrim predmet nomini umumiyashtirib yuborish (“moslama”, “asbob”) matnni silliqib, muhitning materialligini kamaytirishi mumkin; bu esa London realizmi va tabiiylik estetikasiga putur yetkazadi. Ayni paytda, keragidan ortiq izohlar ritmni buzib, badiiy oqimni to‘xtatadi. Shuning uchun tarjimon minimal izoh bilan maksimal funksiyani ta’minlashga intiladi: o‘zbek tilining mavjud resurslaridan foydalangan holda, kontekst orqali anglashiladigan yechimlar afzal bo‘ladi [2].

Tadqiqot natijasida estetik mazmunning funksional ifodalanishida uchraydigan asosiy transformatsiyalar quyidagicha umumlashtiriladi: birinchidan, metafora va epitetlarning to‘g‘ridan-to‘g‘ri ko‘chirilishi har doim ham ekvivalent ta’sir bermaydi, shu sababli semantik yaqinlikdan ko‘ra stilistik moslikni ko‘zlagan qayta obrazlash ko‘proq natija beradi; ikkinchidan, hayvon idrokini ifodalovchi fe’llar va modal birliklar tanlovi matnning falsafiy-estetik yo‘nalishini belgilab beradi, shu bois “antropomorfizatsiya me’yori” tarjimada maxsus nazorat talab qiladi; uchinchidan, sintaktik ritm va dramatik dinamika tarjimada ko‘pincha izohlashga moyillik tufayli susayadi, demak, tarjima tahriri bosqichida aynan ritmik-sintaktik tekshiruv alohida amalga oshirilishi zarur; to‘rtinchidan, personaj nutqida registrlar farqi ijtimoiy koloritni yaratadi, bu farq yo‘qolsa, estetik mazmunning muhim funksiyasi bo‘lgan “muhitning ovozi” so‘nadi; beshinchidan, realiyalarni berishda muhit autentikligi bilan o‘qish qulayligi muvozanati topilsa, asarning “begona sovuqlik” estetikasini saqlash mumkin bo‘ladi.

Xulosa sifatida aytish mumkinki, “Oq So‘yloq” tarjimasida estetik mazmunning funksional ifodalanishi tarjimonning leksik moslikka qaratilgan tanlovlaridan ko‘ra, badiiy ta’sirni tashkil qiluvchi tizimli vositalarni qay darajada qayta yaratganiga bog‘liq. Estetik mazmun matnda manzara, ritm, obraz va nutq registri orqali ishlaydi; demak, tarjimada ham aynan shu ko‘pqatlamli tizimga mos keladigan funksional yechimlar izlanishi kerak. Tadqiqot shuni ko‘rsatadiki, funksional ekvivalentlikka erishish ko‘pincha bevosita moslikdan emas, nazoratli transformatsiya va o‘rinli kompensatsiyadan o‘tadi; bunda tarjimon muallif nuqtai nazarini, narrativ masofa va emotsional kuchlanish dinamikasini saqlashni ustuvor vazifa deb bilishi lozim. Natijada o‘zbek o‘quvchisida asarning sovuq muhit, kurash va ruhiy o‘sish estetikasiga xos badiiy ta’sir qayta tiklanadi hamda badiiy tarjima amaliyotida estetik ekvivalentlikni baholash mezonlarini yanada aniqroq qo‘llash imkoniyati yuzaga keladi.

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ENHANCING LISTENING SKILLS IN SECOND LANGUAGE ACQUISITION: STRATEGIES AND PERSPECTIVES

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Abstract

Listening comprehension is a foundational yet complex pillar of language proficiency. Despite its importance, many learners struggle to process spoken language in real-time due to speed, accent variations, and limited vocabulary. This article explores diverse strategies for improving listening skills, emphasizing the integration of modern pedagogical tools and cognitive frameworks. Drawing on international and local research, the study examines how active engagement, multisensory input, and metacognitive strategies contribute to more effective auditory processing. The findings suggest that a multifaceted approach—combining authentic materials with structured tasks—significantly enhances learners' ability to understand and interpret spoken discourse.

Keywords: listening comprehension, language acquisition, auditory processing, authentic materials, metacognitive strategies, active listening.

Abstract

Tinglab tushunish til kompetensiyasining asosiy, ammo murakkab tarkibiy qismlaridan biri hisoblanadi. Uning muhimligiga qaramay, ko‘plab o‘quvchilar nutq tezligi, talaffuz (aksent) farqlari va lug‘at boyligining cheklanganligi sababli real vaqt rejimida og‘zaki nutqni qabul qilishda qiyinchiliklarga duch keladilar. Ushbu maqolada tinglab tushunish ko‘nikmalarini rivojlantirishga qaratilgan turli strategiyalar ko‘rib chiqilib, zamonaviy pedagogik vositalar va kognitiv yondashuvlarni integratsiyalash muhimligi ta’kidlanadi. Xalqaro va mahalliy tadqiqotlarga tayangan holda, faol ishtirok, multisensor yondashuv hamda metakognitiv strategiyalarning eshitish orqali axborotni qayta ishlash samaradorligiga ta’siri tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, autentik materiallar va tuzilgan topshiriqlarni uyg‘unlashtirgan kompleks yondashuv o‘quvchilarning og‘zaki nutqni tushunish va talqin qilish qobiliyatini sezilarli darajada oshiradi.

Kalit so‘zlar: tinglab tushunish, til o‘zlashtirish, eshitish orqali qayta ishlash, autentik materiallar, metakognitiv strategiyalar, faol tinglash.

Аннотация

Аудирование является основополагающим, но в то же время сложным компонентом языковой компетенции. Несмотря на его значимость, многие учащиеся испытывают трудности при восприятии устной речи в реальном времени из-за высокой скорости речи, различий в акцентах и ограниченного словарного запаса. В данной статье рассматриваются различные стратегии развития навыков аудирования с акцентом на интеграцию современных педагогических инструментов и когнитивных подходов. На основе международных и локальных исследований анализируется влияние активного участия, мультисенсорного восприятия и метакогнитивных стратегий на эффективность обработки аудиальной информации. Результаты исследования показывают, что комплексный подход, сочетающий аутентичные материалы и структурированные задания, значительно повышает способность учащихся понимать и интерпретировать устную речь.

Ключевые слова: аудирование, овладение языком, аудиальная обработка, аутентичные материалы, метакогнитивные стратегии, активное слушание.

Introduction

Listening comprehension plays a central role in second language acquisition, as it serves as the primary channel through which learners receive linguistic input. Despite its importance, many learners experience difficulties in understanding spoken language due to factors such as speech rate, accent variation, and limited vocabulary. Traditional teaching methods have often emphasized testing listening skills rather than actively developing them. Therefore, there is a growing need for innovative and learner-centered approaches that enhance listening competence and reduce learner anxiety.

Main Body

The development of listening skills is grounded in several influential theoretical perspectives that collectively explain how learners process and internalize spoken language. One of the most significant frameworks is Krashen's Input Hypothesis, which emphasizes that language acquisition occurs most effectively when learners are exposed to comprehensible input that is slightly beyond their current level of proficiency ($i+1$). This type of input challenges learners while still remaining understandable, thereby facilitating gradual linguistic development.

In addition to this, effective listening is not a passive activity but an active cognitive process that involves the integration of both bottom-up and top-down processing mechanisms. Bottom-up processing focuses on the decoding of linguistic elements such as phonemes, words, and grammatical structures, allowing learners to construct meaning from the smallest units of sound. In contrast, top-down processing relies on learners' prior knowledge, experiences, and contextual cues to predict and interpret meaning. Skilled listeners are able to flexibly combine these two processes, adjusting their strategies depending on the listening context and task demands.

Another important theoretical contribution is Dual Coding Theory, proposed by Allan Paivio, which suggests that information is better retained when it is presented through both verbal and non-verbal channels. In the context of listening comprehension, this means that combining auditory input with

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visual elements—such as images, gestures, subtitles, or videos—can significantly enhance understanding and reduce cognitive load. This multisensory approach supports deeper processing and helps learners form stronger mental representations of the language.

Furthermore, phonological awareness plays a crucial role in developing listening proficiency. The ability to recognize and interpret features such as stress, rhythm, intonation, and connected speech is essential for segmenting continuous speech into meaningful units. Without this awareness, learners may struggle to distinguish word boundaries or grasp the intended meaning, especially in fast or natural speech. Therefore, explicit attention to phonological features can greatly improve learners’ listening accuracy and fluency.

From a practical standpoint, the implementation of effective listening instruction requires the use of diverse and authentic materials. Exposure to real-world language input—such as podcasts, films, interviews, and spontaneous conversations—enables learners to become familiar with natural speech patterns, idiomatic expressions, and cultural nuances. This type of input better prepares learners for real-life communication compared to simplified or artificial classroom materials.

Repetition also plays a key role in listening development. Repeated exposure to the same audio materials allows learners to notice previously overlooked linguistic features, reinforce comprehension, and improve memory retention. With each subsequent listening, learners are able to focus on different aspects of the input, gradually building a more complete understanding.

In addition, the development of metacognitive strategies is essential for fostering learner autonomy. Encouraging learners to plan their listening tasks, monitor their comprehension during the process, and evaluate their performance afterward helps them become more aware of their strengths and weaknesses. This self-regulatory approach not only improves listening skills but also reduces anxiety and increases confidence.

Finally, interactive listening activities are crucial for promoting active engagement. Tasks that require learners to respond physically or verbally—such as discussions, role-plays, note-taking, or problem-solving—ensure that they are actively processing the input rather than listening passively. Such activities deepen comprehension, enhance critical thinking, and make the learning process more meaningful and effective.

Conclusion

In conclusion, improving listening skills in second language acquisition requires a comprehensive and strategic approach that integrates theoretical insights with practical applications. By combining authentic materials, cognitive and metacognitive strategies, and interactive teaching methods, educators can create a supportive and engaging learning environment. Such an approach not only enhances listening comprehension but also transforms listening from a passive activity into an active and meaningful component of language learning.

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ⁱ Project-based learning (PBL) is a teaching method in which students gain knowledge and skills by working on a project over a period of time. Instead of only studying theory, learners investigate a topic, solve a real problem, and present their results. This approach focuses on active participation and practical application of knowledge.

ⁱⁱ Collaborative learning is a teaching and learning approach in which students work together in pairs or groups to complete a task, solve a problem, or understand a topic.

ⁱⁱⁱ Technology-based learning is an educational approach that uses digital technologies, electronic devices, and online resources to support and improve the learning process. In this method, technology becomes an important tool that helps teachers present information and allows students to learn in more interactive and flexible ways.



INNOVATIVE AND INTEGRATIVE TEACHING MECHANISMS: PERSONALIZING THE LEARNING PROCESS, STUDENT-CENTERED APPROACH, MULTIDISCIPLINARY INTEGRATION, AND STIMULATING CREATIVE ACTIVITY

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Abstract

Innovative and integrative teaching mechanisms are among the key requirements of modern education. This study examines the effectiveness of personalizing the learning process, student-centered approaches, multidisciplinary integration, and stimulating creative activity. Using a quasi-experimental design, an experiment was conducted with 72 students at a higher education institution in Tashkent during the 2024–2025 academic year. In the experimental group, student-centered and integrative approaches were applied (personalized learning paths, project-based multidisciplinary tasks, creative portfolios). The results showed that students’ academic performance increased by an average of 25–35%, while creative thinking and motivation levels improved by 45–55%. Personalization made the learning process flexible by considering individual needs, and multidisciplinary integration developed skills for solving real-life problems. The study provides practical recommendations aligned with Uzbekistan’s “Digital Uzbekistan – 2030” strategy and the ideas of the Third Renaissance in the national education system.

Keywords: innovative teaching, integrative mechanisms, personalized learning, student-centered approach, multidisciplinary integration, creative activity, educational effectiveness.

Annotatsiya

Innovatsion va integrativ o'qitish mexanizmlari zamonaviy ta'limning asosiy talablaridan biridir. Ushbu tadqiqot o'quv jarayonini shaxsiylashtirish, talaba markazli yondashuv, ko'p fanli (multidisciplinary) integratsiya va ijodiy faoliyatni rag'batlantirishning samaradorligini o'rganadi. Quasi-eksperimental dizayn asosida Toshkentdagi oliy ta'lim muassasasida 2024–2025 o'quv yilida 72 nafar talaba ishtirokida tajriba o'tkazildi. Eksperimental guruhda talaba markazli va integrativ yondashuvlar (shaxsiy o'quv yo'llari, loyiha asosidagi ko'p fanli vazifalar, ijodiy portfoliolar) qo'llanilgan. Natijalar shuni ko'rsatdiki, talabalar akademik ko'rsatkichlari o'rtacha 25–35 % ga oshgan, ijodiy fikrlash va motivatsiya darajasi esa 45–55 % ga yaxshilangan. Shaxsiylashtirish talabalarning individual ehtiyojlarini hisobga olgan holda o'quv jarayonini moslashuvchan qilgan, ko'p fanli integratsiya esa real hayot muammolarini hal qilish ko'nikmalarini rivojlantirgan. Tadqiqot O'zbekiston ta'lim tizimida "Raqamli O'zbekiston – 2030" va uchinchi Renessans g'oyalariga mos ravishda amaliy tavsiyalar beradi.

Kalit so'zlar: innovatsion o'qitish, integrativ mexanizmlar, shaxsiylashtirilgan ta'lim, talaba markazli yondashuv, ko'p fanli integratsiya, ijodiy faoliyat, ta'lim samaradorligi.

Аннотация

Инновационные и интегративные механизмы обучения являются одним из ключевых требований современного образования. Данное исследование изучает эффективность персонализации учебного процесса, студентоцентрированного подхода, междисциплинарной интеграции и стимулирования творческой деятельности. С помощью квази-экспериментального дизайна был проведен эксперимент с участием 72 студентов высшего учебного заведения в Ташкенте в 2024–2025 учебном году. В экспериментальной группе применялись студентоцентрированные и интегративные подходы (персонализированные учебные траектории, проектные междисциплинарные задания, творческие портфолио). Результаты показали, что академические показатели студентов в среднем выросли на 25–35 %, а уровень творческого мышления и мотивации улучшился на 45–55 %. Персонализация сделала учебный процесс гибким с учетом индивидуальных потребностей, а междисциплинарная интеграция развивала навыки решения реальных жизненных проблем. Исследование предлагает практические рекомендации в рамках стратегии «Цифровой Узбекистан – 2030» и идей Третьего Ренессанса в национальной системе образования.

Ключевые слова: инновационное обучение, интегративные механизмы, персонализированное обучение, студентоцентрированный подход, междисциплинарная интеграция, творческая деятельность, эффективность образования.

Introduction

In the era of globalization, digital transformation, and the need to develop human capital, modern education systems face significant challenges. Traditional teacher-centered approaches often limit student activity, fail to account for individual abilities, and do not sufficiently develop creative and integrative thinking. Innovative and integrative teaching mechanisms offer an effective solution to these issues.

Student-centered learning places students as active participants in the educational process. Meta-analyses indicate that student-centered education has a positive impact on both academic and non-academic achievements, with an overall effect size around 0.54–0.72, particularly strong at secondary and higher education levels. Personalized learning tailors the educational path to each

student’s pace, style, and interests, potentially increasing learning effectiveness by 20–40%.

Multidisciplinary integration establishes connections between different subjects, enabling students to solve real-world problems. Research shows that integrative approaches foster deeper understanding, creativity, and adaptability. Stimulating creative activity through portfolios, projects, and art-based methods enhances innovative thinking and student confidence.

In Uzbekistan, the “Digital Uzbekistan – 2030” strategy and the concepts of the Third Renaissance emphasize the need to make education innovative and integrative. However, challenges such as teachers’ methodological readiness, resource limitations, and infrastructure gaps remain relevant. The purpose of this study is to empirically evaluate the impact of innovative integrative mechanisms on educational effectiveness, identify advantages and limitations, and propose a practical model for national higher education. The research questions are:

1. How do personalization and student-centered approaches affect academic and creative outcomes?
2. To what extent does multidisciplinary integration develop students’ problem-solving skills?
3. How does stimulating creative activity contribute to motivation and long-term learning?
4. What are the nuances and recommendations for implementing these mechanisms in Uzbekistan’s higher education context?

Methods

The study was conducted from September 2024 to March 2025 at a higher education institution in Tashkent, involving 2nd- and 3rd-year students in the “Pedagogy and Psychology” direction (total $n=72$, aged 19–23). The sample was randomly divided into two equal groups:

- **Experimental group** ($n=36$) — innovative integrative model: personalized learning trajectories (using adaptive platforms), student-centered projects, multidisciplinary integration (pedagogy + psychology + IT + arts), and creative activities (portfolios, role-play, design-thinking).
- **Control group** ($n=36$) — traditional teacher-centered instruction.

Applied mechanisms:

- Personalization: students choose tasks based on their interests, with AI-supported individual recommendations.
- Student-centered approach: group discussions, peer-teaching, self-assessment.
- Multidisciplinary integration: projects such as “Digital Education and Psychological Well-being” combining pedagogy, IT, and psychology.
- Creative stimulation: creation of infographics and mind-maps using Canva and MindMeister, creative portfolios, and artistic reflection.

Data collection methods:

- Pre- and post-tests (academic knowledge + creative thinking test, Cronbach’s $\alpha = 0.88–0.93$).
- Questionnaire (Likert scale: motivation, satisfaction, creativity).
- Observation and interviews.
- Portfolio analysis.

Statistical analysis included t-tests, ANOVA, and correlation using SPSS 27. Ethical requirements (informed consent, anonymity) were fully observed. The experiment lasted 14 weeks.

Results Post-test results showed that the experimental group achieved an average academic score of 76.8 ± 6.1 (pre-test 58.4), while the control group scored 61.2 ± 7.3 (pre-test 57.9) ($t = 5.34$, $p < 0.001$). Thus, the integrative model increased academic performance by 25–35%.

Creative and motivational indicators:

- Creative thinking level increased by 52% (number of new ideas in projects).
- Motivation and satisfaction rose by 48% (questionnaire average 4.7/5).
- Collaboration and problem-solving skills improved by 45%.

82% of students rated the personalized approach as making the learning process “interesting and useful.” Multidisciplinary projects increased communication between students by 2.5 times. However, 19% noted difficulties in time management, and 14% mentioned inconsistencies in group work.

Discussion

The findings align with international literature. Meta-analyses confirm that student-centered education positively affects non-academic achievements with a large effect size (approximately 0.7158). Personalized learning satisfies individual needs and boosts motivation. Multidisciplinary integration develops holistic understanding and creative problem-solving. Creative activities strengthen student confidence and empathy.

Advantages:

- Individual development and flexibility.
- Real-life skills of the 21st century (critical thinking, collaboration, creativity).
- Increased motivation and long-term learning.
- Alignment with Uzbekistan’s “Digital Uzbekistan – 2030” strategy and Third Renaissance goals.

Limitations and nuances:

- The sample is limited to one university (generalization constraint).
- Short-term study (long-term effects need monitoring).
- Resource constraints: technical infrastructure, teacher qualifications, digital divide (especially for rural students).
- Group dynamics issues (some students may remain passive).
- Need to reform assessment systems (shift from traditional tests to portfolios and projects).

In the Uzbek context, implementing these mechanisms requires teacher training programs, platform adaptation (Moodle, Google Workspace), and alignment with national initiatives.

Suggestions for future research:

- Longitudinal studies expanded with AI tools (adaptive learning systems).
- Comparative analyses across different disciplines (natural sciences, humanities, technical fields).
- Integration between school and higher education levels.
- Strategies to overcome the digital divide.

Conclusion

Innovative and integrative teaching mechanisms — personalization, student-centered approach, multidisciplinary integration, and stimulation of creative activity — significantly enhance the quality of education and ensure students’ academic, creative, and personal development. Widespread implementation of this approach in Uzbekistan’s education system will contribute to achieving the goals of the “Digital Uzbekistan – 2030” strategy and the Third Renaissance. The study results provide a practical roadmap for teachers, methodologists, and policymakers: improving teacher qualifications, developing integrative programs, and modernizing assessment systems. In the future, these mechanisms will make education more inclusive, creative, and competitive.

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USING AI TECHNOLOGIES IN LANGUAGE TEACHING: BENEFITS AND CHALLENGES

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Abstract

This article examines the use of artificial intelligence (AI) technologies in foreign language teaching, focusing on their benefits and challenges. The study analyzes modern AI-based tools, including chatbots, mobile applications, and online platforms, which contribute to the personalization and effectiveness of language learning. Particular attention is paid to key advantages such as individualized instruction, immediate feedback, flexibility, and increased student motivation.

At the same time, the article identifies several challenges related to AI integration, including overdependence on technology, lack of human interaction, and potential inaccuracies in AI-generated responses. The research also includes a small-scale survey conducted among second-year humanities students, which reveals generally positive attitudes toward AI tools alongside certain concerns.

The findings suggest that AI can significantly enhance language learning when used appropriately. However, its effectiveness depends on a balanced combination with traditional teaching methods and the continued guidance of teachers.

Keywords: artificial intelligence, language teaching, digital learning, personalized learning, student motivation, educational technologies, foreign language education, AI tools

Аннотация

В данной статье рассматривается использование технологий искусственного интеллекта в обучении иностранным языкам с акцентом на их преимущества и проблемы. Анализируются современные инструменты, основанные на AI, такие как чат-боты, мобильные приложения и онлайн-платформы, которые способствуют персонализации и повышению эффективности обучения.

Особое внимание уделяется таким преимуществам, как индивидуализация обучения, мгновенная обратная связь, гибкость и повышение мотивации студентов. В то же время выделяются основные проблемы, включая зависимость от технологий, недостаток живого общения и возможные неточности в ответах AI.

В работе также представлены результаты небольшого исследования среди студентов второго курса гуманитарного направления, которые демонстрируют положительное отношение к AI при наличии определённых опасений.

Сделан вывод о том, что искусственный интеллект может значительно повысить эффективность обучения при условии его разумного использования в сочетании с традиционными методами преподавания.

Ключевые слова: искусственный интеллект, обучение языкам, цифровое обучение, персонализированное обучение, мотивация студентов, образовательные технологии, иностранный язык, AI-инструменты

Annotatsiya

Ushbu maqolada xorijiy tillarni o'qitishda sun'iy intellekt (AI) texnologiyalaridan foydalanish masalasi, uning afzalliklari va muammolari bilan birgalikda tahlil qilinadi. Tadqiqotda chatbotlar, mobil ilovalar va onlayn platformalar kabi zamonaviy AI vositalari ko'rib chiqiladi, ular o'quv jarayonini individuallashtirish va samaradorligini oshirishga xizmat qiladi.

Maqolada shuningdek, individual yondashuv, tezkor fikr-mulohaza, moslashuvchanlik va talabalar motivatsiyasining oshishi kabi asosiy afzalliklar yoritilgan. Shu bilan birga, texnologiyalarga ortiqcha bog'liqlik, jonli muloqotning yetishmasligi va AI javoblarining noaniqligi kabi muammolar ham ko'rsatib o'tilgan.

Tadqiqot doirasida gumanitar yo'nalishdagi ikkinchi kurs talabalar o'rtasida o'tkazilgan kichik so'rov natijalari ham keltirilgan bo'lib, ular AI texnologiyalariga nisbatan ijobiy munosabatni, ammo ayrim xavotirlarni ham aks ettiradi.

Natijada, sun'iy intellektidan to'g'ri va muvozanatli foydalanilganda u xorijiy tillarni o'rganish samaradorligini sezilarli darajada oshirishi mumkinligi xulosa qilinadi.

Kalit so'zlar: sun'iy intellekt, til o'qitish, raqamli ta'lim, individuallashtirilgan ta'lim, talabalar motivatsiyasi, ta'lim texnologiyalari, xorijiy til, AI vositalari

Introduction

In recent years, the education system has undergone significant transformation under the influence of digital technologies. One of the most important developments in this process is the integration of artificial intelligence (AI) into educational practices. Its impact is particularly evident in foreign language teaching, where AI enables the optimization and individualization of the learning process.

Modern AI-based digital tools allow students to learn at their own pace, receive immediate feedback, and work with materials adapted to their proficiency level. This makes the learning

process more flexible and accessible [1, p. 15].

However, alongside these advantages, certain challenges arise, including overdependence on technology and reduced opportunities for real-life communication. Researchers also highlight the potential negative impact of excessive AI use on students' critical thinking skills [2, p. 48].

Therefore, the relevance of this study lies in the need to examine both the opportunities and limitations of AI in foreign language education.

The use of technology in language learning has been studied for several decades. Early research in computer-assisted language learning demonstrated that digital tools can effectively support the development of language skills, particularly reading and writing [3, p. 22].

With the advancement of educational technologies, learning has become more interactive. Studies show that digital tools increase student engagement and motivation [4, p. 67].

Mobile learning has also become an important aspect of modern education, allowing learners to access materials anytime and anywhere, which enhances learning efficiency [5, p. 4].

Recent studies focus on artificial intelligence, emphasizing its ability to analyze student performance and provide personalized feedback [8, p. 6]. At the same time, systematic reviews confirm the high potential of AI in education while stressing the need for careful and responsible implementation [9, p. 12].

Artificial intelligence in language teaching is implemented through various technologies, including chatbots, educational applications, and online platforms. These systems can process data, adapt to users, and automatically adjust the learning process.

AI tools support the development of different language skills. For instance, they can check grammar, assist in writing, and simulate conversations, which is especially important for improving communicative competence [8, p. 5].

In addition, AI enables a personalized learning approach. Systems analyze student performance and provide tasks that match their level, which increases learning effectiveness [1, p. 23].

Thus, AI serves as an essential component of the modern educational environment, complementing traditional teaching methods [4, p. 72].

One of the main advantages of AI is personalized learning. Students receive tasks tailored to their individual needs, which enhances the learning process [1, p. 30].

Another important benefit is immediate feedback. Students can instantly identify and correct their mistakes, which accelerates learning [3, p. 45].

Flexibility is also a key factor. AI-based tools allow students to study anytime and anywhere, increasing motivation and engagement [5, p. 6].

Furthermore, AI makes learning more interactive through digital tools and dialogue-based systems, which improves student participation [4, p. 80]. Finally, AI supports the development of all language skills, including reading, writing, listening, and speaking [8, p. 9].

Despite its advantages, AI use presents several challenges. One major issue is overdependence on technology, which may reduce students' independence and analytical abilities [2, p. 52].

Another concern is the lack of human interaction. AI cannot fully replace communication with teachers and peers, which is essential for language learning [4, p. 95].

In addition, AI systems may produce inaccurate or inappropriate responses, requiring students to critically evaluate the information they receive [8, p. 11].

Technical limitations, such as unequal access to digital tools and internet connectivity, also affect the effectiveness of AI in education [9, p. 14].

To evaluate the effectiveness of AI in language learning, a small-scale study was conducted among 20 second-year humanities students.

The results showed that approximately 75% of students regularly use AI tools, while 80% consider them helpful in learning. However, 40% admitted that they sometimes rely too heavily on technology, and 30% reported encountering inaccurate responses.

These findings support existing research, which suggests that AI is an effective educational tool when used appropriately and responsibly [1, p. 35; 9, p. 16].

The analysis of theoretical sources and research findings indicates that AI significantly enhances language learning by improving accessibility and personalization [1, p. 28].

However, the identified challenges, such as technological dependence and reduced learner autonomy, highlight the need for careful integration of AI into the educational process [2, p. 50].

The role of the teacher remains crucial in guiding students and facilitating meaningful interaction [4, p. 88].

Therefore, the effectiveness of AI depends largely on how it is implemented in combination with traditional teaching methods.

Based on the analysis of the scientific literature and the results of the conducted research, several recommendations can be made to ensure more effective use of artificial intelligence in the process of learning foreign languages.

First of all, artificial intelligence should be considered not as a replacement for the teacher, but as an additional learning tool. It can significantly facilitate the language learning process, but it cannot fully replace live interaction, explanation of complex topics, and the development of communicative skills in a real environment. Therefore, a blended approach, in which technology and traditional teaching methods are used together, is the most effective solution [4, p. 90].

In addition, students need to be trained in the correct and critical use of AI tools. Learners should understand that the answers provided by artificial intelligence systems are not always completely accurate. Therefore, it is important to develop analytical and critical thinking skills in order to verify information and avoid misunderstandings [8, p. 12].

It is also recommended to integrate AI gradually into the learning process, starting with simple tasks such as grammar checking or vocabulary practice, and then moving to more complex forms of interaction, including speaking and writing practice. This approach allows students to adapt to technology without losing their independence in learning [1, p. 33].

Finally, educational institutions should ensure equal access to digital technologies so that all students can benefit from AI tools in learning. This is especially important in the context of digital inequality, which may affect the overall quality of education [9, p. 17].

Conclusion

Artificial intelligence is a valuable tool in foreign language education, contributing to more efficient and accessible learning.

At the same time, its use must be balanced with traditional teaching approaches. The most effective model is one in which AI supports, rather than replaces, the teacher [9, p. 18].

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**“BO‘LAJAK PEDAGOGLARNI TAYYORLASHDA MILLIY ADABIY ASARLAR
VOSITASIDA VATANPARVARLIK VA AXLOQIY TARBIYA UZVIYILIGINI
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Annotatsiya. Ushbu maqolada bo‘ljak pedagoglarni tayyorlash jarayonida milliy adabiy asarlardan foydalanish orqali vatanparvarlik va axloqiy tarbiya uzviyligini ta’minlash masalalari yoritilgan. Tadqiqotda maktabgacha ta’lim va oliy ta’lim o‘rtasidagi pedagogik integratsiya, milliy qadriyatlarining talaba-yoshlar dunyoqarashini shakllantirishdagi o‘rni hamda badiiy adabiyotning tarbiyaviy kuchi tahlil qilinadi. Shuningdek, bo‘ljak o‘qituvchilarning kasbiy kompetensiyasini oshirishda interfaol metodlar va xalq og‘zaki ijodi namunalaridan foydalanish bo‘yicha metodik tavsiyalar berilgan.

Kalit so‘zlar: bo‘ljak pedagog, milliy adabiyot, vatanparvarlik, axloqiy tarbiya, uzviylik, interfaol metodlar, qadriyatlar, maktabgacha ta’lim, ma’naviyat.

Аннотация. В данной статье рассматриваются вопросы обеспечения преемственности патриотического и нравственного воспитания будущих педагогов посредством использования произведений национальной литературы. В исследовании анализируются педагогическая интеграция дошкольного и высшего образования, роль национальных ценностей в формировании мировоззрения студенческой молодежи, а также воспитательная

сила художественной литературы. Также даны методические рекомендации по использованию интерактивных методов и образцов фольклора в повышении профессиональной компетенции будущих учителей.

Ключевые слова: будущий педагог, национальная литература, патриотизм, нравственное воспитание, преемственность, интерактивные методы, ценности, дошкольное образование, духовность.

Abstract. This article explores the issues of ensuring the continuity of patriotic and moral education in the process of training future educators through the use of national literary works. The study analyzes the pedagogical integration between preschool and higher education, the role of national values in shaping the worldview of students, and the educational power of fiction. Furthermore, methodological recommendations are provided for using interactive methods and folklore examples to enhance the professional competence of future teachers.

Keywords: future teacher, national literature, patriotism, moral education, continuity, interactive methods, values, preschool education, spirituality.

Kirish. Zamonaviy ta'lim paradigmasida bo'lajak pedagog nafaqat axborot yetkazuvchi, balki milliy qadriyatlar transformatori sifatida namoyon bo'ladi. Bo'lajak o'qituvchilarni tayyorlashda vatanparvarlik va axloqiy tarbiya uzviyligini ta'minlash, ularning kelgusidagi kasbiy faoliyatida, ayniqsa, maktabgacha va boshlang'ich ta'lim tizimida barkamol avlodni shakllantirishning fundamental asosi hisoblanadi.

Milliy adabiyot har bir xalqning o'tmishi, buguni va kelajagini bog'lovchi ko'prikdir. Bo'lajak pedagoglar uchun milliy adabiy asarlar (masalan, "Alpomish", "Go'ro'g'li" dostonlari, Alisher Navoiy, Zahiriddin Muhammad Bobur, Abdulla Qodiriy asarlari) shunchaki badiiy matn emas, balki axloqiy etalon vazifasini o'taydi.

Adabiy qahramonlar timsolida vatanparvarlik yurtga sadoqat, ona tuproqni e'zozlash va uning ozodligi yo'lida fidoiylilik ko'rsatish ideallari talabalarning ongiga singdiriladi.

Asarlardagi rostgo'ylik, kattaga hurmat, kichikka izzat, adolat va sabr kabi axloqiy fazilatlar pedagogik etikaning asosini tashkil etadi.

Maqolaning muhim jihati shundaki, vatanparvarlik va axloq tarbiyasi uzviy bo'lishi lozim. Bu uzviylilik ikki yo'nalishda namoyon bo'ladi:

1. **Ierarxik uzviylilik:** bo'lajak pedagog oliy ta'limda olgan ma'naviy bilimlarini maktabgacha ta'lim tashkiloti (MTT) tarbiyalanuvchilariga sodda, tushunarli va interfaol shaklda yetkazib berishi.

2. **Mazmuniy uzviylilik:** badiiy asardagi axloqiy o'gitlarning (shaxsiy sifatlar) vatanparvarlik (ijtimoiy mas'uliyat) bilan birlashishi. Zero, axloqsiz odamda haqiqiy vatanparvarlik bo'lishi mumkin emas.

Bo'lajak o'qituvchilar milliy adabiyotni bolalarga yetkazishda badiiy modellastirish, "Qadriyatlar zanjiri", raqamli storytelling interfaol metodlarini egallashlari zarur:

Badiiy modellastirish metodi - bu adabiy asardagi vatanparvarlik sahnalarini rollarga bo'lib ijro etish orqali bolalarda hissiy bog'liqlikni uyg'otish.

"Qadriyatlar zanjiri" metodi - asar qahramonlarining xatti-harakatlarini tahlil qilish orqali "yaxshi" va "yomon" tushunchalarini milliy mentalitet asosida tushuntirish.

Raqamli storytelling - bu milliy ertak va dostonlarni multimedia vositalari yordamida vizuallashtirish, bu orqali bolalarning milliy g'oyaga bo'lgan qiziqishini oshirish.

Oliy ta'lim jarayonida milliy adabiyot vositasida tarbiyalangan bo'lajak pedagog quyidagi kompetensiyalarga ega bo'ladi:

- Milliy o'zlikni anglash. O'z xalqi madaniyati va tarixiga nisbatan yuksak hurmat.
- Translyatorlik qobiliyati. Murakkab falsafiy va axloqiy tushunchalarni yosh xususiyatlariga moslab, bog'cha yoshidagi bolalarga qiziqarli tarzda o'rgata olish.
- Ijtimoiy javobgarlik. Jamiyatdagi ma'naviy bo'shliqni to'ldirishda o'z hissasini qo'shish istagi.

Xulosa. Bo'lajak pedagoglarni tayyorlashda milliy adabiy asarlar vatanparvarlik va axloqiy tarbiyaning bitmas-tuganmas manbaidir. Ushbu jarayonda uzviylikni ta'minlash - maktabgacha ta'limdan boshlab shaxsning milliy immunitetini mustahkamlashga xizmat qiladi. Milliy adabiyot orqali shakllangan vatanparvarlik tuyg'usi mustahkam axloqiy poydevorga ega bo'lgandagina chinakam milliy g'oyaga aylanadi.

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INNOVATIVE TEACHING METHODOLOGIES SUPPORTING SELF-STUDY IN ESL CLASSROOMS

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Annotation: This article examines the growing importance of innovative teaching methods in English as a Second Language (ESL) education. It highlights how modern approaches such as flipped classrooms, gamification, project-based learning, and technology integration enhance student engagement, motivation, and learning outcomes. The article also emphasizes the role of self-study, collaboration, and personalized learning in developing essential 21st-century skills, including critical thinking and communication. Furthermore, it discusses the impact of digital tools,

artificial intelligence, and interactive strategies in creating a student-centered learning environment. Overall, the article concludes that adopting innovative methodologies is essential for preparing learners to succeed in a globalized and rapidly changing world.

Keywords: ESL, innovative teaching methods, student-centered learning, self-study, flipped classroom, gamification, project-based learning, inquiry-based learning, blended learning,

In today's fast-paced and ever-changing world, the field of English as a Second Language (ESL) teaching is constantly evolving. With the increasing diversity of students and the emergence of new technologies, it is crucial for ESL educators to adopt innovative teaching methods to meet the needs of their learners. Innovative teaching methods not only make the learning process more engaging and effective but also help students develop essential 21st-century skills such as critical thinking, creativity, and collaboration.

There are numerous benefits to incorporating innovative teaching methods in ESL classrooms. Firstly, these methods can enhance student motivation and engagement by making the learning process more interactive and dynamic. By using a variety of innovative techniques such as gamification, project-based learning, and multimedia resources, teachers can create a stimulating learning environment that caters to different learning styles and preferences.

Furthermore, innovative teaching methods can improve learning outcomes by providing students with opportunities to practice real-world language skills in authentic contexts. For example, using technology tools like online simulations and virtual reality can help students develop their language proficiency by immersing them in realistic scenarios where they can apply their knowledge in practical ways. Additionally, collaborative activities and peer-to-peer learning foster communication skills and cultural awareness among students, preparing them for success in a globalized world.

In the contemporary society, it is crucial to improve students' self study. Of course, for this innovative teaching methods are used. Self study is a way to consolidate and review their knowledge outside of class.ⁱⁱⁱ In this innovative teaching methods help them for interesting and striving. Furthermore, self study is beneficial for not only learning language but also other subjects. For example, students learn new theme through video and they will do exercises and debate with each other during the lesson. If we use the method with a prize and reward the winning student, they will be more interested in the lesson. Let's mention one more advantage side is if students take a 5 or 10minute test at the end of each lesson, they will improve their responsibility, self improvement skills and time management skills.

Innovative teaching methodologies, such as flipped classrooms, project-based learning (PBL), gamification, and AI integration, transform education from passive listening to active, student-centered learning. These strategies foster critical thinking, collaboration, and skill-based learning, moving beyond traditional lecture-based methods to enhance engagement and meet diverse student needs.

Key innovative teaching methodologies include:

Flipped Classroom: Students review instructional content at home (via videos or reading) and use classroom time for interactive discussions, projects, and active problem-solving.

Project-Based Learning (PBL): Students gain knowledge and skills by working for an extended period to investigate and respond to authentic, engaging, and complex, real-world questions or problems.ⁱⁱⁱ

Gamification: Applying game-design elements (like points, leaderboards, and badges) to educational activities to boost motivation, engagement, and retention.

Inquiry-Based Learning: Fosters curiosity by encouraging students to ask questions, explore

ideas, and find answers through research rather than just receiving information.

Blended Learning: Combines traditional in-person instruction with online digital tools, offering students more control over their learning pace and path.ⁱⁱⁱ

Collaborative Learning: Focuses on group work and peer-to-peer interaction to improve communication, social skills, and teamwork.

Personalized Learning: Tailors the pace and approach of instruction to meet the specific needs, skills, and interests of individual students, often supported by AI-driven tools.

STEAM and Design Thinking: Integrates Science, Technology, Engineering, Arts, and Mathematics through hands-on, creative problem-solving.

FLIPPED CLASSROOM.

This method is the opposite of a traditional lesson. Usually, the teacher explains the topic in class and gives homework. But in this method, students learn the topic at home (through videos or reading materials). In class, they do exercises, ask questions, and discuss the topic.

Example: A student watches a video about English tenses at home. In class, they practice and speak with the teacher. **Result:** Students understand better and become more active.

GAMIFICATION.

This method makes learning like a game. Students get points. There are quizzes and competitions. Winners can get small rewards

Example:

The teacher uses a quiz game to teach new English words. Students answer questions and try to win.

Result: Students enjoy the lesson and feel more motivated.

Another powerful approach that continues to transform ESL education is **technology-enhanced learning**. In today’s digital age, students are already familiar with smartphones, apps, and online platforms. Teachers can take advantage of this familiarity by integrating digital tools into lessons. Applications for language learning, interactive quizzes, and online discussion boards allow students to practice English beyond the classroom. These tools also provide instant feedback, which helps learners identify their mistakes and improve quickly. Moreover, technology enables teachers to track student progress and personalize instruction according to individual needs.

One of the most impactful technological innovations in ESL teaching is the use of **artificial intelligence (AI)**. AI-powered tools can adapt to each student’s level and provide customized exercises. For example, language learning platforms can analyze pronunciation, grammar usage, and vocabulary development, offering suggestions for improvement. This type of personalized feedback was difficult to achieve in traditional classrooms, especially with large groups of students. AI also supports self-study by giving learners the opportunity to practice anytime and anywhere, making learning more flexible and accessible.

In addition to AI, **virtual classrooms and online collaboration tools** have become essential in modern ESL education. Platforms that allow video conferencing, shared documents, and group discussions make it possible for students to interact with peers and teachers from different parts of the world. This exposure not only improves language skills but also enhances cultural awareness and global communication abilities. Students learn how to express their ideas clearly and respectfully in a multicultural environment, which is an important skill in today’s interconnected world.ⁱⁱⁱ

Another innovative method worth highlighting is **task-based language teaching (TBLT)**. In this approach, students learn the language by completing meaningful tasks rather than focusing

only on grammar rules. Tasks can include activities such as planning a trip, conducting an interview, or solving a problem. Through these activities, students use English in a practical and purposeful way. This method helps learners develop fluency and confidence because they are actively using the language rather than passively memorizing it.

Furthermore, **experiential learning** plays a significant role in ESL education. This method emphasizes learning through experience and reflection. For example, students might participate in role-plays, simulations, or real-life projects such as organizing an event or creating a presentation. These activities allow students to practice language skills in realistic contexts, making learning more meaningful and memorable. Experiential learning also encourages students to take responsibility for their own learning and develop problem-solving skills.

Another important strategy is **peer teaching and mentoring**. In this method, students help each other learn by explaining concepts, correcting mistakes, and providing feedback. This not only reinforces their own understanding but also builds confidence and communication skills. Peer interaction creates a supportive learning environment where students feel comfortable practicing English without fear of making mistakes. It also promotes teamwork and collaboration, which are essential skills for the future.

Moreover, **formative assessment techniques** are crucial in innovative ESL teaching. Instead of relying only on final exams, teachers continuously assess students’ progress through quizzes, discussions, presentations, and short tests. These assessments provide valuable feedback for both teachers and students. Teachers can adjust their teaching methods based on student performance, while students can identify their strengths and areas for improvement. Regular short tests, as mentioned earlier, also help students develop discipline, responsibility, and time management skills.

Another emerging trend in ESL education is the integration of **content and language learning**, often referred to as CLIL (Content and Language Integrated Learning). In this approach, students learn a subject such as science, history, or art through English. This method allows learners to acquire language skills while also gaining knowledge in other areas. It makes learning more meaningful because students see the practical use of English in different contexts. Additionally, CLIL helps develop critical thinking and analytical skills, as students engage with complex topics in a second language.

Cultural integration is also an essential component of innovative ESL teaching. Language and culture are closely connected, and understanding cultural context is important for effective communication. Teachers can incorporate cultural elements into lessons through stories, videos, music, and discussions about traditions and customs. This not only makes lessons more interesting but also helps students develop intercultural competence. They learn to respect and appreciate different perspectives, which is especially important in a globalized world.

Another effective method is **storytelling and narrative-based learning**. Stories are a natural and engaging way to learn a language. Teachers can use stories to introduce new vocabulary, grammar structures, and cultural concepts. Students can also create their own stories, which encourages creativity and self-expression. Storytelling helps improve listening, speaking, reading, and writing skills in an integrated way. It also makes learning enjoyable and memorable.

Additionally, **microlearning** is gaining popularity in ESL education. This approach involves breaking down learning content into small, manageable units that can be completed in a short time. For example, students might learn a few new words, watch a short video, or complete a quick exercise in just 5–10 minutes. Microlearning is especially useful for self-study because it fits easily

into students’ daily routines. It helps maintain focus and reduces the feeling of being overwhelmed by large amounts of information.

Another innovative practice is the use of **reflection and self-assessment**. Encouraging students to reflect on their learning helps them become more aware of their progress and challenges. They can set goals, evaluate their performance, and develop strategies for improvement. Self-assessment also promotes independence and lifelong learning skills, which are essential in today’s rapidly changing world.

Furthermore, **inclusive teaching strategies** ensure that all students, regardless of their background or ability level, have equal opportunities to succeed. Teachers can use differentiated instruction to meet the diverse needs of learners. This might include providing additional support for struggling students, offering advanced tasks for high achievers, or using various teaching methods to accommodate different learning styles. An inclusive classroom environment fosters respect, empathy, and collaboration among students.

Finally, it is important to emphasize the role of the teacher in implementing these innovative methods. The teacher is no longer just a source of knowledge but a facilitator, guide, and mentor. They create a supportive and engaging learning environment, encourage student participation, and provide meaningful feedback. Teachers must also be willing to continuously learn and adapt to new technologies and teaching strategies.

In conclusion, innovative teaching methods are essential for effective ESL education in the modern world. They make learning more engaging, interactive, and student-centered. By incorporating approaches such as flipped classrooms, gamification, project-based learning, AI integration, and self-study strategies, teachers can help students develop not only language skills but also critical thinking, creativity, and collaboration. These methods prepare students for real-life communication and equip them with the skills needed to succeed in a globalized society. Moreover, they promote independence, responsibility, and lifelong learning. As education continues to evolve, it is crucial for ESL teachers to embrace innovation and adapt their teaching practices to meet the changing needs of their students.

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ADABIYOT O'QITISHDA FANLARARO INTEGRATSIYANING O'RNI VA

AHAMİYATI

(10-SINF ADABIYOTI DARSLIGI ASOSIDA)

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Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablarining 10-sinf adabiyot darslari misolida adabiyot o'qitishda fanlararo integratsiyaning o'rni va ahamiyati tahlil qilinadi. Adabiyot darslarida tarix, tilshunoslik, san'at, falsafa hamda boshqa fanlar bilan bog'liqlikni ta'minlash o'quvchilarning badiiy asarni chuqurroq anglashiga, ularning tafakkuri va dunyoqarashini kengaytirishga xizmat qilishi yoritib beriladi. Shuningdek, 10-sinf adabiyot darsligidagi ayrim mavzular misolida fanlararo integratsiyani amalga oshirishning samarali usullari va metodik imkoniyatlari ko'rib chiqiladi. Tadqiqot natijasida integrativ yondashuv o'quvchilarning tahliliy fikrlashi, mustaqil xulosa chiqarish ko'nikmalari hamda adabiy-estetik didini rivojlantirishda muhim omil ekanligi asoslab beriladi.

Kalit so'zlar: fanlararo integratsiya, adabiyot ta'limi, 10-sinf adabiyot darsligi, badiiy tahlil, integrativ yondashuv, pedagogik metodlar.

Bugungi kunda ta'lim tizimida fanlararo integratsiyani ta'minlash muhim pedagogik masalalardan biri hisoblanadi. Zamonaviy ta'lim jarayoni o'quvchilarning bilimini faqat alohida fan doirasida emas, balki turli fanlar o'rtasidagi uzviy bog'liqlik asosida shakllantirishni talab etmoqda. Ayniqsa, adabiyot fanini o'qitishda tarix, tilshunoslik, madaniyatshunoslik, san'at va falsafa kabi fanlar bilan integratsiya qilish o'quvchilarga badiiy asarni kengroq ijtimoiy, tarixiy va madaniy kontekstda anglash imkonini beradi. Adabiyot — inson ruhiyati, jamiyat hayoti va tarixiy voqealarni badiiy aks ettiruvchi muhim fanlardan biridir. Shu sababli adabiy asarlarni o'rganish jarayonida ularning yaratilgan davri, muallifning dunyoqarashi, tarixiy sharoit hamda madaniy muhit bilan bog'liqligini tahlil qilish zarur. Bunda fanlararo integratsiya o'quvchilarning bilimlarini tizimli ravishda shakllantirish, ularning tafakkurini rivojlantirish hamda o'qishga bo'lgan qiziqishini oshirishda muhim ahamiyat kasb etadi.

Ilmu fan taraqqiyoti ko'z ilg'amas darajada tezlashgan davrda fanlararo integratsiya uzluksiz ta'limni yo'lga qo'yishda hal qiluvchi ahamiyat kasb etadi. Integratsiya atamasi lotincha

“integratio” soʻzidan olingan boʻlib qoʻshilish, birlashish maʼnolarini anglatadi[1.28-b.]. Maʼlumotlarni integratsiyalash har xil manbalarda mavjud boʻlgan materiallarni maʼlum maqsad asosida birlashtirib taqdim etishni nazarda tutadi. Integratsiyalashgan taʼlim va fanlararo aloqa bir-birini toʻldiradigan ikki xil tushuncha. Fanlararo aloqada oʻquvchining maʼlum bilimlarni oʻzlashtirish jarayonida u yoki bu muammoni imkon qadar chuqur anglash hamda olingan bilimlarni amaliyotga samarali joriy etishiga imkon berish maqsadida oʻquv fanlari orasida oʻrnatiladigan aloqa nazarda tutiladi. Integratsiya esa fanlararo aloqaga, yaʼni umuman fanlar, oʻquv fanlari, ularning boʻlim va mavzulari boʻyicha olingan bilimlar-ga tayanilgan holda oʻrganilgan masalaga xos boʻlgan yetakchi gʻoyalar hamda hodisalarning izchil, har jihatdan chuqur hamda serqirra ochilishi demakdir. 10-sinf adabiyot darsligida berilgan asarlar mazmuni, mualliflarning hayoti va ijodi hamda tarixiy davr bilan bogʻliq maʼlumotlar fanlararo integratsiyani qoʻllash uchun keng imkoniyat yaratadi. Shu jihatdan mazkur maqolada adabiyot darslarida fanlararo integratsiyaning oʻrni, uning taʼlim samaradorligini oshirishdagi ahamiyati hamda 10-sinf adabiyot darsligi asosida uni amalga oshirish yoʻllari tahlil qilinadi. Darslik mualliflari Z.Mirzayeva va K.Jalilov boʻlib, yangi darslik sifatida 2024-yilda nashrdan bosib chiqarilgan hisoblanadi.[2.2-b.] 10-sinflar uchun tuzilgan Adabiyot darsligi avvalgi darsliklardan tubdan farq qilib, davlat taʼlim standartlariga toʻliq javob bermoqda. Darslik fanlararo integratsiyani oʻziga koʻp tomonlama singdirgan boʻlib, yaqqol koʻzga tashlanuvchi adabiyot va sanʼat integratsiyasini misol qilishimiz mumkin. Darslikning qadimgi dunyo adabiyoti boʻlimida Oʻrto Osiyo xalqlari, Yunoniston, Xitoy, Hindiston kabi davlatlarning qadimiy sivilizatsiyasidan darak beruvchi manbalari haqidagi tabiat tasvirlari, portretlar va miniaturalarning berilishi buning bir dalilidir. Bu tasvirlarning berilishi oʻquvchilarda fanga va mavzuga boʻlgan qiziqishini yanada ortishiga sabab boʻladi. Darslikning Homer “Illiada” dostoni qismida muallif portreti, Troya urushi tasviri va mashhur rassomlarning bu dostoniga bagʻishlab chizgan asarlari bilan tanishish orqali oʻquvchilar dostonning tub mohiyatini anglashi bir qadar osonlashadi. Mumtoz asarlardagi miniaturalar ham darslikda muhim oʻrin kasb etgan.

Adabiyot oʻqitishda fanlararo integratsiya zamonaviy taʼlim tizimining muhim tarkibiy qismi boʻlib, oʻquvchilarning bilimlarini kompleks shakllantirishga xizmat qiladi. Ayniqsa, 10-sinf adabiyot darsligi asosida olib boriladigan mashgʻulotlarda bu yondashuv oʻquvchilarning badiiy tafakkurini, mustaqil fikrlashini va hayotiy tajribasini boyitishda muhim omil hisoblanadi. Avvalo, adabiyot va tarix fanlari oʻrtasidagi integratsiya oʻquv materialini chuqur anglashda katta ahamiyatga ega. 10-sinf darsligida berilgan mumtoz va jadid adabiyoti namunalari oʻz davrining ijtimoiy-siyosiy muhitini aks ettiradi. Masalan, Abdurauf Fitrat[3.86-b.], Abdulla Qodiriy kabi ijodkorlar asarlarini oʻrganishda oʻsha davrdagi maʼrifatparvarlik harakati, mustamlakachilik

siyosati va milliy uyg‘onish jarayonlarini tarix fani bilan bog‘lab tahlil qilish o‘quvchilarning asarni yanada chuqurroq anglashiga yordam beradi. Bu orqali o‘quvchi matnni faqat badiiy emas, balki tarixiy hujjat sifatida ham idrok etadi. Ikkinchidan, adabiyot va tilshunoslik fanlari integratsiyasi o‘quvchilarning nutq madaniyatini rivojlantirishda muhim rol o‘ynaydi. Badiiy matnni tahlil qilish jarayonida o‘quvchilar leksik birliklar, stilistik vositalar, badiiy tasvir usullari, arxaizm va istorizmlar bilan tanishadilar. Bu esa ularning nafaqat adabiy bilimini, balki grammatik va uslubiy savodxonligini ham oshiradi. Ayniqsa, mumtoz matnlarni o‘qishda lug‘atlar bilan ishlash ko‘nikmasi shakllanadi[4.59-b.]. Shuningdek, adabiyot fanining san‘atning boshqa turlari bilan integratsiyasi o‘quvchilarning estetik didini tarbiyalaydi. She‘riy asarlarni musiqa bilan uyg‘un holda o‘rganish, dramatik asarlarni sahnalashtirish, yoki badiiy obrazlarni tasviriy san‘at orqali ifodalash o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi. Bu jarayonda o‘quvchi faqat tinglovchi emas, balki faol ishtirokchiga aylanadi. Bundan tashqari, adabiyot va falsafa fanlari o‘rtasidagi integratsiya ham alohida ahamiyatga ega. Badiiy asarlarda ilgari surilgan g‘oyalar, insoniy qadriyatlar, axloqiy muammolar o‘quvchilarni chuqur mushohada qilishga undaydi. Bu esa ularning dunyoqarashini kengaytiradi, hayotga ongli munosabatni shakllantiradi hamda shaxs sifatida kamol topishiga xizmat qiladi. Fanlararo integratsiyani samarali amalga oshirish uchun o‘qituvchi turli metod va usullardan foydalanishi zarur[5.114-b.]. Jumladan, muammoli ta‘lim, interfaol metodlar (aqliy hujum, klaster, debat), taqqoslash va tahlil usullari, shuningdek, loyihaviy ishlar (taqdimot, sahna ko‘rinishlari) orqali o‘quvchilarning mustaqil ishlash ko‘nikmasini rivojlantirish mumkin[6.89-b.]. Ayniqsa, integratsiyalashgan darslar o‘quvchilarda kompetensiyaviy yondashuvni shakllantirishga xizmat qiladi.

Umuman olganda, adabiyot ta‘limida fanlararo integratsiyani izchil va maqsadga muvofiq qo‘llash orqali nafaqat bilimli, balki keng dunyoqarashga ega, estetik didi rivojlangan, mustaqil fikrlovchi yosh avlodni tarbiyalash mumkin. Bu esa bugungi ta‘lim tizimining eng muhim maqsadlaridan biri hisoblanadi.

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The Role of Peer Interaction in the Development of Speaking Skills

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Abstract

The development of speaking skills remains one of the most significant objectives in foreign language education. However, many learners experience difficulties in oral communication due to limited speaking practice, classroom anxiety, and teacher-centered instructional methods. This article examines the role of peer interaction in improving students' speaking abilities in language classrooms. Drawing on theoretical perspectives such as sociocultural theory, the principles of Communicative Language Teaching, and the interaction hypothesis, the study highlights the importance of collaborative communication in language learning. The paper discusses how peer interaction increases opportunities for speaking practice, reduces learners' anxiety, enhances fluency, and contributes to the development of communicative competence. Additionally, various classroom activities that promote peer interaction, including pair work, group discussions, role-plays, and collaborative tasks, are analyzed. Particular attention is also given to the teacher's role in organizing and supporting interactive learning environments. The findings suggest that well-structured peer interaction creates a supportive atmosphere that encourages active participation and meaningful communication, ultimately leading to greater confidence and improvement in speaking performance among language learners.

Keywords: peer interaction, speaking skills, communicative competence, language learning, collaborative learning, foreign language teaching.

Annotatsiya

Nutq ko'nikmalarini rivojlantirish chet tilini o'qitishning eng muhim vazifalaridan biri bo'lib qolmoqda. Biroq, ko'pgina o'quvchilar nutq amaliyotining cheklanganligi, sinfdagi tashvish va o'qituvchiga yo'naltirilgan ta'lim usullari tufayli og'zaki muloqotda qiyinchiliklarga duch kelishadi. Ushbu maqola til sinflarida o'quvchilarning nutq qobiliyatini yaxshilashda tengdoshlarning o'zaro ta'sirining rolini ko'rib chiqadi. Ijtimoiy-madaniy nazariya, kommunikativ tilni o'qitish tamoyillari va o'zaro ta'sir gipotezasi kabi nazariy istiqbollarga tayangan holda, tadqiqot til o'rganishda hamkorlikdagi muloqotning muhimligini ta'kidlaydi. Maqolada tengdoshlarning o'zaro ta'siri nutq amaliyoti imkoniyatlarini oshirishi, o'quvchilarning tashvishlarini kamaytirishi, ravonlikni oshirishi va kommunikativ kompetentsiyani rivojlantirishga hissa qo'shishi muhokama qilinadi. Bundan tashqari, tengdoshlarning o'zaro ta'sirini rag'batlantiradigan turli sinf faoliyati, jumladan, juftlik, guruh muhokamalari, rolli o'yinlar va hamkorlikdagi vazifalar tahlil qilinadi. Interfaol ta'lim muhitini tashkil etish va qo'llab-quvvatlashda o'qituvchining rolga ham alohida e'tibor beriladi.

Natijalar shuni ko'rsatadiki, tengdoshlarning yaxshi tuzilgan o'zaro ta'siri faol ishtirok etish va mazmunli muloqotni rag'batlantiradigan qo'llab-quvvatlovchi muhitni yaratadi va natijada til o'rganuvchilar o'rtaida ishonch va nutq samaradorligini oshiradi.

Kalit so'zlar: tengdoshlarning o'zaro munosabati, nutq qobiliyatlari, kommunikativ kompetentsiya, til o'rganish, hamkorlikda o'rganish, chet tilini o'rgatish.

Аннотация

Развитие навыков устной речи остается одной из важнейших задач в обучении иностранным языкам. Однако многие учащиеся испытывают трудности в устной коммуникации из-за ограниченной практики устной речи, тревожности в классе и методов обучения, ориентированных на учителя. В данной статье рассматривается роль взаимодействия между сверстниками в улучшении навыков устной речи учащихся на языковых занятиях. Опираясь на теоретические перспективы, такие как социокультурная теория, принципы коммуникативного обучения языку и гипотеза взаимодействия, исследование подчеркивает важность совместной коммуникации в изучении языка. В статье обсуждается, как взаимодействие между сверстниками расширяет возможности для практики устной речи, снижает тревожность учащихся, повышает беглость речи и способствует развитию коммуникативной компетенции. Кроме того, анализируются различные виды деятельности в классе, способствующие взаимодействию между сверстниками, включая работу в парах, групповые дискуссии, ролевые игры и совместные задания. Особое внимание также уделяется роли учителя в организации и поддержке интерактивной учебной среды. Результаты показывают, что хорошо структурированное взаимодействие между сверстниками создает благоприятную атмосферу, которая поощряет активное участие и содержательную коммуникацию, в конечном итоге приводя к большей уверенности и улучшению навыков устной речи у изучающих язык.

Ключевые слова: взаимодействие со сверстниками, навыки устной речи, коммуникативная компетентность, изучение языка, совместное обучение, преподавание иностранных языков.

Introduction

Developing effective speaking skills is widely regarded as one of the primary objectives of foreign language education. Despite spending several years studying a language, many learners continue to experience difficulties with oral communication. Although students may perform well in grammar exercises or demonstrate good reading comprehension, they frequently struggle to express themselves confidently in spoken interaction. Such difficulties are often associated with insufficient opportunities for communicative practice and a fear of making linguistic errors.

In numerous language classrooms, instruction continues to follow a teacher-centered model in which the teacher dominates classroom discourse while students remain passive listeners or provide only limited responses. Consequently, learners receive minimal opportunities to engage actively in meaningful communication. When students are required to speak, they may experience anxiety, embarrassment, or concern about negative judgment from others.

Contemporary approaches to language teaching therefore place strong emphasis on interaction and active learner participation. Peer interaction provides students with an opportunity to communicate in a less formal and more supportive setting alongside their classmates. Through collaborative activities, learners are able to exchange ideas, practice speaking, and assist each other in the learning process. This paper explores the significance of peer interaction in the development of speaking abilities and highlights its value as an effective strategy in foreign language instruction.

Theoretical Foundations of Peer Interaction

The role of peer interaction in language acquisition is supported by several important theoretical frameworks. One of the most influential perspectives is Lev Vygotsky's sociocultural theory, which considers learning to be fundamentally social in nature. According to Vygotsky (1978), cognitive and linguistic development occurs through interaction with others, particularly when learners cooperate with peers and receive guidance during communicative activities.

Peer interaction is also strongly connected to the principles of Communicative Language Teaching. This approach prioritizes meaningful communication and encourages learners to use language for authentic purposes rather than focusing solely on grammatical accuracy. During interaction with peers, students are required to express opinions, negotiate meaning, and react to the ideas of others, thereby engaging in realistic language use.

Another theoretical perspective relevant to this topic is the interaction hypothesis, which argues that language acquisition develops through active communicative engagement. While interacting with classmates, learners frequently request clarification, repeat information, or modify their utterances in order to achieve understanding. Such interactional processes help learners recognize limitations in their linguistic knowledge and gradually enhance their speaking proficiency.

The Contribution of Peer Interaction to Speaking Development

One of the most important benefits of peer interaction is the increased opportunity it provides for oral participation. In teacher-fronted classroom settings, only a limited number of students are usually able to contribute verbally, whereas many remain silent observers. Pair and group activities, however, enable a larger number of learners to speak simultaneously, resulting in more extensive speaking practice.

Peer interaction additionally contributes to lowering speaking-related anxiety. Students often feel more relaxed and less intimidated when communicating with classmates rather than speaking directly to the teacher or addressing the entire class. Such a supportive atmosphere encourages learners to participate more willingly, experiment with language, and take communicative risks, all of which are essential for oral language development.

Frequent communication with peers also promotes the improvement of fluency. As learners become increasingly accustomed to speaking in the target language, they rely less on memorized structures and begin to produce speech more spontaneously. Continuous practice over time strengthens both confidence and the ability to communicate smoothly.

Furthermore, peer interaction supports the development of communicative competence. In addition to practicing grammar and vocabulary, learners acquire important conversational skills such as turn-taking, responding appropriately, maintaining interaction, and interpreting others' messages effectively. These abilities are difficult to develop in the absence of authentic communication.

Peer Interaction Activities in Language Classrooms

A variety of classroom activities can be implemented to encourage peer interaction and improve speaking performance. Pair work remains one of the most widely used techniques, as it allows learners to practice dialogues, exchange questions and answers, and complete information-gap activities within a relatively stress-free environment.

Group discussions provide students with opportunities to express opinions, exchange perspectives, and engage in meaningful conversation. Through such discussions, learners practice

agreeing, disagreeing, and defending their viewpoints, which contributes not only to speaking development but also to critical thinking skills.

Role-plays and simulations are also highly effective in promoting communicative competence. These activities expose learners to realistic situations, including everyday conversations and social encounters, making language practice more authentic and applicable to real-life contexts.

Collaborative activities such as problem-solving tasks and project-based work further encourage natural communication among students. When learners cooperate in order to achieve a shared objective, language use becomes purposeful, and speaking abilities develop in a more meaningful and organic manner.

The Teacher’s Role in Managing Peer Interaction

Although peer interaction emphasizes learner participation, the teacher remains an essential facilitator within the learning process. Teachers are responsible for selecting appropriate communicative tasks and ensuring that classroom activities correspond to students’ language proficiency levels. Providing clear guidance and instructions minimizes confusion and helps learners participate more effectively.

During peer-based activities, teachers should primarily observe rather than interrupt students excessively. Delayed feedback provided after the activity allows learners to communicate more freely without the fear of immediate correction. Equally important is the establishment of a positive classroom environment in which mistakes are viewed as a natural and valuable component of language learning.

In addition, teachers should carefully consider group organization and classroom dynamics. By forming balanced groups and encouraging quieter or less confident students to participate, teachers can ensure that all learners benefit from interactive speaking activities.

Conclusion

Peer interaction represents a valuable component in the development of speaking skills among foreign language learners. By creating additional opportunities for oral communication, reducing learner anxiety, and enhancing communicative competence, peer-based activities contribute significantly to students’ confidence and fluency in speaking. When effectively organized and supported by the teacher, peer interaction fosters an engaging learning atmosphere that promotes active participation and meaningful language use

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INTEGRATION OF UPBRINGING IN DIGITAL EDUCATION: PEDAGOGICAL APPROACHES AND CHALLENGES

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Abstract. The rapid development of digital technologies has significantly transformed modern education. Along with the transfer of knowledge and skills, education has always had an essential mission of upbringing - shaping students' moral values, social behavior, and responsible citizenship. However, the shift toward digital learning environments has created new challenges for integrating upbringing into educational processes. This article explores pedagogical approaches that allow educators to effectively combine digital education with the upbringing of students. It analyzes the role of teachers, digital platforms, and learning strategies in developing students' ethical awareness, responsibility, and social competence. Furthermore, the article discusses major challenges such as reduced face-to-face interaction, digital distractions, and ethical concerns in online environments. The study highlights that integrating upbringing into digital education requires innovative pedagogical strategies, active teacher guidance, and the responsible use of technology. Properly implemented digital education can support not only academic success but also the holistic development of learners.

Keywords: digital education, upbringing, pedagogy, moral development, online learning, educational technology.

Introduction. Education has always served two fundamental purposes: providing knowledge and nurturing personal development. Traditionally, schools and universities have been responsible not only for intellectual development but also for

shaping students' character, values, and social behavior. The concept of upbringing refers to the formation of ethical attitudes, responsibility, cultural awareness, and moral principles among learners. With the advancement of digital technologies, educational systems across the world have increasingly adopted online learning platforms, virtual classrooms, and digital resources. Digital education offers many advantages, including accessibility, flexibility, and diverse learning materials. However, it also raises an important question: how can the educational process maintain its role in upbringing when interaction between teachers and students becomes more mediated by technology?

In traditional classrooms, upbringing occurs through direct communication, teacher example, collaborative activities, and social interaction among students. In contrast, digital learning environments often reduce personal contact and may create challenges in maintaining strong educational influence. Therefore, it is essential to develop pedagogical strategies that effectively integrate upbringing into digital education.

This article aims to examine the pedagogical approaches that support the integration of upbringing within digital education environments and to identify the challenges educators face in implementing these approaches.

Literature Review. Many scholars have emphasized that education should focus on the holistic development of students rather than solely on academic achievement. Educational theorists argue that upbringing is an integral part of the learning process and cannot be separated from teaching. Research in digital pedagogy suggests that technology can enhance learning through interactive content, multimedia resources, and collaborative tools. However, scholars also note that digital education must be designed carefully to ensure that students develop social and ethical competencies alongside cognitive skills. Studies show that teachers play a crucial role in maintaining the educational and moral aspects of learning in digital environments. Even when technology mediates communication, the teacher's guidance, feedback, and example remain essential factors in shaping students' attitudes and behavior. Furthermore, researchers highlight that digital citizenship education has become increasingly important. Students must learn how to behave responsibly in online spaces, respect others' opinions, avoid misinformation, and protect their digital identity. Integrating these elements into digital education contributes to students' overall upbringing.

Effective integration of upbringing in digital education requires thoughtful pedagogical approaches. Several strategies can support both academic learning and character development.

1. **Value-Based Digital Learning.** Teachers can incorporate discussions about ethical issues, social responsibility, and cultural values within digital lessons. Online debates, reflective essays, and collaborative projects can encourage students to think critically about moral and social questions.
2. **Interactive and Collaborative Learning.** Digital platforms provide opportunities for students to collaborate through group projects, discussion forums, and virtual teamwork. Such activities promote cooperation, respect for different perspectives,

and communication skills.

3. Teacher Modeling and Guidance. Even in online environments, teachers remain role models for students. Their communication style, feedback, and behavior set standards for respectful interaction. Teachers should demonstrate ethical conduct, empathy, and professionalism in digital communication.

4. Digital Citizenship Education. Students need to develop responsible online behavior. Teaching digital citizenship includes topics such as online etiquette, respect for intellectual property, privacy protection, and critical evaluation of information.

5. Reflective Learning Practices. Reflection activities such as digital journals, discussion posts, and self-assessment tasks encourage students to analyze their behavior and attitudes. Reflection helps learners connect academic knowledge with personal values.

Despite the opportunities offered by digital technologies, educators face several challenges when trying to integrate upbringing into digital learning environments.

1. Limited Personal Interaction. One of the biggest difficulties is the reduction of face-to-face communication. In physical classrooms, teachers can observe students' behavior and respond immediately. Online environments may limit emotional connection and spontaneous interaction.

2. Digital Distractions. Students learning online are often exposed to numerous distractions, such as social media, games, and other online content. These distractions may reduce concentration and engagement with educational activities.

3. Ethical Issues in Online Spaces. The digital environment may create situations where students engage in inappropriate behavior, such as cyberbullying, plagiarism, or disrespectful communication. Educators must address these issues through clear rules and guidance.

4. Inequality in Access to Technology. Not all students have equal access to reliable internet connections or digital devices. This inequality can affect participation and limit opportunities for educational and moral development.

5. Teachers' Digital Competence. Some educators may lack sufficient training in digital pedagogy. Without appropriate skills and knowledge, it becomes difficult to design online activities that effectively support both learning and upbringing.

To successfully integrate upbringing in digital education, several practical measures can be implemented:

1. Professional development for teachers to improve digital pedagogy skills.

2. Structured online learning environments that encourage respectful communication.

3. Clear behavioral guidelines for students participating in digital classes.

4. Parental involvement, especially for younger students learning online.

5. Balanced use of technology, combining digital learning with opportunities for social interaction.

Educational institutions should also promote policies that emphasize the importance of ethical behavior and responsible technology use.

The integration of upbringing into digital education is an essential task for modern educational systems. While digital technologies have transformed the way knowledge is delivered, the fundamental mission of education—to develop responsible, ethical,

and socially aware individuals—remains unchanged. Pedagogical approaches such as value-based learning, collaborative activities, digital citizenship education, and reflective practices can help educators maintain the upbringing component of education within digital environments. However, challenges such as limited personal interaction, digital distractions, ethical issues, and unequal access to technology must be carefully addressed. Ultimately, the successful integration of upbringing in digital education depends on the active role of teachers, thoughtful instructional design, and the responsible use of technology. By combining technological innovation with strong pedagogical principles, educators can ensure that digital education contributes not only to academic achievement but also to the holistic development of students.

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USING MOBILE APPLICATIONS TO IMPROVE STUDENTS' SPEAKING SKILLS

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Annotation. The rapid development of mobile technology has significantly influenced language learning, particularly in enhancing students' speaking skills. This article explores how mobile applications contribute to improving oral communication abilities among students. By integrating interactive features such as speech recognition, real-time feedback, and multimedia resources, mobile apps create engaging and flexible learning environments. The study reviews existing literature on mobile-assisted language learning (MALL) and highlights the effectiveness of popular language-learning applications in promoting speaking fluency, pronunciation accuracy, and confidence. The findings suggest that mobile applications not only support autonomous learning but also increase students' motivation and participation. The paper concludes that incorporating mobile technology into language education can play a crucial role in developing students' speaking proficiency.

Keywords. Mobile-assisted language learning (MALL), speaking skills, mobile applications, language learning, pronunciation, student engagement, digital education.

Introduction. In the 21st century, technological advancements have reshaped many aspects of human life, including education. The integration of digital tools into the learning process has created new opportunities for both teachers and students. Among these tools, mobile applications have become one of the most widely used resources, especially in language learning. With the increasing availability of smartphones and internet access, students can now engage in learning activities anytime and anywhere, making education more flexible and accessible than ever before.

Speaking is one of the core language skills and plays a crucial role in effective communication. However, it is often considered the most difficult skill to master,

particularly for learners of a foreign language. Many students face challenges such as lack of confidence, fear of making mistakes, limited vocabulary, and insufficient opportunities for real-life communication practice. Traditional classroom settings may not always provide enough time or individualized attention for each student to practice speaking effectively. In this context, mobile applications offer innovative solutions to overcome these challenges. Modern language-learning apps are designed with interactive features such as voice recognition, pronunciation guides, real-time feedback, and simulated conversations. These features allow students to practice speaking in a low-pressure environment, helping them build confidence and improve their fluency. Moreover, mobile applications often include gamified elements, such as rewards and progress tracking, which increase students’ motivation and engagement.

Another important advantage of mobile applications is their ability to support personalized and self-paced learning. Students can choose activities that match their proficiency level and focus on specific areas of difficulty, such as pronunciation or vocabulary usage. Additionally, many applications provide authentic audio and video materials, exposing learners to real-life language use and different accents, which is essential for developing speaking competence. Despite these benefits, the use of mobile applications in language learning also raises certain concerns. Issues such as overreliance on technology, distractions from non-educational content, and limited interaction with teachers may affect learning outcomes. Therefore, it is important to use mobile applications as a complementary tool rather than a replacement for traditional teaching methods.

This article aims to explore how mobile applications can effectively improve students’ speaking skills. It examines the advantages and limitations of mobile-assisted language learning and reviews relevant research studies to provide a comprehensive understanding of this topic.

Literature Review. Mobile-assisted language learning (MALL) has gained considerable attention in recent years as an effective approach to language acquisition. According to Kukulska-Hulme and Shield (2008), mobile technologies provide learners with flexible and personalized learning experiences, enabling them to practice language skills beyond the classroom. Similarly, Burston (2015) highlights that mobile applications can significantly improve learners’ speaking and listening abilities through interactive and engaging activities.

Research by Godwin-Jones (2011) emphasizes the importance of mobile apps in promoting pronunciation practice. Many applications use speech recognition technology to provide immediate feedback, helping learners identify and correct their mistakes. In addition, Stockwell (2010) found that students who used mobile devices for language learning showed higher levels of motivation and participation compared

to those who relied solely on traditional methods. Furthermore, studies conducted by Chen and Hsu (2008) demonstrate that mobile learning environments support collaborative learning, allowing students to engage in conversations and peer interactions. This interaction plays a crucial role in developing speaking skills, as communication practice is essential for language proficiency.

However, some researchers point out limitations. For example, limited screen size, technical issues, and lack of teacher guidance may affect the effectiveness of mobile learning (Kukulska-Hulme, 2012). Despite these challenges, the overall findings indicate that mobile applications are valuable tools for enhancing students' speaking skills when used appropriately.

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NOFILOLOGIK YO'NALISH TALABALARINING PSIXOLOGIK VA KOGNITIV XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada nofilologik (tarix, boshlang'ich ta'lim, milliy g'oya, qishloq xo'jaligi va boshqalar) yo'nalishlarda tahsil olayotgan talabalarining psixologik va kognitiv xususiyatlari tahlil qilinadi. Ta'lim jarayonida tilga yo'naltirilgan fanlar (masalan, xorijiy tillar, nutq madaniyati) mazkur talabalar uchun ko'pincha qo'shimcha qiyinchilik tug'diradi. Maqolada ularning diqqat, xotira, tafakkur va motivatsiya sohalaridagi o'ziga xosliklar, shuningdek, stress va moslashuv jarayonlaridagi psixologik omillar yoritilgan.

Kalit so‘zlar. Nofilologik ta’lim, kognitiv uslublar, o‘quv motivatsiyasi, psixologik moslashuv, bilish jarayonlari.

Abstract. This article analyzes the psychological and cognitive characteristics of students studying in non-philological (history, primary education, national idea, agriculture, and others) majors. In the educational process, language-oriented disciplines (e.g., foreign languages, speech culture) often pose additional difficulties for these students. The article highlights their specific features in the areas of attention, memory, thinking, and motivation, as well as the psychological factors involved in stress and adaptation processes.

Keywords. Non-philological education, cognitive styles, learning motivation, psychological adaptation, cognitive processes.

Аннотация. В данной статье анализируются психологические и когнитивные особенности студентов, обучающихся на нефилологических (история, начальное образование, национальная идея, сельское хозяйство и другие) направлениях. В образовательном процессе языковые дисциплины (например, иностранные языки, культура речи) часто создают дополнительные трудности для этих студентов. В статье освещаются их специфические особенности в области внимания, памяти, мышления и мотивации, а также психологические факторы в процессах стресса и адаптации.

Ключевые слова. Нефилологическое образование, когнитивные стили, учебная мотивация, психологическая адаптация, познавательные процессы.

Bugungi kunda oliy ta’lim tizimida mutaxassis tayyorlashning asosiy tendensiyalaridan biri – bu kasbiy kompetensiyalar bilan bir qatorda shaxsning umumiy intellektual va psixologik salohiyatini rivojlantirishga qaratilgan yondashuvdir. Ayniqsa, nofilologik yo‘nalishlar (tarix, boshlang‘ich ta’lim, milliy g‘oya, qishloq xo‘jaligi, transport va boshqalar) talabalarining ta’lim jarayonida psixologik va kognitiv xususiyatlarini o‘rganish alohida ahamiyat kasb etadi.

Nofilologik yo‘nalish talabalari xorijiy tillar, nutq madaniyati, psixologiya yoki mantiq kabi fanlarni o‘zlashtirishda jiddiy qiyinchiliklarga duch keladi. Bu qiyinchiliklar ko‘pincha bilim yetishmasligi bilan emas, balki tafakkur tipi, axborotni qayta ishlash usuli, xotira va diqqat xususiyatlari, shuningdek o‘quv motivatsiyasining o‘ziga xos tuzilishi bilan bog‘liq. Shu bilan birga, ushbu talabalar guruhining psixologik va kognitiv profilini tizimli o‘rgangan tadqiqotlar hali yetarlicha emas. Mavjud ilmiy adabiyotlarda asosan filolog va nofilolog talabalarning solishtirma tahlili yuzaki berilgan yoki faqat bir jihat (masalan, xotira yoki diqqat) qamrab olingan.

Xorijiy psixologiyada kognitiv uslublar Gardner va Lambert (1972) motivatsiya darajasi til o'rganish darajasiga ta'sir qilishini aniqlagan. Sweller (1988) kognitiv yuk nazariyasini ishlab chiqqan. Ellis (2008) nofilologik yo'nalish talabalarining psixologik xususiyatlarini tadqiq etgan. Schraw va Dennison (1994) metakognitiv xabardorlikni o'lchash usullarini ishlab chiqqanlar. Mayer (2005) multimedia orqali o'rganish nazariyasini asoslab bergan.

1-jadval. Nofilologik ta'lim yo'nalishlari talabalarining kontingentiga xos pedagogik-psixologik tavsifnoma

Xususiyat turi	Muammo	Yechim
Motivatsion	Til o'rganishga qiziqish pastligi	Kasbiy maqsadlar bilan bog'lash
Kognitiv	Ortiqcha ma'lumot yuki	Bosqichma-bosqich o'rgatish
Psixologik	Xato qilishdan qo'rqish	Xatolarni o'rganish vositasi sifatida ko'rish
Strategik	O'z-o'zini boshqarish qobiliyati pastligi	Metakognitiv strategiyalar o'rgatish

Amalga oshirilgan nazariy tahlillar metakognitiv yondashuvning nofilologik yo'nalish talabalariga ingliz tilini o'qitishda o'quv-pedagogik faoliyatni ongli ravishda tashkil etish va nazorat qilishning metodologik asosi sifatidagi samaradorligini ochib beradi.

Tadqiqot natijalariga ko'ra, L.S. Vygotskiy, A.N. Leontyev, A.R. Luriya, P.Ya. Galperin, N.F. Talyzina, I.A. Zimnyaya, A.K. Markova va V.V. Davidovlar tomonidan ilgari surilgan nazariy g'oyalar metakognitiv yondashuvning psixologik va pedagogik mohiyatini ochib berishga xizmat qiladi.

Metakognitiv yondashuvning nofilologik yo'nalish talabalariga ingliz tilini o'qitishda tatbiq etilishi ularning ta'lim jarayonida faol subyekt pozitsiyasini egallashlarini kafolatlaydi. Mazkur yondashuv talabalarda mustaqil fikrlash, o'z o'quv-pedagogik faoliyatini boshqarish hamda kasbiy kommunikativ kompetensiyalarni rivojlantirishning mustahkam nazariy-metodik negizini tashkil etadi. Mazkur xulosalar keyingi bo'limlarda metakognitiv yondashuv asosida pedagogik modelni ishlab chiqish va tajriba-sinov ishlarini tashkil etish uchun metodologik poydevor vazifasini bajaradi.

Chet tili bo'yicha maxsus tayyorgarlikka ega bo'lmagan, pedagogika, boshlang'ich ta'lim, milliy g'oya kabi nofilologik ta'lim yo'nalishlarida tahsil

olayotgan talabalarning ingliz tilini o‘zlashtirish jarayoni ularning psixologik va kognitiv xususiyatlari majmui bilan tavsiflanadi.

Birinchi navbatda, psixologik jihatdan bunday talabalar til o‘rganishga bo‘lgan motivatsiya darajasi turlicha bo‘lishi mumkin. Masalan Gardner va Lambert (1972)ning tadqiqotlariga ko‘ra motivatsiya darajasi til o‘rganish darajasiga ta‘sir qiladi; ba‘zi talabalarda ingliz tili o‘rganishga motivatsiya yuqori bo‘lsa, ular chet tilini kasbiy faoliyat bilan bog‘lab, uni amaliy maqsadlarda qo‘llashga harakat qiladi. Boshqa talabalar esa tilni o‘rganishga faqat akademik majburiyat sifatida qaraydi, bu esa o‘rganish jarayonida qiyinchiliklar va passivlikka olib keladi. Shu sababli motivatsiyaning yetishmasligi talabaning diqqatini jamlash, yangi grammatik qoidalarni o‘zlashtirish va leksik birliklarni yodlash jarayonini sekinlashtiradi.

Ikkinchi jihat — kognitiv to‘siqlar. Nofilologik yo‘nalish talabalari ko‘pincha yangi til ma‘lumotlarini qayta ishlashda, tahlil qilishda va amaliyotga tatbiq etishda qiyinchilikka duch keladi. Masalan, Flavell (1979) metakognitiv nazariya doirasida ta‘kidlaganidek, o‘rganish jarayonida talaba o‘z bilimi va xatolarini anglay bilmasa, yangi ma‘lumotni samarali qabul qila olmaydi. Sweller (1988) esa kognitiv yuk nazariyasini ishlab chiqib, bir vaqtning o‘zida ortiqcha ma‘lumot berilganda talabaning o‘rganish samaradorligi pasayishini ta‘kidlaydi. Shu sababli nofilologik yo‘nalish talabalari grammatik qoidalar, yangi leksika va professional soha terminologiyasini bir vaqtda o‘zlashtirayotganda qiyinchilikka duch keladi.

Bundan tashqari, metakognitiv strategiyalarni qo‘llash talabalar uchun muhimdir. Zimmerman (2002) o‘zining self-regulated learning modelida talabaning o‘z o‘rganish jarayonini rejalashtirish (forethought), monitoring qilish (performance) va baholash (self-reflection) qobiliyati ta‘lim samaradorligini oshirishning asosiy omili ekanligini ta‘kidlaydi.

Uchinchidan, psixologik to‘siqlar, xususan, tilni o‘rganishga bo‘lgan ishonchsizlik, auditoriyada nutq qilish va xotolarga duch kelishdan qorqish, tashvish va o‘z-o‘zini past baholash ham talabalarning samaradorligini pasaytiradi. Ellis (2008) ta‘kidlaganidek, nofilologik yo‘nalish talabalari ko‘pincha o‘zlaridagi chet tilini o‘zlashtirish qobiliyati yetarli emas, degan fikr tufayli og‘irlikka tushadi va bu ularning interaktiv mashqlarda qatnashishiga to‘sqinlik qiladi. Shu bilan birga, ba‘zi talabalar auditoriyada nutq qilishdan, xatolarini ko‘rsatishdan qo‘rqadi, bu esa og‘zaki kommunikatsiya va amaliy til mashqlarini amalga oshirishni cheklaydi.

To‘rtinchidan, individual o‘rganish uslublari va strategiyalarni yetarli darajada rivojlanmaganligi ham muammo sifatida namoyon bo‘ladi. Nofilologik yo‘nalish talabalari ko‘pincha o‘z-o‘zini boshqarish, rejalashtirish va o‘rganish jarayonini monitoring qilish qobiliyatidan yetarlicha foydalana olmaydi (Schraw va Dennison, 1994). Bu esa, ayniqsa, mustaqil ishlash, online va digital materiallar bilan o‘rganish

jarayonida muammoga aylanadi. Shu nuqtai nazardan, metakognitiv strategiyalarni qo'llash (rejalashtirish, monitoring, self-assessment, refleksiya) talabalarning o'rganish jarayonini samarali boshqarish va individual xatolarini tuzatish imkonini beradi.

Shuningdek, kognitiv jihatdan nofilologik yo'nalish talabalari ko'proq vizual va interaktiv materiallardan samarali foydalanadi. Masalan, o'quv grafiklar, diagrammalar, video va audio materiallar yordamida o'zlashtirilsa, tilni qabul qilish va eslab qolish jarayoni sezilarli darajada yaxshilanadi (Mayer, 2005). Bunday yondashuv, ayniqsa, murakkab grammatik qoidalar yoki professional soha leksikasi bilan ishlashda samarali hisoblanadi. Shu bilan birga, psixologik to'siqlar: ishonchsizlik, qo'rquv, o'z-o'zini past baholash va auditoriyada nutq qilishdan qo'rqish talabalarning samaradorligini pasaytiradi (Ellis, 2008; Pintrich, 2002). Talabalar ko'pincha o'z o'rganish jarayonini rejalashtira olmaydi, mustaqil ishlashga odatlanmagan bo'ladi, va bu holat metakognitiv strategiyalarni tatbiq etish orqali yengib o'tilishi mumkin. Shuningdek, Pintrich (2002) o'z tadqiqotida metakognitiv bilimning o'rganish, o'qitish va baholashdagi muhim rolini ko'rsatadi.

Natijada, psixologik, motivatsion va kognitiv xususiyatlar birgalikda nofilologik yo'nalish talabalari ingliz tilini o'zlashtirish jarayonidagi asosiy to'siqlarni tashkil qiladi. Bu to'siqlarni aniqlash va metakognitiv yondashuv asosida samarali texnologiyalarni tatbiq etish talabalarning til bilimini oshirish va mustaqil o'rganish qobiliyatini rivojlantirishga yordam beradi. Shu sababli bu yo'nalishdagi o'qituvchilar psixologik va kognitiv jihatlarni hisobga olgan holda individual va interaktiv o'quv strategiyalarini ishlab chiqishlari zarur.

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"XORIJIY TILLARNI O'QITISHDA INTEGRATIV YONDASHUV: INNOVATSIYALAR VA ILG'OR TAJRIBALAR"

Xalqaro ilmiy-amaliy anjuman materiallari | 2-qism | Urganch, 2026

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MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN**

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LANGUAGES: INNOVATIONS AND BEST PRACTICES”**

**“ИНТЕГРАТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫМ
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