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**FOREIGN LANGUAGE LEARNING AND TEACHING: NEW  
APPROACHES AND INNOVATIONS**

**XORIJIY TILLARNI O‘ZLASHTIRISH VA O‘QITISH: YANGI YONDASHUVLAR VA  
INNOVATSIYALAR**

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# I FOREIGN LANGUAGE EDUCATION AND INNOVATIVE TEACHING METHODS

XORIJY TIL TA'LIMI VA INNOVATSION O'QITISH USHLARI

## ФОРМЫ РЕЧИ ПРИ ОБУЧЕНИИ ДИАЛОГУ

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**Аннотация:** В данной статье раскрываются вопросы значимости двух форм речи в образовательном процессе. В статье подчёркивается, что диалогическая форма речи типична для личностно-ориентированного общения в совместной деятельности, где она часто перерастает в полилогическую.

**Ключевые слова:** диалогическая речь, методическая наука, обучение учащихся, монологическая речь, ролевая игра, беседа

## DIALOGNI O'QITISHDA NUTIQ SHAKLLARI

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**Annotasiya:** Ushbu maqolada nutqning ikki shaklining ta'lim jarayonida ahamiyati masalalari ochib berilgan. Maqolada ta'kidlanishicha, nutqning dialogik shakli qo'shma faoliyatda shaxsga yo'naltirilgan muloqot uchun xos bo'lib, u ko'pincha polilogik shaklga aylanadi.

**Kalit so'zlar:** dialogik nutq, metodik fan, o'quvchilar bilimi, monolog nutqi, rolli o'yin, suhbat.

Говорение предполагает две формы речи - **монологическую** и **диалогическую**. В методической науке наиболее разработаны вопросы обучения учащихся монологической речи (пересказы, сообщения, доклады и др.), значительно меньше освещен процесс обучения учащихся диалогической речи.

Диалогическое высказывание (текст) можно определить и с

качественной, и с количественной стороны. Качественные характеристики диалогического высказывания могут быть охарактеризованы их содержанием, темой речи, видом диалога, типом составляющих их единств, а количественные характеристики диалогического текста определяются количеством фраз и их степенью развернутости в составе диалогического единства, также числом диалогических единств диалогического высказывания.

По степени развернутости диалог может варьироваться от диалогического единства, включающего две реплики, до развернутого диалогического текста, построенного на основе комбинаций разнообразных диалогических единств, состоящих из нескольких распространенных реплик.

Ситуация общения и качественные, количественные особенности диалогического текста тесно взаимосвязаны между собой и сильно зависят друг от друга. Преподаватель может руководить речевыми действиями обучающихся, т.е. участников диалогического общения, меняя определенные моменты речевой ситуации по ходу занятия.

Развернутость, полнота и построение, характер языкового материала и диалогических единств зависят от различных ситуативных факторов:

1) Между собеседниками присутствует или отсутствует внутренний контакт.

➤ они пользуются более свернутой речью, диалог характеризуется краткостью, умалчиванием, подхватыванием, параллелизмом в репликах;

➤ диалог становится более полным и развернутым, может сочетаться с монологом;

2) Цели и задачи, равенство или неравенство участников диалога по степени осведомленности, занимаемой должности или общественному положению, возрасту и т.д.

От этих факторов зависит вид диалога: *диалог-допрос, доверительная беседа, внушение* и др. Процесс обучения иноязычному диалогическому общению предусматривает не только усвоение разнообразных диалогических

единств, но и подготовку обучающихся к осознанию стратегий и тактик речевого поведения.

Для того чтобы обучающиеся овладели сознательным использованием разнообразных стратегий и тактик инициирования диалога и реакций на реплики собеседника, которыми они практически владеют на родном (узбекском) языке, но часто не отдают себе отчета в правилах собственного речевого поведения, необходимо ставить перед ними коммуникативные задачи.

Самый простой и очень эффективный способ моделирования в интерактивном методе обучения – это *ролевая игра*. Игра даёт возможность моделировать реальное общение, используя язык как средство коммуникации, когда в игровых диалогах учебные схемы наполняются соответствующим ситуации содержанием. Ролевые дискуссии помогают формировать коммуникативные навыки в диалогической речи и монологической речи, умение излагать свои мысли кратко и чётко.

Рассмотрим ролевую игру по учебно-речевой ситуации «*Научная конференция*». Вид деятельности – участие в организации и проведении научной конференции.

**Коммуникативное задание:** Откройте заседание, объявите программу, просите принять решение о регламенте. Выступите со своими сообщениями; просите задавать Вам вопросы, отвечайте на вопросы. Составьте диалог.

При этом необходимо учитывать, что, обучая диалогу, вырабатывают стратегию и тактику взаимодействия, а не индивидуального речевого поведения. Диалогическая форма речи типична для личностно-ориентированного общения в совместной деятельности, где она часто перерастает в полилогическую.

Наиболее типичным видом диалога в условиях естественного общения и в учебном процессе является диалог, реализующий информативную функцию общения. Классифицируя диалоги информативного характера с учетом инициативности партнеров по общению, их влияния на протекание

диалога, выделяют три типа диалога: собственно диалог, эфферентный диалог и афферентный диалог.

Первый вид диалога предполагает равноправие собеседников как коммуникантов, равную меру инициативности каждого из них. Это диалог встречно-направленного типа. Два следующих вида диалога характеризуются ведущей ролью одного из участников общения.

Диалог, рассматриваемый с позиции интервьюера, выступает как диалог, направленный на получение информации.

Все эти типы диалога могут иметь место в практике обучения иноязычному общению, выполняя различные учебные задачи. Один из них учит коммуникативному взаимодействию, другой инициативной, третий реактивной речи.

Нужно отметить, что характерной особенностью ситуаций, лежащих в основе диалогического общения, является их динамичность. С каждой новой репликой ситуация приобретает новый оттенок – снимается или, наоборот, возникает проблема, повод для разногласия, уменьшается информативный перепад и т.п. Этим, в частности, они отличаются от ситуаций, в рамках которых возникает сообщение монологического характера.

Подготовка обучающихся к общению с носителями языка, управляя учебным общением на занятиях неродных языков, является важной задачей современной методики преподавания.

Первоочередной задачей преподавателя иностранного (русского) языка является организация учебной деятельности таким образом, чтобы обучающиеся могли погрузиться в творческий процесс. Работа с учебно-речевыми ситуациями при обучении диалогическому общению является важным компонентом формирования коммуникативной компетенции и способствует созданию творческой среды для развития личности.

До недавнего времени считалось, что только обучение диалогической речи можно проводить на основе ситуативных упражнений. В последние годы утверждается мнение о том, что и монологическая речь, наряду с

контекстуальностью, характеризуется также соотнесенностью с определенной речевой ситуацией, что форма и содержание монологического высказывания зависят от коммуникативной ситуации, в которой она рождается.

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## “ФОРМИРОВАНИЕ ЖАНРОВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ - ЭКОНОМИСТОВ ПРИ ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ АНГЛИЙСКОМУ ЯЗЫКУ”

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**Аннотация:** В статье рассматривается проблема формирования жанровой компетенции у студентов-экономистов при обучении профессионально-ориентированному английскому языку, которая может быть эффективным для развития их коммуникативных навыков в экономической сфере. Жанровая компетенция относится к способности использовать языковые и жанровые особенности конкретных коммуникационных ситуаций или жанров, характерных для профессиональной деятельности.

**Ключевые слова:** жанр, компетенция, студенты-экономисты, коммуникативные навыки, профессиональная деятельность.

**Abstract:** The formation of genre competence among students- economists in teaching professionally oriented English can be effective for the development of their communication skills in the economic sphere. Genre competence refers to the ability to use the language and genre features of specific communication situations or genres that characterize their professional activity.

**Key words:** genre, competence, students - economists, communication skills, professional activity.

Жанровый подход в преподавании иностранного языка для специальных целей будущим выпускникам экономических вузов обеспечивает решение таких важных вопросов, как «содержание обучения текстовой деятельности в жанрово-стилевом аспекте», развитие профессиональной речи в жанровом аспекте, «пути и средства расширения жанрово-стилевого репертуара будущего специалиста» [3].

Формирование жанровой компетенции у студентов-экономистов при обучении профессионально-ориентированному английскому языку может быть эффективным для развития их коммуникативных навыков в экономической сфере. Жанровая компетенция способствует использовать языковые и жанровые особенности в конкретных коммуникационных ситуациях или жанрах, характерных для профессиональной деятельности.

В изучение жанровых особенностей студенты должны изучать различные жанры, которые распространены в экономической сфере, такие как деловая переписка, презентации, отчеты, аналитические статьи и т.д. Это позволит им понять особенности организации информации, типичную структуру и лексико-грамматические конструкции, используемые в каждом жанре. Также студенты могут изучать и анализировать примеры текстов и устных высказываний в экономической сфере. Они могут обращать внимание на специализированную лексику, устойчивые выражения, типичные фразы и структуры, используемые в конкретных жанрах. При выполнении практических заданий помогут им применить жанровые знания на практике. Это может включать написание деловых писем, разработку презентаций,



проведение ролевых игр для ситуаций, связанных с экономикой, и другие задания, которые требуют использования жанровых навыков.

Так как наше внимание преимущественно сосредоточено на методике обучения жанрам, рассмотрим существующие концепции в обучении чтению на иностранном языке. Формирование навыков и умений в чтении является одной из важнейших составляющих процесса обучения иностранному языку на всех его этапах. Чтение относится к рецептивным видам речевой деятельности, входит в сферу коммуникативно-общественной деятельности людей и обеспечивает в ней письменную форму общения. В настоящее время в лингводидактике выделяют следующие подходы:

1. Подход, *ориентированный на продукт* текстовой деятельности или традиционный (text-based / traditional approach или product-oriented approach / writing). Используется в методике преподавания родного и иностранного языка и основывается на данных о специфике письменной коммуникации, проявляющихся в тексте. Текст выступает в качестве образца для анализа и подражания, работа по созданию собственного текста ведется по принципу уменьшения опоры на образец. Алгоритм действий включает следующие этапы: 1) чтение и анализ отрывков разных жанров, проведение их смыслового, композиционного, языкового и стилистического анализа; 2) построение высказываний по аналогии, с использованием структурных единиц из текста-образца; 3) написание собственного текста. При этом редактирование работ на предмет соответствия требованиям языковой, композиционной и стилистической правильности выполняется преподавателем. К преимуществам данного подхода относят возможности для обучающихся получить представление о структурной организации текста, его связности и целостности, формирование навыков написания текста по аналогии. К недостаткам относят отсутствие учета экстралингвистических факторов (обусловленность ситуацией общения, мотивы и цели автора и адресата, параметры социокультурного контекста), а также ограничение свободы творчества ориентацией на образец [2].

2. Подход, *ориентированный на процесс*, или процессуальный подход (process oriented approach / writing. При таком подходе содержанием обучения является сам процесс письма как сложный, творческий процесс речепорождения, а целью обучения – формирование навыков и умений оформлять мысль в целостное, связное сообщение. Условно при реализации данного подхода выделяют три этапа в работе с обучающимися: 1. Pre-writing (разработка темы, отбор средств и способов выражения мысли, установление семантических связей на уровне словосочетания и предложения).

2. Writing (написание текста, структура которого соответствует канонам риторики и композиции). 3. Revising (редактирование написанного с возможным участием учителя, с возвратом к предыдущим этапам работы), сопоставление готового письменного текста с замыслом).

Преимущества процессуального подхода: его нацеленность на овладение сложным, многоэтапным, процессом создания текста и направленность на развитие индивидуального и творческого письма. Недостатки: игнорирование норм построения письменного текста, его стилистических, жанровых, языковых особенностей, что объясняется разработкой подхода с учетом создания письменного сообщения носителями языка, но не изучающими иностранный язык[1].

3. Подход, *ориентированный на жанр* или жанровый подход (genre approach) [4].

Предметом обучения при жанровом подходе становятся типы (жанры) письменных сообщений с различной коммуникативной направленностью, структурой, языковым оформлением, обусловленными контекстом социальной культуры и конкретной ситуацией коммуникации. В рамках жанрового подхода, в центре внимания обучающихся – знакомство со структурой и назначением разных жанров, понимание жанров в качестве социально-значимых единиц, усвоение стратегиями их развития.

Использование зарубежными методистами жанрового подхода при обучении чтению на английском языке в рамках ESP. В соответствии с

данным подходом, при создании того или иного произведения важна не только языковая или лингвистическая составляющая, проявляющаяся в выборе языковых средств, но и «социальный контекст» в котором оно создается. На выбор жанровой разновидности влияет, в первую очередь, назначение или функция, которую этот жанр выполняет. Кроме того, жанр обусловлен предметностью (содержанием), взаимоотношениями между автором и аудиторией и организационной структурой, то есть при создании жанра важен учет адресата. При обучении чтению жанровый подход предполагает следующие этапы:

- 1) моделирование жанра, когда обучающимся представлен текст-образец для анализа;
- 2) разработка текста жанра в совместной деятельности обучающегося и преподавателя; работа по отбору языковых форм, соответствующих жанровой разновидности;
- 3) самостоятельная работа обучающегося по написанию текста определенного жанра.

Зарубежные авторы при таком подходе характеризуют жанр как устный или письменный текст, который служит определенной цели и состоит из набора сегментов, называемых «шагами» – *'moves'* или *'rhetorical steps'* (В нашей терминологии – субжанры, *'subgenres'*). Такие «шаги» не обязательно совпадают с границами абзацев, они могут состоять из двух и более абзацев, их расположение и количество в жанре может варьироваться. Одни субжанры являются обязательными для достижения коммуникативной цели жанра, а другие могут использоваться по выбору говорящего или пишущего для достижения эффективности коммуникации, при условии, что отсутствие других не повлияет на конечную цель текста.

Таким образом, любой жанр имеет свою инвариантную структуру и состоит из *субжанров* – коммуникативных блоков, обладающих самостоятельной одинаковой структурой и повторяющихся с различной степенью периодичности в разных жанрах.

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### THE MAIN AIM OF EDUCATION AND ITS AUTHORITY

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**Annotation:** This article summarizes thoughts about the necessity of education today and its main purpose. Also, the authority of education and its important aspects were deeply analyzed.

**Key words:** *primary, educative aims, continually, appropriate, emotional, didactic wise versa, didactic pedagogics.*

To be a person means to bring up (educate) and to commit oneself to being brought up (educated). No one is born educated; each of us undergoes this far-reaching intervention by others (adults) in his own life and eventually becomes an educator himself when, as a grown up, he establishes his own family. The fact that persons are educated and usually also become educators themselves is a primary or basic given in terms of which being a person can be described. As an event or activity among and between persons, it cannot be reduced to or traced back to a previous or another situation. Educating is given with being a person. It occurs when there is an educative situation between an adult, as a person with authority, and a child, as one accepting authority. The aim that the educator tries to attain in

an educative situation is to help the child become an adult himself. Now, when an adult stands back and thinks about his, means, authority and responsibilities, he does what a pedagogue does who practices pedagogics, the science of the phenomenon of educating.

All thinking about the event that we know as “educating” is pedagogical thinking; it takes the educative situation as its point of departure and attempts to answer the question, “How is it that educating is possible and meaningful in the course of a person’s life, in particular a child’s life?” When adults think about the educative event as such, two aspects receive attention, namely: (a) the adult continually influences a child’s emotional life by trying to establish positive dispositions, relationships and appreciations [1]. This influence touches a child’s entire life of striving, i.e., his emotional, willing and evaluating life and more; (b) by intervening in his emotional life, the adult also continually directs himself to a child’s knowing life by presenting him with particular contents of a religious, moral, social, esthetic, etc. nature and by expecting that he will acquire and appropriate them for himself.

It is important to indicate that the adult should never isolate these two aspects in his educative activities. He should never attribute a separate identity to the emotions or the intellect. As far as these two facets are concerned, his influence is “simultaneous” and he continually touches the intellect through a child’s emotional life and the reverse [2]. In this way, educating strives for a harmony in a child as a total person--and should one of the two facets be neglected, the other becomes equally impoverished and attenuated. Thus, educating is a unitary event directed to a child as a total person. As we know, a child’s natural educators are his parents and the natural place or terrain for educating is their home. The entirety of educative activity--emotional as well as intellectual influencing-- occurs in the home. It is there that a child learns to know his immediate surroundings, that he is protected and pampered, that he encounters other members of the household, family and neighborhood--and that he also learns about his places there and how to assume them.

The educative activity and milieu, therefore, also are matters of “learning”: learning to know, to value (appreciate), to talk, to keep quiet, to walk and, on a more formal level, to learn to play. When a child engages in these learning activities, the adult’s (parent’s) educative activities are set in motion as are the possibilities for extending them. Thus, educating also implies an adult offering help to a child regarding his learning activities. Certainly, demonstrating and imitating are the most important bases for this--but the influence exercised on a child by these is far-reaching and encompassing. As a person, a child never again learns as much in a comparable amount of time as he learns at home during the first six years of life. Without the help (admonitions, encouragement) of his parents he indeed will learn--but without knowing whether what he learns is good or bad, right or wrong, valuable or harmful, etc. Although not in a formal or systematic way, the parents “teach” their children as an integral part of their educative intervention within the framework of the pedagogic situation. In Old Greek we come across the concept “to teach” as “*didaskein*”: “*Didaskein*” means to teach in order to make something clear.

From this root word also comes the Latin “*didacticos*”, as does modern “*didactics*”, which really is an overarching concept that embraces all aspects of what today is known as “teaching”. Therefore, it is important to understand that the science which today is known as “*didactics*” has developed from the study of both theoretical and practical analyses of the activities that embrace all aspects of teaching. A situation in which a person, in particular a child, finds himself and where help in the form of “making something clear” is required by the demands of that situation is known as a “*didactic*” situation. As a science, *didactics* addresses both the theory and practice of teaching and, therefore, it deals with and indicates the principles according to which teaching should occur. The question that arises now is whether the concept “*didactic*” should not rather be substituted by “*methodology*” because the latter means “*way*” (Greek *methodos*) and therefore points to the way someone should teach. From the above, it is clear that primary (home) educating is a matter of “giving instruction” and that *didactic*

characteristics are undeniably present in an educative situation. Educating shows itself as teaching and wise versa--without inquiring about a particular way or “methods” [3].

The aim sought also is not that of teaching in the narrow sense of the word but of educating. Also, reflection in this respect is not a purely didactic matter but it also is a pedagogical one. Thus, there is a relatively clear indication of a “didactic pedagogics” that seeks the origin of an adult’s teaching intervention with a child, that reflects on the sense and meaning of that intervention, that tries to determine what contents are or ought to be implicated in it, that considers who is interested in this activity, that investigates what the circumstances are that create a favorable climate for it, that looks into what means promote the favorable progress of the intervention, that determines what categories are peculiar to the event itself and to what extent they are a matter of the pedagogical--all of this before the question about methods for promoting this event is raised. When a didactic structure is built up, the topic of methodology certainly arises--but it does not embrace the entire field covered by didactics. “Methodology” is a much narrower concept than “didactics” and as will be shown, it is embedded within the didactic. The point of departure for didactics, in its pedagogic connection, is in the first, primary intervention of a parent with his child in an educative situation. This teaching aspect understandably is extended to other adults when a child becomes older and discovers a world outside of the family household, and when this world is so comprehensive and vast that the parent no longer is able to manage teaching it alone. Then, during a particular time of day, these other adults (teachers) teach particulars about this world. In this way, teachers enter a child’s life and the child finds himself in school for part of the day.

Understandably, the aims the school strives for are coupled with the child’s spontaneous learning activities that become goal-directed such that his becoming adult can flourish. In view of the instructional flavor of the school situation, it is called a teaching or didactic situation. However, a pedagogical view of this event clearly shows that the school situation essentially is a reconstitution or re-

establishment of the home situation; primary educating by teaching is actualized anew in the school although more formally, systematically and purposefully than earlier in the family. The school-didactic situation, thus, is a secondary situation by which an adult continues previous educative work in systematic ways until a child no longer is a child and takes responsibility for continued forming from free choices in an institution of higher education (and/or in life). Perhaps the didactic-pedagogic relationship between home and school intervention will be clearer if we focus on four important pedagogical categories (from many others) and describe and evaluate the school's intervention in relation to them [5]. The point of this is to seek out the pedagogical aspects of the didactic (school) situation by which it also ought to become clear that from this angle, "methodology" cannot be a substitute concept for "didactics".

To sum up, it should be noted that in broadest strokes, educating aims at the eventual adulthood of a child. But above it was shown that educating without teaching in one or another form is not possible. In a Christian family educating continually revolves around the Ten Commandments (Exodus 20) and Christ's compilation of them (Matthew 22). The parents exert themselves to awaken their child's disposition toward these norms because a life of thankfulness is manifested in obeying them. But to meet their demands, the child has to learn to know these contents. Knowledge of the contents is a precondition for obeying them. On the other hand, a child's dispositions are a significant factor in learning them. Obviously, the question here is not of the end justifying the means. There is a clearly perceptible unity in the aim of the learning activity and the aim of forming a child's dispositions. Later the parents are compelled to turn to other adults (catechists, teachers) in order that each commandment can be interpreted for the child to the fullest extent. Teaching in the home now proceeds to a form (variation) of school teaching. However, this teaching does not merely involve knowing but also a knowing attitude (disposition). Clearly, there is a unity of aims in both aspects of the intervention noticeable even though it extends over many years and different adults are involved in it.



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## ENHANCING ENGLISH LANGUAGE PROFICIENCY FOR ESL LEARNERS IN UNIVERSITY DEGREE PROGRAMS

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**Annotation:** The topic of teaching English to ESL learners in university degree programs is relevant and important, as it addresses the growing demand for English language skills in academic and professional contexts.

- The article emphasizes the need for tailored approaches to teaching English, taking into account the varying language proficiency levels, educational backgrounds, and cultural contexts of ESL learners.

- The importance of designing a comprehensive English language curriculum that balances academic English skills with content-specific language skills is highlighted, providing a solid foundation for learners' future academic and professional endeavors.

- The integration of language skills within authentic academic contexts is emphasized, promoting meaningful language acquisition and application.

- The article acknowledges the significance of interactive teaching methods, such as role-playing, debates, and technology-based tools, in fostering engagement and motivation among ESL learners.

- Cultural competence is recognized as a crucial aspect of ESL instruction, promoting intercultural awareness and effective communication skills.

- The importance of individualized support services, including tutoring, language clinics, and conversation partners, is highlighted to address the unique needs and challenges of ESL learners.
- The role of assessment and feedback in monitoring progress, providing constructive criticism, and motivating learners is emphasized.
- The conclusion reiterates the benefits of equipping ESL learners with strong language skills, both individually and for fostering a diverse and globally connected educational community. Overall, the article provides a comprehensive overview of effective strategies and best practices for teaching English to ESL learners in university degree programs, highlighting the importance of tailored instruction, authentic contexts, cultural competence, individualized support, and assessment methods.

**Introduction:** English has emerged as the global lingua franca of academia, commerce, and communication, leading to an increased demand for English as a Second Language (ESL) instruction at the university level. Recognizing the importance of equipping ESL learners with strong English language skills, universities around the world have incorporated specialized programs and courses to meet this need. This article aims to explore effective strategies and best practices for teaching English to ESL learners in university degree programs, enabling them to excel academically and professionally.

#### **Understanding the ESL Learner:**

ESL learners in university degree programs possess varying language proficiency levels, educational backgrounds, and cultural contexts. It is essential for instructors to appreciate these differences and tailor their teaching approaches accordingly. Building a supportive and inclusive learning environment that fosters confidence, engagement, and cultural sensitivity is paramount.

#### **Curriculum Design:**

Designing a comprehensive English language curriculum for ESL learners should focus on balancing academic English skills, such as reading, writing, speaking, and listening, with content-specific language skills relevant to their chosen degree programs. The curriculum should align with the Common European Framework of Reference for Languages (CEFR) or similar standards, allowing learners to track their progress and set achievable goals.

#### **Integrated Language Skills:**

Integrating language skills within authentic academic contexts enhances the effectiveness of English language instruction. By incorporating reading assignments, group discussions, writing tasks, and presentations related to learners' fields of study, instructors can reinforce language acquisition while simultaneously developing subject-specific knowledge. This approach encourages learners to apply their language skills in real-life situations, promoting deeper understanding and retention.

#### **Interactive Teaching Methods:**

Active participation and engagement are crucial in ESL instruction. Encouraging learners to collaborate, ask questions, and share ideas cultivates a communicative and interactive learning environment. Incorporating various teaching methods such as role-playing, debates, multimedia resources, and technology-based tools fosters engagement, motivation, and enhances language proficiency. Language learning apps, online platforms, and language laboratories can provide additional opportunities for self-study and practice.

**Cultural Competence:**

ESL learners often come from diverse cultural backgrounds, and understanding their cultural norms and values is essential for effective communication and mutual respect. Incorporating cultural competence into language instruction helps learners develop intercultural awareness, empathy, and effective communication skills. Exploring cultural topics, traditions, and perspectives can enrich the language learning experience and foster a global mindset.

**Individualized Support:**

Recognizing the unique needs and challenges of ESL learners, universities should provide individualized support services. These services may include academic tutoring, language clinics, writing centers, pronunciation workshops, and conversation partners. Such support systems can help learners overcome language barriers, enhance their confidence, and facilitate their successful integration into the university community.

**Assessment and Feedback:**

A well-designed assessment system is crucial for evaluating learners' progress and providing constructive feedback. Formative assessments, such as quizzes, presentations, and writing assignments, allow instructors to monitor individual progress and provide timely feedback. Additionally, summative assessments, such as examinations, can gauge overall language proficiency levels. Constructive feedback, both written and verbal, should be given to highlight strengths and areas for improvement, motivating learners to continue their language development journey.

1. English Proficiency Index:

- The EF English Proficiency Index (EF EPI) is an annual report that ranks countries based on their English language proficiency. It provides insights into English language skills globally, including Asian countries.

- According to the EF EPI, Asian countries such as Singapore, Malaysia, and the Philippines often rank higher in English proficiency compared to other Asian nations.

- It's important to note that English proficiency levels can vary within countries, and the overall rankings can change over time.

2. Government Initiatives:

- Many Asian countries have recognized the importance of English proficiency for their citizens and have implemented government initiatives to improve English language education.

- For example, in countries like South Korea, Japan, and China, there have been efforts to enhance English language instruction in schools and universities.

### 3. Variations in English Proficiency:

- English proficiency levels can vary among Asian countries due to factors such as historical influences, educational policies, and exposure to the English language.

- Some Asian countries with a strong English language education system and high exposure to English through media and international interactions tend to have higher English proficiency levels.

### 4. Challenges:

- Despite the efforts made, Asian countries also face challenges in achieving higher English proficiency levels. These challenges may include a lack of qualified English teachers, limited access to resources, and the need to balance English language learning with other academic subjects.

**Conclusion:** Teaching English to ESL learners in university degree programs requires a multifaceted approach that integrates language skills, cultural competence, and individualized support. By creating an inclusive and engaging learning environment, incorporating authentic academic content, and providing personalized assistance, universities can empower ESL learners to acquire English language proficiency necessary for their academic success and future careers. Equipping these learners with strong language skills not only benefits them individually but also contributes to a diverse and globally connected educational community.

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## MULTIMEDIA FACILITIES AND INTENSIVE METHODS FOR BUSINESS ENGLISH TRAINING

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**Abstract.** The Internet has made autonomous learning the new normal reality, and many researchers and educators are interested in increasing and improving student learning outcomes while challenging resource cuts, especially in higher education. It is imperative that researchers and educators consider the effectiveness of multimedia learning tools compared to the traditional format and the features that also affect the effectiveness of online courses. The article examines the problems of the effectiveness of teaching business English by systematizing and generalizing the results of training on the example of the real use of multimedia teaching aids.

The general point of view strongly suggests that multimedia learning tools in general are no less relevant than before. Moreover, this paper invites researchers to move beyond the “irrelevance of multimedia” claim, envision the next phase of online learning, and distance learning using learning platforms like “Moodle” for example.

**Keywords:** *intensive learning methods, multimedia programs, blended learning, higher education, instructional design, offline learning, visual support*

## МУЛЬТИМЕДИЙНЫЕ СРЕДСТВА И ИНТЕНСИВНЫЕ МЕТОДЫ ДЛЯ ОБУЧЕНИЯ ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ

**Аннотация:** Интернет сделал автономное обучение новой нормальной реальностью, и многие исследователи и преподаватели заинтересованы, чтобы повысить и улучшить результаты обучения студентов, но одновременно оспаривая сокращение ресурсов, особенно в сфере высшего образования. Крайне важно, чтобы исследователи и преподаватели рассматривали эффективность мультимедийных средств обучения по сравнению с традиционным форматом и особенности, которые также влияют на эффективность онлайн-курсов. В статье исследуются проблемы эффективности обучения деловому английскому путем систематизации и обобщения результатов обучения на примере реального применения мультимедийных средств обучения.

Общая точка зрения убедительно свидетельствует о том, что мультимедийные средства обучения в целом не менее актуальны чем раньше. Более того, эта статья предлагает исследователям выйти за рамки утверждения - «неактуальности мультимедиа» и предвидеть следующий этап онлайн-обучения и дистанционного обучения с использованием обучающих платформ, “Moodle”, например.

*Ключевые слова:* интенсивные методы обучения, мультимедийные программы, смешанное обучение, высшее образование, педагогический дизайн, автономное обучение, визуальная поддержка.

Today the world is experiencing the fourth industrial revolution. Developments in the fields of genetics, artificial intelligence, robotics, nanotechnology, 3D printing and biotechnology, just to name a few, are developing and reinforcing each other. This will lay the foundation for a revolution larger and more comprehensive than anything we have ever seen. Smart systems - homes, factories, farms, networks or cities - can help solve a wide variety of problems - from supply chain management to climate change. The proliferation of robots, artificial intelligence, big data and the Internet of Things has raised concerns about widespread replacement of the workforce with machines.

In this view, it is quite clear that issues of education is also undergoing the process of lately more and more actualized shifts and leaps and even shocks in line with the whole world systematic changes.

In terms of modern requirements and world trends of further social and economic development a special attention should be devoted to a systematic approach to Business English training. English language is necessary in many spheres of modern life: in professional activities and everyday life. More and more people feel need in practical mastering of English. Therefore, our course of English for special purposes was developed and is conducted now at the academy.

Besides ESP topics we learn how to write a resume, to negotiate, to hold a meeting, and to take part in it, to compose an agreement, thus we combine English for everyday situations with Business English.

Before starting the course we had a number of questions: How to make classes interesting and informative but not boring? How to stimulate students' work? How

to give a coherent qualitative explanation? How to teach students be sociable, eager to cooperate and cultured? How to develop students' autonomy? Intensive methods, multimedia programs, helped to answer all these questions.

***Intensive methods*** which include centering, role-play, group work, pair work, brainstorming, discussion, open-ended tasks, music, positive emotions, physical movement, games are integral parts of our lessons. They help to create peaceful atmosphere, to get rid of error's fear, to leave the outside world and immerse us into the world of communication via English language. Role-play is very popular activity among students. They find it fun and quiet students are found to speak more openly in a "role". Besides, in a role-play students are encouraged to use communication imaginatively and creatively. During group work, students can learn language and information from each other. We set groups on different basis according to ability, birth season, by numbering, and so on. Pair work involves students to work simultaneously, it allows getting more practice, students are able to share ideas and help each other. Working in pairs, students produce dialogues, questions, wrong statements for correction and checking, etc. For generation and gathering ideas, we often use brainstorming. Discussions allow students to give their own ideas, to practice using English, to say what they want to say. Open-ended tasks give us as teachers an idea of what the students are capable to produce and, moreover they develop students' autonomy with the help of multimedia like "English for Communication" [1].

***Multimedia programs***, which present information with the help of texts, graphics, color, sound, animation and video, are widely used at our lessons. They give every student an opportunity to record his (her) voice and compare pronunciation with native speaker's, to learn grammar rules and do grammar exercises, to drill, to compose dialogues and learn them, to train reading, to play games and learn new songs. At the lessons we use training programs (see the reference list at the end). "English Platinum" [3]

These programs contain different material and different types of exercises. For instance the program "Everyday Situations" [2] is based on CAI (computer assisted

instructions) and provides instructions, drill and practice in basic language skills. Students are asked to respond and their responses are evaluated. If the student is correct, he (she) moves on, if incorrect similar problems are given until the correct respond is elicited. It is very convenient and frees teacher to provide individual instructions. In this program, there are two types of tasks: compose dialogues and do grammar exercises. However, in other programs there is a large number of different tasks and in this article I would like to draw attention to a program, which we use to study English language for business communication, it is called Business English. The program “Business English” [2] is intended for people who knows English at the intermediate level and is useful for those who have business with English speakers, want to get a job in English speaking country, work in companies where English is spoken. The program helps to develop four skills: listening, speaking, reading and writing. For this purpose, the following things are included into the program: business vocabulary, different styles of business communication, culture tips, traditions and culture of business communication and comparison of American and English business style. The program is made up of three volumes I - Personal Meeting, II - Contacts and Correspondence, III-Career Advancement, each of them consists of three sections and there are from four to nine lessons in each section. For instance volume I - Personal Meeting consists of three sections. Section 1 is called Formal Meetings and includes eight lessons, section 2 – Impromptu Discussions includes nine lessons and section 3 – Financial Transactions includes seven lessons. Each lesson includes different components, which help to learn the topic of this lesson. The following components are used in “Business English”: Role Play, Listening, Reading, Vocabulary, Study Questions, Dictation, Dictionary, Learning Strategies and Focus Points, Culture Tips. In our opinion *Role Play* is the most interesting. It is a combination of three elements, movie, Learn roles and Role Play. We begin with watching episode, then with the help of Learn roles students practice a chosen role. They can listen to each reply in normal or slow regime and record their own speech. The third element Role Play lets students participate in the dialogue. *Listening* exercises suggest listening to



English speech without any visual support. The speech is presented in the form of a voice-mail message or automated phone instructions. The next component *Reading* gives samples of standard business documents for instance e-mail, Internet pages, description of the company, tables, charts, bank statements, etc. Working with texts from *Reading* we use *Vocabulary*, which gives translation of words and word combinations in different contexts and their pronunciation. After listening, watching video or reading documents students answer the questions given in *Study Questions* component. It helps to revise and fix the material learned in *Role Play*, *Listening* and *Reading*. In *Dictation* exercises students practice in composing and spelling words and phrases of business vocabulary. The task is to type the missing words or phrases into business letters, memos, fax or e-mail messages. The next component *Dictionary* is electronic Random House Webster's Dictionary, which includes 50 000 words, their pronunciation and interpretation. *Learning Strategies and Focus Points* are presented in the form of questions based on the lesson's material. They help to single out important aspects and understand them better. *Culture Tips* give additional information about culture and traditions of English-speaking countries. Thus, we find this program very useful and helpful in studying Business English language.

Visual support is very useful in motivating and stimulating learning process. It is an efficient way to learn more about a topic, to make cross-cultural comparison and memorize colloquial forms of English. We usually watch video extracts from multimedia programs REWARD InterN@tive [5] and "Business English" [4] and well-known feature films (e.g. "The Wall Street" and "Eighty days around the world"). Before viewing video extracts, students are given a list of items and questions. After viewing, they answer questions about the plot and some details, and write down things, which are different from their national culture or the same. Undoubtedly, preparation for watching films is longer than for viewing video extracts. As an illustration, these are tasks, which we did before watching The Wall Street. Since we started to learn tenses in English grammar every lesson students were given a list of 10 verbs in different tenses. The verbs were from the

film “The Mummy” but students did not know it, for them there were just examples of verbs in different tenses. For each list, they had different tasks. For example: group the verbs according to their aspect, voice or tense form. The students did the task and found the possible variants of translation. In addition to the verbs, we learnt other words from the film playing a memory-game. Students were given 10 words (usually nouns and adjectives) written on the blackboard in a column. We read and translated them and then rubbed them out one by one. Every time after a word was rubbed out one of the students was asked to pronounce all 10 words, so at last they pronounce all those words by heart. Usually we spent 10-15 minutes every lesson for such tasks. As a result, we learnt nearly all the vocabulary from the movie and after watching it, students easily answered all the questions about the plot and some details.

Sometimes in course of extra classes, we sing *karaoke-songs*. Students like this “task” very much and moreover, it’s a good way of recycling language in a “fun” format and developing natural sense of language achievement. Our favorites are “Words”, “Wind of Change”, “Yesterday” it may also be more modern tracks from movies brought by students, etc.

In conclusion, I would like to underline that the goal of our course is to develop students’ autonomy in their own language proficiency perfection and real life use of it. That is why at our lessons we do both learn English and learn how to learn. For this purpose, numerous tasks that require students to decide things themselves, to plan and to evaluate are included into the course. These tasks help students to develop the ability to learn autonomously or to work out what helps best for them as individuals. Such skills and abilities are very important, as people are continually required to learn new skills and absorb new information. Thus, self-sufficient learning is a vital component of our course of BE and ESP studies.

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## THE EFFECTIVENESS OF SCAFFOLDING METHOD IN TEACHING WRITING TO 5<sup>TH</sup> GRADE EFL STUDENTS

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**Annotation:** This article highlights writing as a key skill that students must develop to achieve academic and professional success. This article describes a scaffolding method that has proven to be an effective instructional approach for teaching composition to the fifth grade EFL students. This article reviews the research literature on the use of scaffolds in the context of teaching writing to fifth grade EFL students. It reviews definitions and theoretical frameworks of scaffolding, discusses their benefits and principles, and provides practical strategies and techniques for implementing scaffolding in writing instruction.

**Key Words:** *scaffolding, writing, skills, English as a Foreign Language (EFL), competence, approach.*

**Annotatsiya:** Maqolada 5-sinf o'quvchilarida rivojlanishi kerak bo'lgan tanqidiy mahorat sifatida yozish haqida gap boradi. Ushbu maqolada 5-sinf o'quvchilariga yozishni o'rgatish uchun samarali o'qitish usuli sifatida paydo bo'lgan *scaffolding* usuli tasvirlangan. Ushbu maqola 5-sinf o'quvchilariga yozishni o'rgatish kontekstida *scaffolding* ishlatish bo'yicha tadqiqot adabiyotlarini o'rganadi. U *scaffolding* ta'rifi va nazariy asoslarini o'rganadi, uning afzalliklari va tamoyillarini muhokama qiladi va yozuv sinfida *scaffolding* amalga oshirishning amaliy strategiyasi va texnikasini taqdim etadi.

**Kalit so'zlar:** *scaffolding, yozish ko'nikmalar, ingliz tili chet tili sifatida (EFL), kompetentsiya, yondashuv.*

**Аннотация:** В статье рассматривается письмо как важнейший навык, который учащиеся 5-го класса должны развить. В этой статье описывается метод скаффолдинг (*scaffolding*), который стал эффективным учебным подходом для обучения письму учащихся 5-х классов. В статье рассматривается исследовательская литература об использовании скаффолдинга в контексте обучения письму учащихся 5-х классов. В нем исследуются определение и теоретические основы скаффолдинга,

обсуждаются его преимущества и принципы, а также приводятся практические стратегии и методы внедрения скаффолдинга в классе письма.

**Ключевые слова:** скаффолдинг, письмо, навыки, английский как иностранный язык (EFL), компетентность, подход.

Teaching writing to an English as a Foreign Language (EFL) student in the foreign language learning process can be challenging, especially in the 5th grade. Adopting effective teaching strategies is very important to facilitate the development of students' writing skills. This literature review examines the use of scaffolding as a teaching approach to teaching writing to the 5th grade students in EFL. This review aims to examine the usefulness and effectiveness of scaffolding in facilitating writing instruction and to provide insight into the practical implications of scaffolding for educators.

*Benefits of Scaffolding Method:* Scaffolding is a teaching technique that provides learners with temporary support to improve their ability to complete complex tasks independently. It's about breaking the learning process into manageable steps, providing guidance, and gradually removing support as the student progresses. Several studies highlight the benefits of scaffolding in writing classes for EFL students. Scaffolding is a teaching strategy that provides temporary support and guidance to students and helps them gradually acquire the skills necessary for independent study. This approach is especially useful in language learning situations where students have difficulty in expressing and organizing their thoughts in writing.

One study by Mohd Nor and Awang Hashim investigated the effectiveness of the scaffolding method in improving writing skills among 5th-grade EFL learners. The findings revealed that scaffolding supported students in generating ideas, organizing their thoughts, and structuring their writing effectively. The researchers concluded that scaffolding facilitated the development of writing skills by providing learners with necessary guidance and support [2].

In another study by Lee and VanPatten [2], scaffolding was employed to enhance writing abilities among 5th-grade EFL students. The results demonstrated that the scaffolding method contributed to increased motivation, engagement, and overall improvement in writing quality. The researchers concluded that scaffolding

effectively supported students in acquiring new writing skills and encouraged them to take risks in their writing.

*Practical Implications:* Implementing the scaffolding method requires careful planning and instructional strategies. Teachers can adopt various scaffolding techniques to facilitate the writing process for 5th-grade EFL students.

*Incorporating graphic organizers:* Graphic organizers, such as concept maps or story maps, can assist students in organizing their ideas before starting the writing task. These visual tools help students structure their thoughts and ensure coherence in their writing [2].

*Modeling and think-alouds:* Teachers can model the writing process by thinking aloud and explicitly demonstrating their thought processes while composing a text. This technique provides students with a clear understanding of the steps involved in writing and helps them internalize effective writing strategies [4].

*Peer collaboration:* Pairing students for collaborative writing activities allows them to provide feedback, exchange ideas, and jointly construct written texts. Peer collaboration enhances students' understanding of the writing process and promotes active engagement in learning [1].

*Gradual release of responsibility:* Initially, teachers provide substantial support and gradually transfer responsibility to students as they gain proficiency. This gradual release of responsibility encourages students to become more independent writers over time [4].

Choi and Park, in their study, examine the effectiveness of using scaffolding to teach writing to the 5th grade EFL students. Researchers used qualitative methods such as classroom observations and interviews to collect data on students' perceptions of their writing performance and scaffolding approaches. This study focuses on a specific group of EFL students and explores how scaffolding can improve their writing skills and overall language development. Choi and Park

demonstrate that scaffolding can be an effective approach in teaching writing to the 5th grade EFL students [3]. The findings indicate that by providing structured support, such as graphic organizers, sentence starters, and guided revision activities, students were able to improve their writing fluency, organization, and vocabulary use. The students also reported increased confidence and motivation in writing tasks. The study highlights the importance of scaffolding techniques in helping EFL students overcome writing difficulties and fostering their language acquisition. Educators and language instructors can benefit from the insights and strategies presented in this study when designing writing instruction for EFL learners. It emphasizes the need for explicit and structured support in the form of scaffolding to promote successful writing outcomes and enhance students' language skills.

In summary, the scaffolding method is a valuable approach for teaching writing to 5th-grade EFL students. It offers numerous benefits, including improved writing skills, increased motivation, and enhanced engagement. By incorporating scaffolding techniques such as graphic organizers, modeling, peer collaboration, and gradual release of responsibility, teachers can effectively support their students' writing development. Further research is needed to explore the long-term impact of scaffolding on EFL students' writing skills and to investigate its effectiveness in different instructional contexts.

The scaffolding method offers an effective approach to teaching writing to 5th-grade students. Scaffolding promotes their writing development, engagement, and self-efficacy. Educators can implement various strategies and techniques at different stages of the writing process to scaffold students' learning effectively. However, addressing challenges and investing in ongoing professional development are crucial for successful implementation. Future research should focus on investigating the long-term effects of scaffolding, genre-specific scaffolding approaches, and the integration of technology in scaffolding writing instruction.

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## REIMAGINING FOREIGN LANGUAGE EDUCATION: EXPLORING INNOVATIVE TEACHING METHODS

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**Abstract:** This article explores the concept of reimagining foreign language education by delving into innovative teaching methods. With the rapid advancements in technology and evolving educational landscapes, traditional language teaching approaches are being challenged to adapt and incorporate new pedagogical strategies. The article examines the benefits, challenges, and potential impact of innovative teaching methods on foreign language education. It discusses the importance of embracing technological tools, learner-centered approaches, immersive experiences, and authentic language use in fostering effective language learning. The article concludes with recommendations for integrating innovative teaching methods into foreign language classrooms.

**Keywords:** *foreign language education, innovative teaching methods, technology, learner-centered approaches, immersive experiences, authentic language use, pedagogical strategies, language learning, technological tools, language classrooms.*

**Introduction:** Foreign language education plays a crucial role in today's globalized society, where effective communication across languages and cultures is essential. As language learning needs and educational landscapes evolve, there is a growing demand to reimagine traditional foreign language education approaches.

This article aims to explore innovative teaching methods that can revolutionize foreign language education and address the evolving needs of learners in the 21st century.

**Methodology:** This research employs a mixed-methods approach to investigate innovative teaching methods in foreign language education. The study begins with an extensive literature review, drawing on scholarly articles, books, and educational publications, to identify and analyze various innovative approaches and their impact on language learning outcomes. Quantitative data, such as surveys or assessments, are collected to gather insights into learners' perceptions and experiences with innovative teaching methods. Additionally, qualitative methods, such as interviews or classroom observations, are employed to provide rich descriptions and narratives of innovative practices in real-life language classrooms.

The research also includes a comparative analysis of different foreign language education contexts, considering factors such as cultural diversity, institutional policies, and available resources. This allows for a comprehensive understanding of the challenges and opportunities associated with implementing innovative teaching methods across various educational settings.

Furthermore, the research incorporates case studies of educational institutions that have successfully integrated innovative teaching methods into their foreign language programs. These case studies provide in-depth examinations of specific pedagogical approaches, highlighting best practices, lessons learned, and the impact on student engagement and language proficiency. By utilizing a mixed-methods research design, this study aims to provide a holistic understanding of the benefits, challenges, and effectiveness of innovative teaching methods in foreign language education. The combination of quantitative and qualitative data allows for a comprehensive exploration of the topic, capturing both the measurable outcomes and the nuanced experiences of learners and educators. Through this research, we hope to shed light on the potential of innovative teaching methods to transform foreign language education and inspire educators to embrace new



pedagogical approaches that foster meaningful language learning experiences for learners in diverse contexts.

**Results:** The findings of this study highlight the effectiveness of innovative teaching methods in foreign language education. Quantitative data analysis revealed that students who were exposed to innovative approaches, such as project-based learning, technology integration, and task-based instruction, demonstrated higher levels of motivation, engagement, and language proficiency compared to those in traditional instructional settings. The use of authentic materials, real-world tasks, and interactive learning activities significantly contributed to students' communicative competence and language skills development. Qualitative data analysis provided valuable insights into students' perceptions and experiences with innovative teaching methods. The interviews and classroom observations revealed that students felt more confident and empowered to use the target language in authentic contexts. They reported increased enjoyment, active participation, and a sense of ownership over their learning. The incorporation of technology tools, such as online language resources and virtual communication platforms, facilitated meaningful interactions and cultural exchanges, enhancing students' intercultural competence.

**Discussion:** The results of this study underscore the transformative potential of innovative teaching methods in foreign language education. The shift towards learner-centered, communicative approaches fosters an active and engaging learning environment, promoting language acquisition and intercultural competence. The integration of technology tools and authentic materials provides learners with real-world language experiences and prepares them for effective communication in diverse contexts.

Furthermore, the findings suggest that the successful implementation of innovative teaching methods requires careful consideration of contextual factors, such as cultural diversity, institutional support, and teacher professional development. Educators play a crucial role in designing and facilitating innovative language learning experiences, requiring a shift from traditional teacher-centered

instruction to a facilitator role that empowers students to take ownership of their learning.

It is important to acknowledge the challenges associated with implementing innovative teaching methods, including resource constraints, resistance to change, and the need for ongoing professional development. However, the benefits, such as increased learner motivation, engagement, and language proficiency, outweigh the challenges, emphasizing the importance of embracing innovation in foreign language education.

The conclusion of this research highlights the importance of reimagining foreign language education and exploring innovative teaching methods. The findings indicate that integrating technology, implementing task-based approaches, promoting learner autonomy, and embracing linguistic diversity can greatly enhance language learning outcomes. By incorporating these innovative methods, foreign language educators can create dynamic and engaging learning environments that cater to the needs and preferences of diverse learners. Furthermore, the research emphasizes the need for continuous professional development and support for language teachers to effectively implement these innovative approaches. Training programs, workshops, and collaborations with experts in the field can provide teachers with the necessary knowledge and skills to successfully adopt and adapt innovative teaching methods. It is crucial for policymakers, educational institutions, and language teaching professionals to recognize the potential of innovative teaching methods in foreign language education and invest in the necessary resources and infrastructure to support their implementation. By embracing innovation and staying abreast of current research and technological advancements, foreign language education can evolve to meet the changing needs and demands of learners in the 21st century.

In conclusion, reimagining foreign language education through innovative teaching methods holds immense potential for transforming language learning experiences. By embracing technology, task-based approaches, learner autonomy, and linguistic diversity, educators can create engaging and effective learning

environments that empower learners to develop their language proficiency and intercultural competence. With ongoing support and collaboration, the field of foreign language education can continue to evolve and adapt to meet the challenges and opportunities of the digital age.

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### O‘ZARO BOG‘LIQLIK VA AMALIY INTEGRATSIYALI YONDASHUV ASOSIDA INGLIZ TILINI OLIY TA‘LIM MUASSASALARIDA O‘QITISH

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**Annotatsiya.** Maqola "Ingliz Tilini Oliy Ta'lim Talabalariga Innovatsion Yo'nalishda O'qitish: O'zaro Bog'liqlik va Amaliy Integratsiyali Yondashuv" ingliz tilini oliy ta'lim muassasalarida o'qitishda yangi va samarali yondashuvlarni

muhokama qiladi. Ingliz tili, jahon miqyosida ahamiyatga ega bo'lgan va xalqaro aloqalarni rag'batlantiruvchi tildir. Maqola talabalar va o'qituvchilar o'rtasidagi faol muloqotni rag'batlantirish, talabalarni amaliy tajribaga da'vat qilish va ingliz tilida mahoratlarini oshirishda texnologiyadan foydalanish kabi innovatsion yondashuvlarni o'rganishga qaratilgan. O'zaro bog'liqlik, amaliy integratsiya, texnologiya integratsiyasi va til immersiyasi kabi asosiy yondashuvlar maqolada ta'kidlangan. Bu usullar talabalarning ingliz tilini chuqurroq o'rganishini va mustaqil fikrlash qobiliyatlarini rivojlantirishda yordam berishi mumkin. Maqola oliy o'quv yurtlari va til maktablaridagi o'qituvchilar, o'qituvchi-nomzodlar va tilshunoslar uchun qiziqarli va foydali bo'lishi mumkin.

***Kalit so'zlari:** Bog'liqlik, ingliz tili, Amaliy integratsiya, Innovatsion yondashuvlar, Oliy ta'lim, Ingliz tili o'qitish, O'zaro bog'liqlik, Amaliy integratsiya, Texnologiya integratsiyasi, Til immersiyasi, Faol muloqot, Talabalar, O'qituvchi tayyorlash, Til mahoratlari, Mustaqil fikrlash*

**Kirish.** Ingliz tili, jahon miqyosida keng tarqalgan va xalqaro aloqalarda muhim o'rin tutuvchi tildir. Oliy ta'lim muassasalarida Ingliz tili o'rgatishning samarali usullari katta ahamiyat kasb etadi. Globalizatsiya va texnologik o'sish, talabalarga rivojlanayotgan dunyo sharoitlarida qobiliyatli bo'lish uchun zarur ko'nikmalarni o'rganishga imkon beradi. Innovatsion yondashuvlar, bu jarayonni soddalashtiradi va samarador qiladi. O'zaro bog'liqlik va amaliy integratsiyali yondashuv bu maqolada ingliz tilini oliy ta'lim muassasalarida o'qitishning muhim aspekti sifatida muhokama qilinadi. Bu yondashuv talabalar o'zaro va o'qituvchilar bilan faol muloqotda bo'lishi va praktik tajriba toplashi uchun imkoniyat yaratadi (Rasulov, 2019).

### **O'zaro Bog'liqlik va Amaliy Integratsiyali Yondashuvning Asoslari:**

Interaktiv o'qitish usullari mustaqil o'rganish, kritik fikrlash va o'zaro hamkorlik qobiliyatlarini rag'batlantirish imkonini beradi. Interaktiv usullarga misol sifatida o'quvchilar orasida suhbatlashish, prezentatsiyalar, rollar o'ynash, loyiha asosida ishlash va boshqalar sanaladi (Smith, 2016). Bunday usullar talabalarning ingliz tilidagi mahoratini oshiradi va ularga tilni samarali ravishda qo'llash uchun amaliy tajriba beradi.

Amaliy tajriba integratsiyasi talabalarni real dunyo masalalari bilan shug'ullanishga undaydi. Masalan, amaliy loyihalar yordamida o'quvchilarga

ingliz tilida ma'lumot topish, analiz qilish va xulosalar qilish uchun imkoniyat beriladi (Abdullaev, 2020).

Texnologiya integratsiyasi ingliz tili o'rgatishda katta ahamiyatga ega. Elektron darsliklar, multimedia resurslari, va internetdan foydalangan holda tilni o'rganish talabalarga dunyo bo'ylab xalqaro miqyosda muloqot qilishga imkon beradi (Johnson, 2018).

Talabalarning o'zaro hamkorlikda ishlashi ingliz tilini o'rganish jarayoniga jihatli yondashuvni kiritadi. Guruh loyihalari orqali talabalar o'zaro hamkorlik qilish orqali ingliz tilidagi mahoratlarini takomillashtirishadi (Kim, 2017).

Til immersiyasi yordamida ingliz tili muhitida to'liq chiqqan holda tilni o'rganish imkoniyati yaratiladi (Stewart, 2015).

Xulosa: Ingliz tilini oliy ta'limda o'qitish jarayonida interaktiv va amaliy yondashuvlar olib borish zarurdir. Bu yondashuvlar talabalarga ingliz tilida samarali muloqot qilish va ingliz tilida o'rganish va fikrlash uchun imkoniyat yaratadi. Hamda bu jarayon texnologik integratsiya va immersiyali yondashuvlar bilan qo'llab-quvvatlanadi. Eng muhimi, bu usullar oliy ta'lim muassasalarida ingliz tilini o'qitishning sifatini oshiradi.

Tezis: Zamonaviy oliy ta'lim tizimida ingliz tilini o'qitishda innovatsion yondashuvlar muhim ahamiyatga ega, chunki ular talabalarning mustaqil o'rganish, tahlil qilish va amaliy mahoratlarini rivojlantirishga yordam beradi. Ingliz tilini o'qitishda o'zaro bog'liqlik prinsipi talabalarga turli fanlarni o'rganishda ingliz tilidan foydalanishga imkon beradi, va shu bilan birga ularning til mahoratlarini ham yaxshilaydi. Texnologiya integratsiyasi ingliz tilini o'qitish jarayoniga yanada samaradorlik qo'shadi, chunki talabalar o'zlarining qiziqishlariga mos onlayn resurslardan foydalanish orqali tilni mustaqil o'rganishlari mumkin. Faol muloqot usullari ingliz tilini o'qitishda talabalarning samarali qatnashishini ta'minlaydi, va ularning tanaffusli muloqot va guruh ishlari orqali o'z fikrlarini ifodalash qobiliyatlarini oshiradi. Mustaqil fikrlash va tahlil qilishga asoslangan usullar talabalarning ingliz tilini yoritib, hamma fanlarni o'rganishda ingliz tilidan samarali foydalanishga imkon beradi. O'qituvchilar

uchun yangi texnologiyalarni va usullarni o'rganish va qo'llash imkoniyatlarini kengaytirish, ingliz tilini o'qitishda yuqori samaradorlikka erishish uchun zarur.

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## THE IMPORTANCE OF MODERN METHODS IN DEVELOPING THE INCLUSIVE COMPETENCE OF FUTURE SPECIALISTS

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**Abstract:** This article explores and develops the hierarchical analysis of the inclusive competence of future specialists in English language teaching and explains its ability to use modern methods. Experimental methods have been used in the designated areas based on the study of the approaches of a number of foreign and local scientists.

**Key words:** *Inclusive education, competence, future specialists, technology, method, analysis.*

**Annotatsiya:** Ushbu maqola ingliz tilini o'qitishda bo'lajak mutaxxassislarning inklyuziv kompetetsiyasini ierarxik tahlilini o'rganib, rivojlantirish va uning zamonaviy metodlarini qo'llay olishini yoritib bergan. Bir qator xorijiy va mahalliy olimlarning yondashuvlari o'rganish asosida belgilangan maygonlarda tajriba metodlari qo'llanilgan.

*Kalit soʻzlar: Inklyuziv taʼlim, kompetentsiya, boʻlajak mutaxassislar, texnologiya, metod, tahlil.*

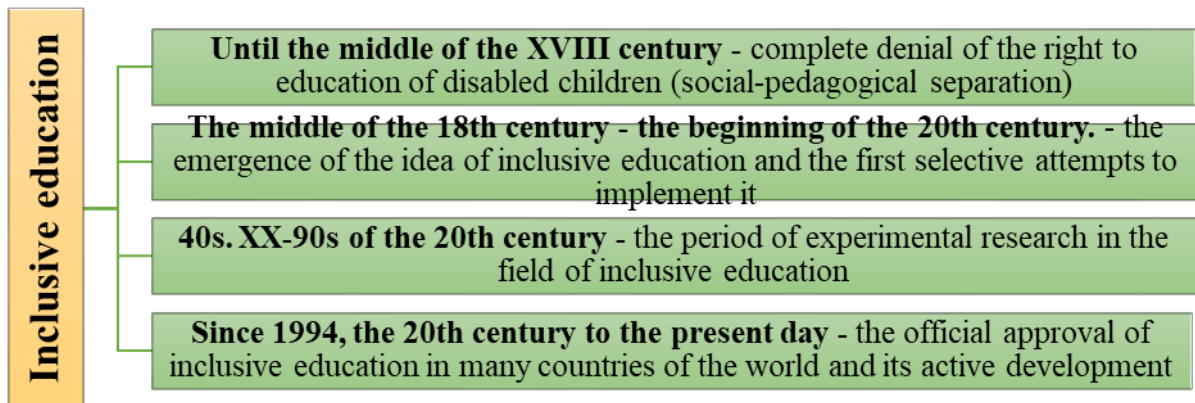
Today, in the context of the reform of inclusive education, the personality of future specialists plays an important role in the organization of the educational process, so more and more researchers are interested in the creative individuality of future specialists, its self-improvement and they address the problem of development ability. The development of such abilities in future teachers indicates that they have inclusive competence, which is responsible for the subjectivity of the teacher's personality, his readiness for professional development in the innovative environment of the higher education institution. In the era of globalization, the innovative process in education is the process of improving educational practice, developing the educational system based on innovations, and turning an idea into a product, technology, and service. All the requirements, such as the development of innovative educational environment, the development and diversification of mechanisms, indicate that they are related to future specialists [2].

Innovative educational environment is the material factors of the educational process and the interpersonal relationships established by the subjects of education in the process of their interaction. Such an environment not only gives the opportunity to develop the initial creative potential of every student at every educational stage, but also creates the need for self-awareness, creative self-development. forms appreciation [3]. It is necessary to carry out serious changes in the credit-module system, to carry out a series of works on the development of unique educational technologies for each subject, to create a fundamentally new methodological base of educational complexes, educational and methodological requires the introduction of educational methods and organizational forms as well as new technologies into the educational system.

During the hierarchical analysis of foreign and local scientific literature on the problem of inclusive education, the main stages of the formation and

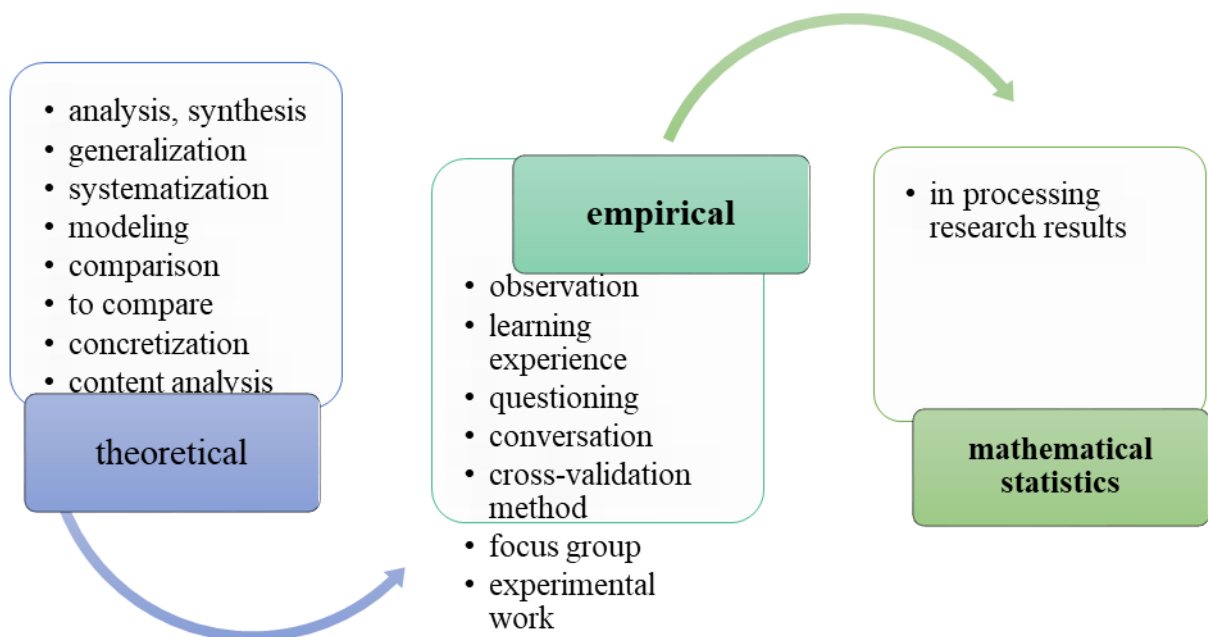
development of inclusive education abroad were studied, analyzed and determined (see Table 1.1):

**Table 1. Hierarchical analysis of inclusive education**



Today, inclusive education is an advanced method of teaching students with special educational needs and has great prospects in modern society. The new direction is actively developing and is attracting special interest in the world.

In order to determine the level of inclusive competence of future specialists in the higher education system and to create a concept of improving current competence, experimental work was carried out in selected higher education institutions. Research methods are designed for students and teachers. This helped to improve the inclusive competence of future specialists and determine the extent to which its components are implemented (see Figure 1.1):



**Figure 1. Research methods**



Based on the results sought in the preliminary section, it can be concluded that today's practical results aimed at developing the inclusive competence of future specialists in our country will lead to the ratification of the Convention on the Rights of Persons with Disabilities.

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## INGLIZ TILINI TBLT VA CLIL METODLARI ORQALI OLIY TA'LIM MUASSASALARIDA TATBIQ ETISH

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**Annotation.** The article discusses the topic "Implementation of the English language through TBLT and CLIL methods in higher education institutions." The search for effective methods of teaching English for higher education institutions is expanding. In this article, Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) methods are considered as having shown high results in teaching English. TBLT is task-based English language teaching and helps language learners improve their language skills by completing specific tasks. The article analyzes how the TBLT method can be effectively used in higher education. The CLIL method is also considered. CLIL is a simultaneous approach to teaching language and content, which means that students focus on learning content while learning a new language. The importance of the CLIL method for higher education institutions and recommendations for its effective use are presented. In the concluding part, it is considered how TBLT and CLIL methods affect the teaching of English in higher education institutions and under what conditions it is appropriate to use them.

**Key words:** *Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Higher Education, English Language Teaching, Task-Based Teaching, Content and Language Integrated Learning.*

**Annotatsiya.** Maqola "Ingliz tilini TBLT va CLIL metodlari orqali oliy talim muassasalarida tatbiq etish" mavzusida muhokama qiladi. Oliy ta'lim muassasalari uchun ingliz tilini o'rgatishda samarali usullarni qidirishda kengaymoqda. Ushbu maqolada, Task-Based Language Teaching (TBLT) va Content and Language Integrated Learning (CLIL) metodlari ingliz tilini o'rgatishda yuqori natijalarni ko'rsatgan sifatida ko'rib chiqiladi. TBLT ingliz tilini vazifalar orqali o'rgatishga asoslangan va til o'rganuvchilarining muayyan vazifalarni bajarish orqali til mahoratini oshirishiga yordam beradigan. Maqolada TBLT usulining oliy ta'limda qanday samarali qo'llanilishi mumkinligi tahlil qilinadi. Shuningdek, CLIL usuli ham ko'rib chiqiladi. CLIL, tiling va mazmun (content) bir vaqtning o'zida o'rgatilishi bo'yicha yondashuv bo'lib, bu jarayon o'quvchilarning yangi tili o'rganishda mazmunni o'rganishga ham e'tibor berishini anglatadi. CLIL usulining oliy ta'lim muassasalari uchun ahamiyati va uning qo'llanilishini samarali qilish uchun tavsiyalar keltirilgan. Xulosa qismida, TBLT

va CLIL metodlarining oliy ta'lim muassasalaridagi ingliz tili o'qitishga qanday ta'sir qilishi va ularning qaysi sharoitlar asosida qo'llanilishi ma'qul bo'lishini ko'rib chiqiladi.

***Kalit so'zlar:** Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Oliy ta'lim, Ingliz tili o'qitish, Vazifa asoslangan o'qitish, Tarkibiy va tilga integratsiya qilingan o'qitish.*

**KIRISH.** Oliy ta'lim sohasida ingliz tilini o'rgatishning ahamiyati kundankuniga oshmoqda. Globalizatsiya va a'zolararo integratsiya jarayonlari ingliz tilini o'rganishni muhim qiladi, chunki bu til akademik va kasbiy hamkorlik uchun umumiyotda qabul qilingan vositadir. Oliy ta'lim muassasalari bu vaziyatni hisobga olgan holda, til o'qitishda yangi va samarali metodlarni qo'llashga intilmoqdalar. Bu maqolada Task-Based Language Teaching (TBLT) va Content and Language Integrated Learning (CLIL) kabi ikkita zamonaviy metodlarning ingliz tilini o'rgatishda qanday tatbiq etilishini ko'rib chiqamiz.

Ingliz tili o'qitishda TBLT va CLIL metodlarining tatbiq etilishi juda muhimdir, chunki bu metodlar talabalar uchun tilni o'rganish jarayonini yanada amaliy va tushunarli qiladi. TBLT vazifalar orqali talabalarni ingliz tilida muloqot qilishga rag'batlantiradi, chunki bu metod tilni o'rganish jarayonini vazifalar orqali tashkil etadi. Bu esa talabalarning til mahoratlarini amaliy usulda rivojlantirishiga yordam beradi.

Bu yondashuvda, CLIL ingliz tilini o'rganishni talabalar o'rganayotgan boshqa fanlar bilan integratsiya qilish orqali o'rgatadi. Bu metod talabalar uchun ingliz tilini o'rganish jarayonini qiziqarli va samarali qiladi, chunki ular ingliz tilini o'rganishda o'zlarining o'rganayotgan fanning kontekstini o'rganishga imkoniyat topadi. Shunday qilib, talabalar ingliz tilida o'z sohasidagi mutaxassislik terminlari va ifodalar bo'yicha mahoratga ega bo'ladi.

Oliy ta'lim muassasalarida ingliz tilini o'rgatishda TBLT va CLIL metodlarining tatbiq etilishi yordamida talabalar o'zlarining ingliz tilidagi mahoratlarini hamda fanviy bilimlarini oshirishlari mumkin. Bu esa ularning

akademik va kasbiy yutuqlariga katta hissa qo'shadi. Maqolada bu usullarning ingliz tilini oliy ta'lim muassasalari sharoitida qanday tatbiq etilishini va bu metodlarining talabalar uchun ingliz tilini o'rganish jarayonini qanday yaxshilashini ko'rib chiqamiz.

### **TBLT va CLIL ning maqsadi va xususiyatlari**

Task-Based Language Teaching (TBLT) – bu vazifa asoslangan til o'qitish usulidir. Bu usul ingliz tilini o'rganish jarayonida vazifalar orqali talabalarning faol ishtirokini oshirishga qaratilgan. Vazifalar o'quv jarayonida muayyan maqsadlar yoki natijalarga erishishni talab qiladi, masalan, ma'lumot topish, muhokama qilish yoki maslahat olish. Content and Language Integrated Learning (CLIL) – bu tarkibiy va tilga integratsiya qilingan o'qitish usulidir. CLIL usulida, talabalar biror fan yoki mazmuni o'rganish va shu vaqtda ingliz tilini ishlatish orqali til mahoratlarini oshirishadi.

#### **TBLT-ni tatbiq etishning afzalliklari:**

- Talabalar mustaqil o'rganish va amaliy mahoratlarini rivojlantirishga imkoniyat beradi.
- O'quv jarayonini talabalar uchun yanada qiziqarli va samarali qiladi.
- Talabalar to'g'ridan-to'g'ri tilni ishlatish orqali o'rganishadi.

#### **CLIL-ni tatbiq etishning afzalliklari:**

- Fan va til o'rganishni birlashtirish talabalarning tilni amaliy va samarali o'rganishiga yordam beradi.
- Talabalar o'z sohasidagi lug'at va ifodalar bo'yicha ingliz tilida mahoratga ega bo'ladi.
- Talabalar fanning tarkibiy qismini o'rganish orqali tilni o'rganishda kengaytirilgan yondashuv hosil qiladi.

### **TBLT va CLIL ning Oliy Ta'lim Muassasalarida Qo'llanilishi**

#### **Task-Based Language Teaching (TBLT)**

Task-Based Language Teaching (TBLT) ingliz tilini o'rganishda vazifa asosida til o'qitish prinsipiga asoslangan metod bo'lib, bu usulda talabalar konkret vazifalarni bajarish orqali tilni o'rganadilar. Bu metod talabalarning o'zlarining

afzaliklariga javob beradigan asosiy mahorat va bilimlarni o'rganishini rag'batlantiradi.

Oliy ta'lim muassasalarida TBLT qo'llanilishi ingliz tilida navbatdagi va akademik mahoratlarni oshirishda samarali bo'ladi. TBLT darslari vazifalar orqali olib boriladi, bu vazifalar talabalarning ingliz tilidagi so'z va iboralar bilan tanishuvini, tilni foydalanish amaliyotini kengaytirish va o'rganilgan til materiallarini amaliy holatlarda qo'llashni tashkil etadi.

Masalan, talabalardan ingliz tilida ishlab chiqarish prosessi haqida qisqa maqola yozishni so'rash orqali, ular ingliz tilidagi so'zlar va grammatikani amaliy tarzda qo'llashga rag'batlanadi.

### **Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning (CLIL) metodida ingliz tilini o'rganish va fanviy yoki kasbiy contentni bir vaqtning o'zida o'rganish talab qilinadi. Bu usulda til o'qitish va mazmun o'rganish bir-biriga bog'liq bo'ladi.

Oliy ta'lim muassasalarida CLIL metodining qo'llanilishi talabalarga ingliz tilidagi fanviy yoki kasbiy terminlarni o'rganishda yordam beradi. CLIL darslari fanviy material bilan yuklangan va tilni o'rganishga qaratilgan bo'lib, bu materiallar ingliz tilida taqdim etiladi.

Masalan, kimyo yo'nalishidagi talabalar ingliz tilida kimyoviy elementlar va ularga oid terminlarni o'rganishadi. Bu esa talabalarning ingliz tilidagi so'z boyligini kengaytiradi va ularni akademik matnlarni tushunishda va ingliz tilida muloqot qilishda yordam beradi.

### **Qo'llanilishining Afzalliklari**

TBLT va CLIL metodlarining oliy ta'lim muassasalarida qo'llanilishi talabalarga bir nechta yo'llarda foyda keltiradi:

1. "Amaliy Mahoratlar": TBLT va CLIL talabalarning amaliy mahoratlarini oshiradi, chunki ular tilni vazifalar orqali va fan orqali o'rganadilar.
2. "Motivatsiya": Bu metodlar talabalarning o'zlarining kasbiy yoki akademik qiziqishlariga mos keladi, bu esa ularning motivatsiyasini oshiradi.
3. "Til Bo'yligi": CLIL orqali talabalar ingliz tilidagi kasbiy terminlarga ega bo'ladilar va TBLT orqali esa tilni amaliy holatlarda qo'llashga qodir bo'ladilar.

4. “Kritik Fikrlash Mahorati”: TBLT vazifalari talabalarga muammolarni hal qilish va fikrlash qobiliyatlarini rivojlantirishda yordam beradi.

Oliy ta'lim muassasalarida ingliz tilini o'rgatishda TBLT va CLIL metodlarining muvaffaqiyatli tatbiqoti, talabalarning yuqori darajadagi til mahoratlarini va fanviy bilimlarini egallashiga yordam beradi. Bu usullar talabalar uchun til o'rganish jarayonini samarali, tushunarli va amaliy qiladi.

### **TBLT va CLIL ning kombinatsiyasi**

TBLT va CLILning oliy ta'lim muassasalarida birgalikda qo'llanilishi ingliz tilini o'rganishning samaradorligini yanada oshirishi mumkin. Bu kombinatsiya talabalar uchun tilni o'rganish jarayonini yanada tushunarli va amaliy qiladi, chunki ular tilni o'rganish va o'z sohalari bo'yicha ma'lumotlarni kengaytirish orqali o'zlarining mahoratlarini takomillashtirishadi.

Oliy ta'lim muassasalarida ingliz tilini o'rgatishda Task-Based Language Teaching (TBLT) va Content and Language Integrated Learning (CLIL) kabi usullar muhim ahamiyatga ega. Ushbu metodlar talabalarga til o'rganish jarayonida ulkan imkoniyatlar yaratadi va ularning ingliz tilidagi amaliy mahoratlari hamda fanviy bilimlari ustuvor ahamiyatga ega bo'ladi.

TBLT orqali talabalar ingliz tilini konkret vazifalarni bajarish orqali o'rganishadi, bu esa til o'rganish jarayonini samarali va amaliy qiladi. CLIL esa talabalarning ingliz tilidagi fanviy yoki kasbiy terminlarga va mazmunga o'rganishiga yordam beradi.

Bu usullar talabalarning ingliz tilida samarali kommunikatsiya qurish, kritik fikrlash qobiliyatlarini rivojlantirish, va ingliz tilini amaliy va fanviy sohada qo'llashga rag'batlantiradi.

Oliy ta'lim muassasalariga maslahat bo'lib, TBLT va CLIL usullarini joriy ingliz tili dasturlarining integral qismi sifatida keng qo'llash kerak. Bu esa talabalarning global bozorda raqobatbardosh bo'lishiga va kasbiy rivojlanishlarini kengaytirishiga yordam beradi.

Oliy ta'lim muassasalarida ingliz tilini o'rgatishda yangi va samarali metodlar talab qilinmoqda. Task-Based Language Teaching (TBLT) va Content

and Language Integrated Learning (CLIL) usullari, til o'qitishda amaliy va mazmun-bilan bog'liq yondashuvlarni o'z ichiga oladi.

TBLT usuli, o'quvchilarning ingliz tilidagi konkret vazifalarni hal qilish orqali til mahoratlarini rivojlantirishiga imkon beradi. Bu usul, o'quvchilarni tilni faol ishlatishga rag'batlantiradi va ularning kommunikativ qobiliyatlarini takomillashtirishga yordam beradi.

CLIL esa, mazmun va til o'rganishni birlashtiruvchi yondashuv bo'lib, o'quvchilarning ingliz tilini, o'z sohasidagi ma'lumotlar bilan birga o'rganishiga imkon beradi. Bu usul, til o'rganishni o'quvchilar uchun aniq maqsadlar va amaliy foyda bilan bog'lantiradi.

Oliy ta'lim muassasalari uchun, TBLT va CLIL usullari ingliz tilini o'rgatishda qo'shimcha qiymat yaratadi. Ular o'quvchilarning tilni haqiqiy dunyodagi vazifalarga moslashtirish va ularning sohasidagi ma'lumotlarini kengaytirish imkoniyatini beradi.

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## THE EFFECTIVE FACTORS IN ADULT SECOND LANGUAGE ACQUISITION

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**Abstract:** Adult acquiring process in second language learning is quite different from young learners thus they might encounter problems while learning. The data were gathered and synthesized based on researchers’ both similar and different points of view, finally, summarized in detail to show the most effective and different factors which may assist adults to improve their acquiring process.

**Key words:** *cognition, peer feedback, teacher’s feedback, motivation, acquisition process, social interaction, authentic situations*

The age factor is a controversial topic and has been deeply discussed for several decades. Scholars have been trying to find answers concerning how young and adult learners differ in the acquiring process, which instructions are the most effective for them, which age category of learners may demonstrate the highest success in the language learning process (Aydin & Ozfidan, 2014; Aydin & Koc, 2012; Spinner & Gass, 2019). This article aims to identify how the effective factors, namely the roles of motivation and maturity; teachers' or peers' positive feedback, learning environment as well as social interaction assist to enhance adults' second language acquisition. While writing article, I tried to explain the content through a broad range of discussions as well as comparisons in each paragraph. In addition, although plenty of studies have been conducted on this issue until now, still certain aspects of the topic have not been clarified deeply.

### **The role of cognition in adult SLA.**

How can the level of maturity ease the adult acquiring process? Krashen (1982) who is the representative of modern cognitive theory thinks that the conscious learning process is required in adults' SLA. Obviously, adult learners may differ from young learners in their level of cognition significantly. To support this idea, Figueiredo and Silva (2008) stated that the advantageous sides of adults' second language acquisition are their maturity, logical analysis, and self-



monitoring abilities which are considered to be higher than children. Adults' cognitive ability help them to understand and analyze the given information, as a result, this knowledge may stay forever in their brain. Some scholars claimed that in the language learning process, high results may be gained by adults. Zhang (2009) identified this idea that adults can acquire language faster than younger in syntax and listening skills since their flexibility and simultaneous process of cognitive development may facilitate the learning process. Xiaohui Wang (2009) pointed out that while acquiring a second language, adolescences may improve cognitive ability, as well as their critical and analytical skills, maybe matured. According to Krashen (1982), the language learning process requires the cognitive skills of adults because they can remember, analyze, and conclude grammar rules as well as structures deeply from each other, consequently, complex problems can be handled easily. However, Boping Yuan (2013) contradicted these ideas that, although older learners try to spend all their energy and effort, they may not gain full success in second language acquisition. Based on researchers' assumptions, I may say that the role of cognitive ability is one of the important factors (they analyze and correct their mistakes) which children do not have in SLA, but still, some investigations are needed to come clear conclusion in this assumption.

### **The importance of motivation in adult second language acquisition.**

Adults try to fulfill their plans or dreams because of a strong purpose which might motivate them when they encounter difficulties in any sphere of life. Motivation can be complicated for older people because some adults have comprehensive or integrative motivation but for others, instrumental motivation may push them continuously. For example, achieving higher positions or getting well-paid jobs, finding new friends may motivate them to gain one skill or learn a language. These factors may motivate adult learners, but young learners can be motivated by even small things such as praises, good marks, or teachers' positive feedback. Jerome Bruner (1982) claimed that if both adults and children may be free from the control of punishment or rewards, they may strive for self-esteem and fulfillment intrinsically. Moreover, Hubackova and Semradova (2014) have

stressed that motivation is a valuable component in adult learning. The study has shown that awarding a degree, gaining a new qualification may motivate adults (Hubackova & Semradova, 2014). Wlodkowski (1985) also highlighted a few factors namely attitude, need, affect, stimulation have an impact on adult motivation. Assumptions that I found, have indicated that adults are self-motivated, and they have specific purposes in their minds to strive and achieve success.

### **Adults acquisition in authentic situation**

People are able to learn the language or other skills in various atmospheres, such as some people prefer classroom environment, others can benefit from social interaction. The classroom environment also facilitates adults' acquisition significantly. Snow and Hoefnagel-Hohle (1977) and Fathman (1975) have stated that adults achieve better results both in syntax and morphology in classroom learning. Other scholars also supported this idea including Williams and Burden (1997) represented the social comparison theory that older people tend to perceive their abilities in a classroom atmosphere and its influence is greater than in other learning environments. Obviously, adults may obtain useful knowledge in classroom interaction because people whose aims are the same may gather there, also based on their level, adults may correct each other's mistakes during the lessons. Barret et al. (2014) investigated the impact of the classroom environment in children acquiring process and found that classroom environments have a great impact on children's academic performance. It means not only adults but also children may benefit from classroom interaction positively.

### **Adults acquisition in social interaction**

Another factor that enhances adults' SLA is communication in social life. Researchers also paid attention to this phenomenon and some of them proved that social interaction has a great influence on adult SLA. Zafar and Meenakshi (2012) have claimed that using language skills in social communication can be impeded as soon as people are becoming older. However, Selinker's (1972) finding shows that communication strategies have influenced adults' second language acquisition. Kerswill (1996) also supported this perspective, social contacts and mobility are

the factors from which adults may get significant benefit. In addition, Halliday (2004) has identified language structure impact less compared to language communication. All assumptions which I mentioned above may conclude that the role of social communication is considerably fruitful since while interacting with others, adult learners learn language subconsciously, easily correct their mistakes, memorize the sentence structure, significantly their speaking skills can be improved.

### **Positive effects of the Deductive method in adult SLA**

Conservative ways of teaching are old dated in teaching languages but still, it has been considered useful methods in teaching adults. Pictures, physical activities, videos are not attractive for older learners since their attention span is not like young learners. They concentrate more on rule-based learning as well as clear structures, rules may be kept in their brain for a long time. Cook (2012) and Munoz (2010) highlights those instructional activities used by adolescences repetitively may lead to success. An intentional way of learning grammar is preferred by adults, especially with clear instructions. Besides, they mostly rely on deductive methods rather than other interactive methods in which explicit rules are taught by instructors. Nikolov and Djigunovic (2006) summarized that memorization is the key concept in children acquisition however, the LL process of adults was characterized by more instructions and rules. On the one hand, lessons and materials should be designed interestingly and lively to capture children's attention span. On the other hand, adults have a longer attention span which means materials and activities should not be intrinsically interesting for them. According to research, I would say that adult learners may benefit from instructional methods compared to young learners since their attention span are different from each other.

### **The importance of teacher feedback in adults' acquisition**

Not only the learning process but also other situations, if people are observed by others, it will give them chance to lose their drawbacks. In terms of adults, the role of feedback is as considerable effective as other factors as in this literature review. Positive feedback motivates learners whereas negative feedback

may lead to giving up the aim. Compared to children, adult learners understand and utilize the given feedback properly for their improvements. Apparently, the teacher is the person who knows the learners' mistakes and guides them to achieve high results. This question also has been taken into consideration by scholars, and they have investigated the positive and negative sides of teachers' feedback. The Adult Learner (1973), the feedback given by teachers which are considered to be external conditions of acquisition, may indicate new prompts during a performance (Knowles, Holton, & Swanson, 2011).” When teacher feedback informs students that they are improving their skills or knowledge and becoming more competent at tasks, then students' intrinsic motivation also improves” (Schunk and Zimmerman, 2006, p. 360). But after reading articles, I understood that most research have been done generally since teachers' feedback in adults' acquisition are still under question. Because of this reason, this assumption also requires further studies.

### **The importance of peer feedback in adult acquisition.**

Adult learners may get positive or negative feedback from their peers whether in social communication or classroom environment. Undoubtedly, to criticize others may require deep critical thinking skills. Unfortunately, young learners' cognitive ability may disable this process. Moreover, if adults learn with their peers, it accelerates the learning process because teachers and learners have distance between them, but peers do not. Hattie and Yates (2007) have shown that the power of peer feedback is valuable for learners, especially older learners because what they learn in the classroom may be perceived by peer interaction. Mory (2004) has identified peer feedback as the following: in adult learning, a better understanding of tasks, modifying comprehension as well as learning accuracy are provided by peer feedback. Peer feedback is connected to Vygotsky's theory of ZDP which means individuals can do with the guidance or support of others. However, the adult who has lower proficiency cannot make a useful contribution to peer feedback. After my investigations, I would say that the contributions of peer feedback have not been investigated deeply yet.

### **Conclusion**

After being an adult, some people encounter a dilemma whether they can learn a new language or skill or not. Adults' second language acquisition is a continuous process and full of difficulties that they encounter during this process. However, it is believed that if they learn how to combine and utilize the given factors appropriately, the likelihood of potential success will be gained without effort. The research tries to find influential ways in adult second language acquisition concerning cognitive and motivational factors; influences of inner and outer atmospheres, instructional methods, instructors, and peers' feedback. Although there has been included and examined influential factors in adult SLA, still in-depth theoretical and empirical research are needed for some assumptions in this area. For example, teachers' and peers' feedback; and cognitive development of adult learners need further investigation. Based on my literature review, the rest factors have been found enough finding in adults' second language acquisition.

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## BAHOLASHDA VAZIFALARNING O`RNI

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**Annotatsiya:** Talabalarning xorijiy tillarda yozuv malakasini baholash, ushbu tizimni zamonaviy metodlar yordamida takomillashtirish masalasi o`ta muhim vazifalarimiz qatoridan o`rin olgan. Nofilologik ta`lim yo`nalishi talabalarining ingliz tilini puxta egallashlari, yozuv va kommunikativ kompetensiyalarini doimiy oshirib borishi, shuningdek, ularni baholash tizimi har qachongidan muhim. Ushbu maqolada ularning o`ziga xos metodologik asoslarini

ta'minlovchi baholash rubrikasini keltirib o'tamiz. Baholash va vazifalarni tuzishdagi bir nechta omillar ham qayd qilingan.

**Kalit so'z:** *Ta'lim, konstruktiv fidbek, bo'lajak iqtisodchilar, rasmiy xat, grammatik mashq, yozuv malakasi, baholash, rubrika.*

## THE ROLE OF TASKS IN ASSESSMENT

**Annotation:** The issue of assessing the writing skills of students in foreign languages, improving this system with modern methods is one of among our most important tasks. The thorough mastery of English by students of the direction of non-philological education, the constant increase in writing and communicative competencies, as well as the system of their assessment are more important than ever. In this article, we will cite an assessment column that provides their specific methodological framework. Several factors in the assessment and task structure have also been noted.

**Keyword:** *Education, constructive feedback, prospective economists, formal letter, grammatical exercise, writing skill, assessment, rubrics.*

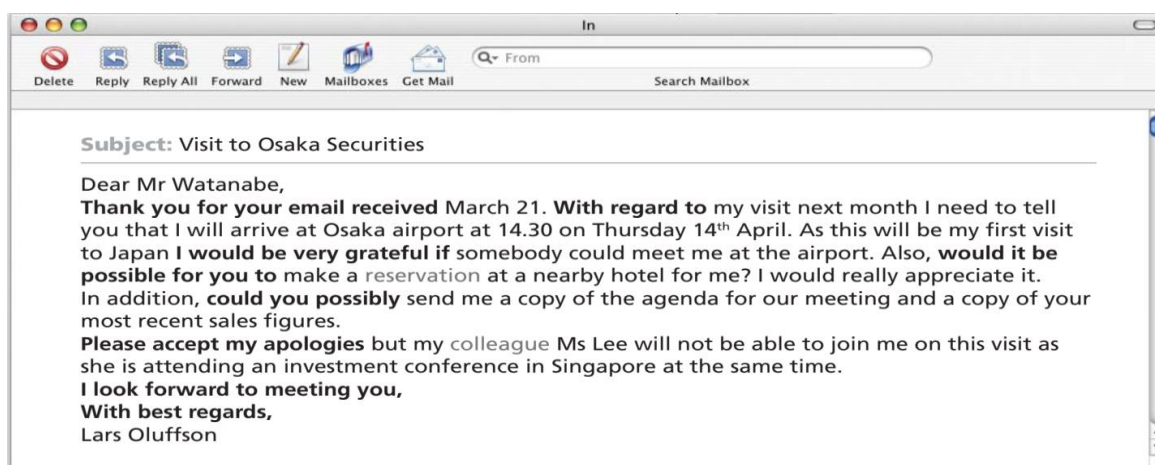
## РОЛЬ ЗАДАНИЙ В ОЦЕНИВАНИЕ

**Аннотация:** Вопрос оценки письменной компетенции студентов на иностранных языках, совершенствования этой системы с помощью современных методов является одной из важнейших наших задач. Как никогда важно, чтобы учащиеся направления нефилологического образования овладели английским языком, постоянно повышали свои письменные и коммуникативные компетенции, а также систему их оценки. В этой статье мы приведем рубрику оценки, которая обеспечивает их конкретную методологическую основу. Также было отмечено несколько факторов в оценке и структурировании задач.

**Ключевые слова:** *образование, конструктивный фидбек, будущие экономисты, формальное письмо, грамматическое упражнение, письменная квалификация, оценка, контроль.*

Ta'limda, xususan til o'qitishda baholash asosiy omillardan biridir. Ma'lumki, ushbu jarayon natijaning samarali amalga oshishida ma'lum ma'noda zamin yaratadi. Yozuv malakasini baholashda uning har xil turlari har xil ko'nikmalarni talab qilganligi sababli, baholash mezonlariga e'tibor berish kerak bo'ladi. Akademik yozuvning bir qancha turlari (Report, Case study, Essay, Dissertation, Review/Critique, Reflective writing, Research proposal) mavjud bo'lib, har biri o'ziga xos mezonlar asosida baholanadi. Yondashuvni aniqlab olib,

uni amalda qoʻllaniladi va talaba oʻz mahoratini oshirish uchun foydalanishi mumkin boʻlgan konstruktiv fikrlar bildiriladi. Holbuki, yozma topshiriq haqida fikr yuritilayotgan ekan, asosli va konstruktiv fidbek berish va aniq belgilangan mezonlar orqali natijani asoslash ijobiy va samarali natijaga xizmat qiladi. Nofilologik taʼlim muassasalarida yozuv turini aniqlash ushbu sohada zaruriyat va amaliylikni taʼminlovchi vazifalardan tashkil topishi orqali amalga oshiriladi. Misol tariqasida boʻlajak iqtisodchilar uchun taqdim qilinadigan yozma vazifalarni keltirib oʻtamiz. Mehnat bozoridan kelib chiqib aytishimiz mumkinki, rasmiy tus olgan shikoyat, muzokara, ariza, hisobot kabi uslubdagi xat va boshqa turdagi yozishmalarni oʻrgatish va baholash dolzarbdir (1-rasm):



**1-rasm. Rasmiy xat namunasi**

Bundan tashqari, baholash va vazifalarni tuzishda quyidagi omillar ahamiyat kasb etadi:

**Talabani kelib chiqishini hisobga olish.** Masalan, ESP talabasining yozuv koʻnikmasi filologik taʼlim muassasasi talabisinikidan farq qiladi. Bunda ehtiyoj bir biridan farq qilishi tabiiydir. Bunda talaba yoki tinglovchining yoshi va rivojlanish darajasi, ularning maʼlumoti va tajribasi, til bilish darajasi kabilarni oʻrganish kerak. **Tajriba darajasiga yoʻnaltirish** esa galdagi element hisoblanadi. Bularning barchasini yodda tutib, ushbu qatlamga mos keladigan nazorat savollari tuziladi. Misol uchun, agar ESL talabasining mahoratini baholansa, asosan lingvistik aniqlikka (grammatika, sintaksis, soʻz shakllari va lugʻatdan toʻgʻri foydalanish) eʼtibor qaratiladi (2-rasm):



4 Complete the description below of the process for manufacturing Dr Hauschka's Rose Cream. Use the present simple passive form of the verbs in the box.

sell store involve distribute make grow send

- 1 Around 150 people \_\_\_\_\_ in the production of Dr Hauschka's Rose Cream.
- 2 The plants \_\_\_\_\_ under strict organic conditions in the company's own pesticide-free garden.
- 3 They \_\_\_\_\_ for a year under special conditions before they \_\_\_\_\_ to the laboratory.
- 4 All Dr Hauschka products \_\_\_\_\_ by hand, not by machines.
- 5 The rose cream \_\_\_\_\_ all over the world and \_\_\_\_\_ in over 40 countries.

## 2-rasm. Grammatik mashq namunasi

**Yozma topshiriq uchun aniq parametrlarni o'rnatish.** Talaba o'z topshirig'ini bajarayotganda undan nima kutilayotganini aniq bilishi kerak bo'ladi. Agar topshiriqni tushunishda qiyinchiliklar yuzaga kelsa, ularni savollar orqali jarayonga jalb qilish uchun savol-javob mashg'ulotini tashkillashtiriladi. Turli xil o'quv uslublarini qo'llash orqali yozma va og'zaki ko'rsatmalar beriladi. Vazifa yuklatish jarayonida quyidagi aniq ma'lumot beriladi:

\* Topshiriqni bajarish uchun talab qilinadigan vaqt.

\* Matn hajmi belgilanishi kerak (masalan, 5 paragraf, 10 sahifa yoki 300-500 so'z).

\* Topshiriqning maqsadi (masalan, ularning ishonarli dalillarni taqdim etish qobiliyatini baholash).

Baholash mezonlari belgilangach, **skoring rubrikasi yordamida ball aniqlanadi.** Yozma ish haqidagi umumiy taassurot (yaxlit rubrika) asosida yoki ishning aniq mezonlarga (analitik rubrikaga) asoslanganlik darajasiga qarab ball beriladi. Quyida baholashning analitik rubrikasi didaktik va o'quv jarayonini tashkil qilishning samaradorlik ko'rsatkichlari asosida ishlab chiqilgan "topshiriqlarni bajarilishi va tahlil qilinganligi" indikatorini dominant omil sifatida biriktirish orqali takomillashtirilgan.

**Hulosa qilib aytganda,** talabalarning nafaqat bilimlarini baholash, balki ularda yozuv malakasini rivojlantirish, uning omillari va ta'sir yo'nalishlarini aniqlash, ayniqsa, xorijiy tajriba keng qo'llanilayotgan modulli tizim sharoitida nofilologik ta'lim yo'nalish talabalarida xorijiy tilni o'zlashtirishni rag'batlantirish, turli-tuman yondashuvlarni amalda qo'llash talab qilinadi. Ingliz tilini o'qitayotgan pedagoglar faoliyatini yangi texnologiyalar orqali mazmunan boyitish, xorijiy til o'qitishni tashkillashtirishdagi aniqlangan nomutanosibliklarni bartaraf etish, eng

muhimi, pedagoglarning baholash kompetentsiyalarini, mahoratlarini oshirish muhim o‘rin tutadi.

## Yozma topshiriq uchun baholash (analitik) rubrikasi Baholash darajalari (umumiy ball- 0-100%)

Mezon	Talabga javob bermaydi=D (standartdan past) (0-55%)	Qoniqarli=C (standartga o'rtacha javob beradi) (56-70%)	Yaxshi =B (standart darajasida) (71-85%)	A`lo=A (standartdan yuqori) (86-100%)
Topshiriq-ning bajarilishi va tahlil qilinganligi	<ul style="list-style-type: none"> <li>- javob topshiriqqa mos emas,</li> <li>- fikrlar asosan noto'g'ri, noo'rin, yetarlicha yoritilmagan,</li> <li>- tanqidiy fikrlashni yetarlicha ifodalamaydigan mujmal fikr-mulohazalar keltirilgan.</li> </ul>	<ul style="list-style-type: none"> <li>- javob topshiriqqa qisman mos,</li> <li>- topshiriq bajarilgan, ammo mazmuni anglash, taxmin qilish talab qilinadi,</li> <li>- tanqidiy fikrlash yetarlicha ifodalanmagan.</li> </ul>	<ul style="list-style-type: none"> <li>- fikrlar yetarlicha va ishonchli dalillar bilan yoritilgan,</li> <li>- qo'llab-quvvatlovchi fikrlar sustroq,</li> <li>- tanqidiy fikrlash mohiyatga ko'chgan</li> </ul>	<ul style="list-style-type: none"> <li>- topshiriqni to'liq bajargan,</li> <li>- asosiy g'oyani qo'llab-quvvatlovchi ishonchli dalillar taqdim etilgan, yetarli miqdorda so'zlardan foydalanilgan,</li> <li>- tushunishga xalaqit bermaydigan kichik xatoliklar bilan yuqori darajadagi tanqidiy fikrlar ifodalangan.</li> </ul>
Matn yaxlitligi va fikrlarning bog'liqligi	<ul style="list-style-type: none"> <li>- mantiqiy izchilikka rioya qilinmagan,</li> <li>- fikrlarni bog'lashda ba'zi o'rinlarda izchillik yo'q,</li> <li>- jiddiy xatoliklar tufayli chalkashlikka yo'l qo'yilgan</li> <li>- asosiy g'oya bayonida izchillik yetishmagan.</li> </ul>	<ul style="list-style-type: none"> <li>- umumiy tuzilishda va mantiqiy izchillikda xatoliklar mavjud,</li> <li>- ba'zi fikrlar noto'g'ri va mavzudan uzoqlashgan,</li> <li>- asosiy fikrni ifodalash va izchillik cheklangan darajada,</li> <li>- bog'lovchi vositalar noto'g'ri, nomutanosib yoki ortiqcha qo'llanilgan.</li> </ul>	<ul style="list-style-type: none"> <li>- fikrlar izchil va mantiqiy bog'langan, xilma-xil bog'lovchi vositalardan asosan to'g'ri foydalanilgan,</li> <li>- har bir paragraf aniq umumiy tuzilishga ega,</li> <li>- asosiy fikrlar sifatli va bir qancha detallar bilan izchil ifodalangan,</li> <li>- havolalar har doim ham aniq va kerakli darajada qo'llanilmagan.</li> </ul>	<ul style="list-style-type: none"> <li>- ma'lumot va fikrlar mantiqan izchil bog'langan,</li> <li>- tizimli matn aniq xulosaga yetaklaydi,</li> <li>- asosiy fikrlar o'ta sifatli va bir qancha detallar bilan izchil ifodalangan,</li> <li>- izchillikning barcha jihatlarini mohirona qo'llanilgan,</li> <li>- bog'lovchi vositalardan to'g'ri va samarali foydalanilgan.</li> </ul>
Leksika	<ul style="list-style-type: none"> <li>- topshiriqni bajarish uchun so'z boyligi yetarli emas,</li> <li>- sohaviy leksik birliklardan o'rinli foydalanilmagan,</li> <li>- tegishli mavzuga doir lug'at birliklari umuman mavjud emas,</li> <li>- cheklangan miqdordagi so'z va iboralardan foydalanilgan.</li> </ul>	<ul style="list-style-type: none"> <li>- asosiy lug'at boyligidan foydalanilgan; ba'zi leksik birliklar noaniq tarzda ishlatilgan yoki mavzuga doir emas,</li> <li>- sohaviy leksikadan cheklangan darajada foydalanilgan,</li> <li>- tegishli mavzuga doir lug'at birliklari ayrim hollarda mavjud,</li> <li>- so'z yasash yoki so'z tanlashda takroriy xatoliklar mavjud.</li> </ul>	<ul style="list-style-type: none"> <li>- ba'zi noaniqlik bilan turli leksik birliklardan foydalanilgan,</li> <li>- sohaviy leksikadan samarali foydalanilgan,</li> <li>- tegishli mavzuga doir lug'at birliklaridan yetarlicha foydalanilgan,</li> <li>- ayrim hollarda so'z yasash yoki so'z tanlashda xatoliklar mavjud.</li> </ul>	<ul style="list-style-type: none"> <li>- mavzuni ochib beruvchi turli lug'at birliklaridan deyarli xatosiz foydalanilgan,</li> <li>- sohaviy leksikadan mohirona foydalanilgan,</li> <li>- tegishli mavzuga doir lug'at birliklaridan a'lo darajada foydalanilgan,</li> <li>- so'z yasash va so'z tanlash bilan bog'liq muammolar mavjud emas.</li> </ul>
Grammatika	<ul style="list-style-type: none"> <li>- imlo, tinish belgilari va grammatik xatoliklar tushunishni qiyinlashtiradi,</li> <li>- gap shakllarida aniqlik umuman mavjud emas,</li> <li>- takroriy xatolar mavjud.</li> </ul>	<ul style="list-style-type: none"> <li>- imlo, tinish belgilari va grammatik xatoliklar tushunishga xalal bermaydi,</li> <li>- ayrim xatoliklar mavjud.</li> </ul>	<ul style="list-style-type: none"> <li>- yozuvda imlo, tinish belgilari va grammatik xatoliklar kam bo'lib, tushunishga halal bermaydi,</li> <li>- murakkab jumalarni berishga harakat qiladi, lekin noaniqliklilar uchraydi,</li> <li>- xilma-xil murakkab strukturalardan foydalanilgan.</li> </ul>	<ul style="list-style-type: none"> <li>- imlo, tinish belgilari va grammatik xatoliklardan xoli,</li> <li>- xatolar juda kam,</li> <li>- xilma-xil murakkab strukturalardan foydalanilgan.</li> </ul>

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## ENGLISH LANGUAGE LEARNING FEATURES IN RURAL SCHOOLS: CHALLENGES AND SOLUTIONS

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**Abstract.** This article is based on a project designed to improve English language skills of students in rural areas. This aspect determines the relevance of the article. It mentioned about the educational experience course held with students in the school of Shafirkan district of Bukhara region. In the project, English language courses will be given to students for a certain period of time, and then such courses will be widely promoted in other regions. at the same time, the article provides detailed information about the knowledge and interest of English language students of urban and rural schools, some shortcomings of schools in rural areas. Theoretical knowledge, real statistical data and objects were used in the research work. The arrangement of the problems discussed in the article with the necessary organizations also ensures the possibility of finding a solution to the problem. taking into account the problems mentioned in the article, the proposed project can be a suitable solution.

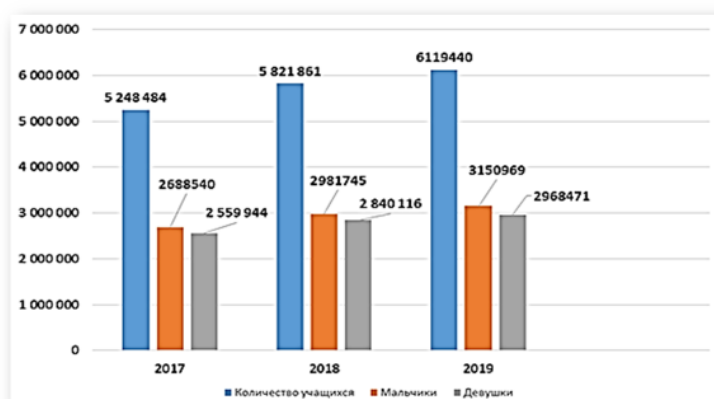
**Key words:** *project, teaching, urban, rural, classroom, lesson, teacher, student*

Today, the demand for foreign languages in the world, including in Uzbekistan, is growing day by day. This process is related to social, economic, demographic and other issues. In the case of Uzbekistan, when analyzing the interest of schoolchildren in learning English in different parts of the country, it became clear that there are a number of unresolved issues in this area. When comparing the interest of urban and rural students in learning English and their level of English proficiency, it is noticeable that there are considerable differences between them. These cases indicate that the level of foreign language teaching is not in the same level in all regions of Bukhara.

### *Educational setting*

This problem has existed for decades and is common to almost all countries. According to research by Arkhipova, Gavrikov and Mikhailova, there are differences in the English language proficiency of students in urban and rural schools. [9;149] According to them, the low level of mastery of rural school students is due to insufficient interest in the English language [1;255] and the fact that government decisions do not consider the real learning conditions in remote areas.

According to statistics, in 2019 the number of students studying in Uzbekistan (Figure 1) is more than 6,000,000, and more than 50% of schools in the country are located in rural areas.



The total number of students in secondary schools of the Republic of Uzbekistan

**Figure 1. Illustration of overall number of male and female students at schools**

However, given the shortcomings of the Internet in rural areas, the fact that the material and technical base are not fully formed or in good condition, a separate approach mechanism for the formation of educational processes has not yet been developed. As a result, existing mechanisms based on the use of modern intellectual technologies are not able to provide the required efficiency. As a result, the level of English language proficiency at schools in remote areas of the country remains low.

Considering the above statistics and the current situation in the field, we decided to use a non-traditional approach to teaching English to 5th grade students in a remote village of Bukhara organizing a 3-month training course in groups based on vital interests of students. It should be noted that motivation is a means of defining or revealing a way to bring a person to the level of pleasure in everything he does, based on his interests and desires. [11;68]

*Political / Administrative Setting*

In recent years, special attention has been paid to the promotion of foreign language learning in our country. In particular, the Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 No. PP- 5117 “On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level” and Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 19, 2021 No 312 “On measures to effectively organize the promotion of foreign language learning” decision can be considered as key steps towards the development of this sector. [13] These decisions will serve to improve the teaching of foreign languages, including English. The proposed project will serve to improve the implementation of the above-mentioned decisions.

The normative requirements for teaching English at schools in all regions of Uzbekistan are the same as in other subjects. However, the English literacy of schoolchildren in major cities, provincial and district centers is higher than that of students in remote villages. According to the theory of the well-known psychotherapist, psychologist Lozanov, [the low mastery of English in remote rural

students is due to a lack of sufficient motivation. Accordingly, the project aims to increase the interest of 5th graders studying at schools in remote areas in learning English.

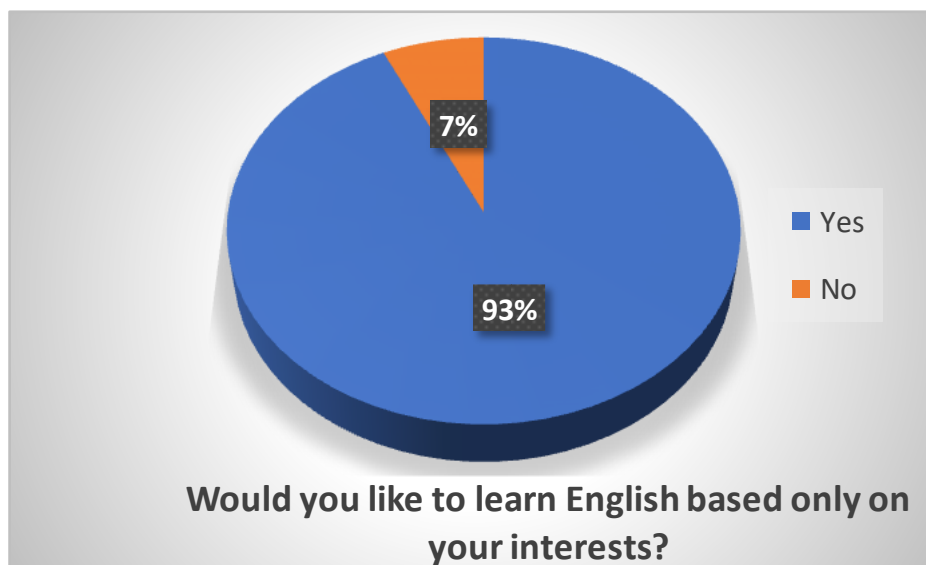
### *Culture*

In order to effectively organize the proposed project, it would be expedient to define the following terms. These are the mentality, interests of those regions, the level of economic and social development of the region's infrastructure. At the same time, there is a lack of qualified personnel to go and teach in schools in remote areas, or, if there are, for some reason, the unwillingness to go and teach there. Most likely, these reasons are cultural adaptation, motivation, infrastructure, and some ideals of families living in rural areas. [12;213] According to Holguin and Morales, cultural adaptation, i.e. the difficulty of adapting to the agenda and culture of the people of a given area, is one of the main reasons. According to them, teachers from the city will have to go through a lot of difficulties to understand the culture of rural students based on the psyche of sharing lessons, because it is a different kind of individuals from the point of view of students. Thus, this situation is related to the tools that teachers need to provide teaching methods in this area. At the same time, most English teachers in the school are not provided with the necessary material and technical base to properly and qualitatively organize a good education for students in the study area.

Holguin and Morales mention that "These resources include not only textbooks but also the visual materials that decorate classrooms and stimulate learning, as well as simple scientific lab equipment, radios, and other audio-visual equipment that have become standard parts of many classrooms" [12;214] so the employment of these types of resources are more limited in rural areas, which means less interactive ways for teachers to promote motivation in English classes. Besides these factors, the family ideals of the population, can be the basis for the success of the initiative.

In order to justify the relevance of the project, we conducted a survey in native language among students of 5-B class of school no. 110, Shafirkan district,

Bukhara region. According to the results of the survey (Figure 2), 56 out of 60 students who participated in the survey expressed a desire to actively participate in the project.



*Figure 2. Survey results*

Since the project is being implemented for the first time, it was determined that 32 students will participate.

*Goals and objectives.* The project is designed to teach 5-B grade students in rural schools English based on their interests.

At the end of the project, participants are expected to have the following skills and abilities:

- to speak in English on certain themes based on their interests;
- to think in English on specific issues;
- to compose basic phrases in the proper sequence and spelling;
- to increase their English literacy and vocabulary on areas that they are interested in.

In order for students to master English, it is necessary to increase their mastery indicators using not only their mental abilities but also their own motivation and interest.

#### *Inventory*

Siew Kheng and Baldauf in terms of language micro - scale planning, it would be expedient to implement the initial phase of the project on a local scale,



i.e. within a single school. In order to understand how non-traditional methods of language planning work and to develop a perfect implementation mechanism to increase the effectiveness of non-traditional methods of language planning, it is advisable to test it locally [3;952]. Accordingly, school no. 110, 5-B class students of Shafirkan district of Bukhara city were selected as pilot objects. Classrooms will be set up at the school, and teachers will be tasked with equipping the rooms for each group and compiling a list of necessary teaching aids, visual aids, office equipment and other items.

For the successful implementation of the project, the school administration will allocate 4 classrooms and provide the following material and technical conditions in the classrooms allocated by FayzulloUrin LLC of Shafirkan district:

- fully equip classrooms with modern study desks. It is worth quoting here that by properly arranging the order of the equipment in the room, the teacher can control the order of sitting in the classroom; [8;151]
- installing the necessary devices that provide high-speed internet, which in turn provides access to the resources needed by teachers and students. [8;152]

In addition to the school's existing inventory, the project will provide teachers with four laptops (with a printer) to use in the classroom and in preparation for the process, one interactive whiteboard for each class (with a projector) to make the learning process fun and productive, and separate textbooks for each student and teacher (training manuals are ordered through official distributors), also, the amount of stationery is required.

*Recommendations.* The role of English in modern life is incomparable. It is known that agriculture plays an important role in Uzbekistan. Because they are a source of meeting the basic needs of the republic, at the same time, the agro-export potential of Uzbekistan is highly valued. Therefore, it can be said that rural schools are not only a general education institution, but also one of the main sources of welfare, stability and development of society. In turn, for the development of agriculture in line with the times, we need to educate the younger generation to be aware of innovations in the field of the world and have the potential to apply them

in our country, based on modern requirements. It is known from world experience that such high results cannot be achieved without mastering a foreign language.

However, despite rapid reforms in recent years, there are still unresolved issues that hinder the implementation of the state educational standard in rural schools.

[5;89] These are:

- due to the lack of classrooms or teachers in some schools, the organization of universal educational activities at the same time according to different standards in classes where several groups are combined;
- lack of teachers in rural schools. In some cases, due to staff shortages in rural schools, teachers have to teach subjects that are not their specialty;
- inability to work with students individually on staff shortages, to identify areas of interest, areas that motivate them;
- lack or non-motivation of rural students to learn a foreign language.

When the latter of the mentioned problems is studied in more depth, the method of Georgi Lozanov is widely used in the world as one of the solutions. Lozanov claims that a foreign language should be taught to a student based on his interests. [7;56] Additionally, Kovalchuk confirmed the effectiveness of this method in his dissertation: Lozanov's method is based on the formation of motivation in the student to strengthen positive emotions, a sense of freedom and mental activity during the lesson.

In addition, insufficient teacher qualifications and low interest of students in learning foreign languages are interrelated. The relatively low interest of students in learning foreign languages in rural areas stems from demographic, social and economic issues. The analysis shows that the urban population has more contact with foreigners than the rural population for entrepreneurial activities, education and other purposes. These connections lead to the formation of students' interest in foreign languages.

It is known that today the world information system, the Internet, plays a key role in the development of all disciplines, especially foreign languages. Lack or low speed of the Internet network in most remote schools, lack of fiber optic

networks, frequent interruptions and systemic problems in the Internet system in general also have a negative impact on learning English and other subjects.

Another important issue directly related to the use of the Internet is the level of computerization of schools. It should be noted that schools have different levels of computer availability depending on the number of students. The number and quality (generation) of computers used by students and teachers in schools also vary. In most remote schools, there is a lack of computers or their spiritual obsolescence (belonging to the older generation), high demand for modern computers. Of course, the financial situation of the state is also crucial here. As a result of these problems, some schoolchildren do not have computer skills at all. This in turn reduces the acquisition of foreign languages and other disciplines. The shortage of these resources, which are important in foreign language teaching, limits students' ability to acquire sufficient knowledge and skills.

Based on the above, it can be said that it is much more difficult to solve the mentioned problems only by attracting qualified teachers to schools in remote areas and encouraging them in an appropriate manner.

The whole Presidential decrees, the measures set by the Cabinet of Ministers will serve to achieve a certain degree of effectiveness in increasing the capacity to learn English in remote areas. However, this problem cannot be completely solved on the basis of various preferences and privileges or community-based activities (attaching schools to higher education institutions, training of university staff in schools, mobile events, other activities to improve the skills of school teachers).

As mentioned above, the main reason for not achieving the expected effectiveness of the activities carried out is the lack of motivation in students. This can be explained by various factors, but regardless of the reason, no matter how highly qualified the teacher is, if the student does not have enough interest or motivation, the process will remain ineffective and the time and energy of both parties will be wasted. Intrinsic and extrinsic motivations are also very important at victory of education. In order to confirm the idea, we quote the meta-analytical results of Taylor et al. He ascertains a fact that when analyzing the mastery

indicators of students in secondary schools in Canada and Sweden, it was discovered that high mastery indicators of students are mainly related to internal motivation. [14;342]

Despite the fact that the teaching of English to schoolchildren on the basis of the Lozanov's method is widely used in the world, only research is currently being conducted in our country. Nevertheless, based on world experience, [14;358] the initiator of the project proposes to apply this method to students of 5-B grade, school no. 110 in Shafirkan district, one of the remote villages of the republic.

To increase the effectiveness of the project, it is advisable to involve a psychologist, a designer specializing in equipping classrooms and 4 ESP teachers. MA TESL degree will be required to ensure the success of the project. In order to facilitate the work of these teachers, they will be assigned a deputy director for Academic Affairs of the school.

*Suggested timeline.* The duration of the project is 5 months, including 2 months for organizational work and 3 months for training. The main goal is to compare the mastery of the selected class after another quarter period analyzing the extent of their English knowledge with simple curriculum based classes.

The duration of the course is 12 weeks, and 6 lessons of 45 minutes for per week is planned. In the classes to be formed, students with four areas of interest are expected to study. It is planned to have classes focused on "Sports", "Medicine", "Technology" and "Art".

*Phase 1.* Three weeks - preparation for the project, including:

- An agreement is made between the parties;
- A roadmap is created by the teacher;
- Suitable students will be selected from the school's classrooms;
- Equipping classrooms with the necessary equipment and teaching aids;
- Announcing vacancies for teachers, selecting suitable candidates from among the teachers who will be interviewed, and signing a contract between the project manager and the approved candidates.

*Phase 2.* Three weeks - Registrations of project learners.

- Announcing the course;
- Enrollment of selected class students;
- Arrange a conversation of registered students with a psychologist;
- Divide into groups according to the interests of the participating students and form a final list

*Phase 3.* Trial running 3 months course as a pilot project

- Teaching
- Monitoring
- Assessing
- Identify and analyze students 'final mastery indicators.

*Step 4.* Two Weeks - Announcement of pilot course results.

- Analysis of project results and development of future plans of the project for implementation in other schools.

## *II. Aspects*

*Target language skills.* Classes are scheduled to be conducted in English. Since the listeners were fifth graders, it was considered sufficient that they knew English at the beginner level. The ESP teachers who conduct the lessons should have MA TESL degrees.

*Grade.* It is known that curricula in special groups are formed based on the potential of the group. In this regard, a special questionnaire will be compiled from the groups to identify their weaknesses in English language skills, and based on the results of the questionnaire, the relevant sections of the curriculum will be changed and adapted to the level of knowledge of the participants.

In addition, monthly and quarterly tests are organized to monitor the effectiveness of the learning process. Tests should be done electronically on Google so that students can know the test results as soon as they take the test prepared and accepted on a platform. [2;45]

Students are set homework in groups of at least two (for example, organizing practical games based on the knowledge learned during the week) in order to continuously consolidate the acquired knowledge.

At the end of the course, students are scheduled to take the final control, and the order of their assessment is formed on the basis of a 5-point system.

Then 5 - excellent, 4 - good, 3 - satisfactory, 2 - unsatisfactory.

At the end of the project, based on the initiatives of school officials, participating students will be awarded diplomas of various levels.

*Actors: Macro-level:*

In the implementation of the project, it would be expedient to recognize the Ministry of Public Education of the Republic of Uzbekistan in the first place among the actors at the macro level. Because they are the only official leader in the system in the republic, which is planned to be improved. Their participation will help increase the importance of the project at the national level;

FayzulloUrin as the second macro-important actors of the project limited liability company as they are responsible for the full financing of the project.

The next is a special English school in Bukhara named after Hamza. The mission of this organization is to provide practical assistance in the learning process based on its effective experience.

*Micro-level:* Project leader and organizer plays an important role in project implementation, prevention and elimination of potential shortcomings, as well as ensuring success;

The ESP teachers selected to teach in each group are actors who serve to change the situation in the group for the better due to their linguistic skills and experience;

The younger participants of the project, i.e. the students, are the youngest actors according to Baldauf and Kheng, but they are the main causes and products of the project. [3;969]

*Project financing.* The project is funded by FayzulloUrin LLC. In addition, the project manager has the right to change it when another supplier is found. Regardless of whether the impartial supplier is from the public or private sectors, the copyright of the project remains with the project initiator. Given that the main stakeholder in the project is the government and local entrepreneurs, it would be

appropriate to involve public or private sector organizations as an impartial supplier.

<b>№</b>	<b>Description</b>	<b>Quantity</b>	<b>Approximate price (USD Dollars)</b>
1	Notebook (for teachers)	4	2000 (500 each)
2	Printers	4	1000 (250 each)
3	Interactive boards (+ projector s )	4	6,000 (1500 each)
4	Textbooks and Teachers' manual	32 + 4	500
5	Stationary (paper, copybooks, paper clips, whiteboard markers, whiteboard erasers, and other stationary will be added to the final financial report)		200
6	Teachers' salary	4	6000 (1500 each)
<b>Total</b>			<b>\$ 15,700</b>

According to the agreement, FayzulloUrin LLC will be responsible for providing high-speed Internet at the school no. 110 of Shafirkan district. The cost of financing the project was formed by the head of the finance department of the Tashkent city branch of the Russian State University of Oil and Gas, Candidate of Economic Sciences.

The notebooks purchased will be used by teachers to conduct salutary lessons and prepare the necessary handouts during the project implementation period.

Classrooms for project participants will be fully equipped with interactive whiteboards and other necessary equipment.

In conclusion, since learning foreign languages is seen as an urgent problem of the present day, practical help is needed for its realization. in this regard, practical results can be achieved through the proposed project.

1. ensuring the implementation of the President's decisions on learning foreign languages;
2. to increase the interest of students in rural areas in learning foreign languages;
3. to increase the level of knowledge of the English language of students in rural schools,

When the above results are achieved, the goal of the project will be realized.

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## ЧЕТ ТИЛ ЎҚИТИШДА ФАОЛ ИНДИВИДНИ ШАКЛЛАНТИРИШ ХУСУСИДА

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**Аннотация.** Мазкур тезисда чет тил ўқитишда фаол индивидни шакллантириш масаласи муҳокама қилинади. Маълум-ки 21 асда ўқувчи ёки талаба шахсини, умуман олганда чет тил ўрганувчини пассив индивиддан фаол субъектга айлантириш муҳим омил ҳисобланади. Ушбу масалани ҳал қилишда муайян методик, психологик принципларга таянилади. Натижада, "Teacher-centered approach" масаласидан "Learner-centered approach" бугунги кунда устунлик қилиши талаб қилиниши баён қилинган.

**Калит сўзлар:** *фаол индивидни шакллантириши, субъектив омиллар, махсус принциплар, ўқувчи, талаба, пассив субъект, методик принциплар, коммуникатив топшириқлар.*

Жонли тиллар чет тил сифатида ўрганиш предметига айланган даврларда оғзаки нутқни ва қисман ўқишни машқ қилиш тавсия этилган. Ўтган асрнинг охирги чорагида чет тилни мулоқот воситаси сифатида ўргатиш-ўрганиш қонунлаштирилган. Бундай методик ёндашувга биноан, ўрганилаётган тил соҳибининг маданиятидан воқиф бўлиш таклифи ўртага кўйилди. Натижада, чет тил ўрганувчи тили ўрганилаётган мамлакатлар маданиятини дастур доирасида ўқиб ва тинглаб-тушунишга йўлланди. Унда лисоний минимумлар тилнинг лексикаси, грамматикаси ва талаффузи бўйича махсус лингводидактик принципларга асосланган ҳолда танланди ва ўрганилаётган тилдаги маданий стереотипларни синчиклаб танлаш ва улар орасидан ўқувчининг миллий қадриятларига мос келадиганларини дарслик ва кўлланмаларга киритиш мумкинлиги исботланди.

Европа мамлакатлари Германия, Франция, Португалия каби давлатларда инглиз тилини ўқитишга алоҳида эътибор берилади. Ҳукумат раҳбарлари ўқувчиларга инглиз тилини самарали ўқитиш бўйича бир қанча лойиҳаларни амалга оширади. Жумладан, умумевропа давлатларида ўқувчиларга инглиз тилини ўқитишда ижтимоий,

коммуникатив, ижтимоий-ахборот, когнитив, умуммаданий ҳамда махсус компетенцияларни ривожлантиришга эътибор қаратилади. Дарвоқе, ривожланаётган Ўзбекистон шароитида барча соҳаларга “рақамли иқтисодиёт” атамаси кириб келмоқда. Зеро, биз жамиятимизни дунё ҳамжамияти билан интеграцияга киришиш ҳақида гапирар эканмиз, бу борада трансформация қилинган яъни янгиланган сунъий ақл ва когнитив интеллектуал технологиялар (Artificial Intelligence technologies) жадал тараққий топяпти. Мазкур турдаги технологияларни инглиз тилини ўқитишда қўллаш кун сайин ойдинлашмоқда. Қисқача айтадиган бўлсак, ушбу долзарб масалани чет тил ўқув предмети ривожи билан тасаввур қилсак, амалдаги инглиз тилини ўқитиш жараёнини автоматлаштириш ҳамда ўқувчиларни ўз навбатида замонавий технологиялардан фойдаланиб инглиз тилини ўрганишга тайёрлаш зарур. Шу нуқтаи назардан чет тил ўқув предмети ахборот коммуникацион технологиялар билан бирга ҳамоҳанг ўргатилмоқда. Шу ерда янги тармоқ лингвотехнология – тил ўқитиш технологияси фанини эътироф этиш мақсадга мувофиқ. Мазкур фан ҳам чет тилни белгиланган талаблар асосида ўқитишда беқиёс хисса қўша оляпти деб бемалол айтиш мумкин. Айни пайтда халқаро миқёсда ҳар қандай чет тилни ўқитишда нимани ўргатишни ўйлаш талаб қилинади. Бу эса ўқитиш шароитига кўра танланади. Шароит тушунчаси психологик-типологик хусусиятни ўз ичига олади. Чет тилнинг қандай предмет эканлигини билиш учун унинг олдида қўйилган мақсади ва шароитлари ўрганилиши керак. Шароит ва мақсаднинг бир-бирига боғлиқлиги шундаки, шароит мақсаддан бирламчи бўлиб, мақсад ундан келиб чиқади. Лингводидактикадаги тушунча бўлган шароит деганда нима тушунилади. Шароит деганда қуйидаги лингводидактик тушунчани инобатга оламиз. 1. Ўқув муассасаси тури; 2. Ўқувчининг психологик ёши. 3. Ўқувчиларнинг тил тажрибаси. (билим кўникма, малака). 4. Тил ўрганишга ажратилган вақт.

Коммуникант ёки реципиент ўқувчи, нутқни содир этганда ёки идрок этган пайтда нутқий компетенцияни намоён этади, уни

амалга оширишда кичик бўлган грамматик, лексик, талаффуз ва имловий компетенцияларни ўзлаштирган бўлсагина коммуникант мақомига эриша олади. Коммуникатив мақсад эркин нутқ фаолияти юритишни ифодалайди. Глобаллашув замонамизда инглиз тилини ўргатишнинг умумий мақсади, юксак маънавийли шахсни тарбиялаш ва ривожлантиришга хисса қўшишдан иборат. Умумий ўрта таълим мактабларида инглиз тилини ўрганиш/ўқитиш ўзига хос хусусиятга эга бўлиб, бу жараёнда муқобил ўқитиш усуллари қўллаш тақозо этилади.

Чет тил ўргатиш методикасида ўқувчиларнинг тил тажрибаси чет тилни ўрганишда ғов бўлиши (салбий таъсир – интерференция) ёки ёрдам бериши (ижобий таъсир – транспозиция) кузатилади. Мазкур жараён ўта мураккаб бўлиб, унинг самарадорлиги қуйидаги омилларга боғлиқ. *Биринчидан*, инглиз тилини ўқитишда нутқ фаолияти турлари (тинглаб тушуниш, гапириш, ўқиш ва ёзув)ни яхлит ва изчилликда ўргатиш; *Иккинчидан*, Давлат таълим стандарти талабларига мувофиқ, лингвистик (нутқий, тил), соцолингвистик, прагматик компетенцияларни изчилликда ривожлантириш; *Учинчидан*, фанлар интеграция (ўқув фанларнинг ўзаро алоқадорлиги)ни инобатга олиш; *Тўртинчидан*, нутқ фаолияти турлари ва шакллари (оғзаки ва ёзма) орасидаги боғлиқликни таъминлаш; *Бешинчидан*, ўқувчиларни мустақил таълимга йўналтириш ва бошқалардан иборат.

Чет тил ўқув предметида оид яратилган бугунги кундаги дарсликлар, дастурлар айнан коммуникатив компетенцияни шакллантиришга қаратилганлиги билан катта эътиборга лойиқ. Айни дамда ҳар бир фуқаро ҳар қандай хорижий тилни эркин ўрганиш ихтиёрига эга. Психологик тадқиқотларга кўра, соғлом фикрли ўқувчи бир вақтнинг ўзида иккита, учта ва кўплаб хорижий тилни ўрганиш имкониятига эга. Бироқ, хорижий тилни эгаллаш даражаси, ўқувчининг интеллектуал салоҳияти ва кундалик ҳаётда уни қўллаш шароитига қараб турлича кечади. Шу нуқтаи назардан, чет тил ўқитишда шу пайтгача амалга оширилган назарий валидлиги исботланган

тадқиқотлар натижаларига таяниш мақсадга мувофиқ. Ушбу жараёни ташкил қилишда ўқувчининг ўрганилаётган ҳар қандай хорижий тилни ўзи яшаб турган шароитда мулоқот жараёнида қўллай олишига ҳамда аутентик материаллар асосида чет тил ўргатиш амалга оширилса самарали натижаларга эришиш мумкин.

Шуни алоҳида таъкидлаш жоиз-ки, янгиланаётган Ўзбекистон ренассанси учун мавжуд дарсликлар методик таъминотининг мукаммаллаштириш, ўқитувчилар педагогик компетентлигини ривожлантириш ҳамда ўқувчиларда инглиз тилини ўқитишда содир бўладиган интерференция ҳодисаларини бартараф қилиш лозим. Мазкур долзарблик, замон талабларига мос, интеллектуал битирувчиларни тайёрлаш билан ислоҳ қилиниши лозим. Хусусан, мавжуд шароитдан келиб чиқиб, ўқувчилар учун хорижий тилни эгаллашнинг релевант технологияларини, рецептив, репродуктив машқлар системасини такомиллаштириш ҳамда ўқувчиларда транспозиция ҳодисаси кузатилиши учун мотивацияни кучайтириш мақсадга мувофиқ.



## THE ROLE OF COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH

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**Annotation:** This article discusses the role of communicative competence in teaching a foreign language for primary school students.

**Key words:** *concept, competence, communicative competence, skill*

**Аннотация:** В данной статье рассматривается роль коммуникативной компетенции при обучении иностранного языка .

**Ключевые слова:** *concept, competence, communicative competence, skill*

It is no secret that in the developed countries of the world, as one of the important directions of modernization of the 21st century educational system, the main attention is paid to the issue of introducing a communicative approach to education. Communicative approach refers to the ability of students to apply the knowledge, skills and abilities they have acquired at school during their life in social and different situations [3; 10].

The term "competency" is derived from the Latin word *competentia*, *competo*, which means "to achieve", "to match", "to fit". The word "competence" means the manifestation of the acquired knowledge and skills, intelligence, strength and experience of a person in a certain field [1; 189].

Competence is a set of such psychological possibilities that, under certain conditions, the knowledge, skills and abilities of a person are implemented and successfully combined.

The term "competence" is widely used in the form of competences such as "communicative competence", "sociocultural competence", "phraseological competence", "linguistic competence".

American scientist D. Hymes proposes to interpret communicative competence as "a set of knowledge about the rules that make it possible to understand and create texts." Formation of the process of communicative approach in foreign language education caused communicative competence to have a special status [5;13-15].

Scientific articles devoted to the scientific study of communicative competence began to be published by the end of the 20th century, and scientific research works related to the field were carried out. Today, the scientific-practical improvement and clarification of the "communicative concept" continues. The concept of "communicative competence" and its components are being studied.

Forming and developing the communicative competence of elementary school students is an important factor in the social adaptation of students, because by improving the types of listening, speaking, reading and written speech activities, it will be easier for them to master the main elements of successful and

effective communication in the future in establishing communication and relationships with people.

The word "competence" comes from the English word "to compete" and means "competition" and when translated literally means "ability to compete" [4; 8-9].

The component of formation of communicative competences in students is speech competence (communication):

- (a) develops knowledge and skills in English language learning;
- (b) is formed on the basis of linguistics and country studies.

Communicative competence in teaching English includes the following important skills:

- reading and understanding simple texts (understanding the content);
- oral communication in everyday life, cultural and household topics;
- give a short oral speech about oneself, about natural phenomena, retell, give an opinion;
- the ability to formalize and transmit uncomplicated written information.

The main goal of English language teaching in schools is to educate students to become perfect people who can actively participate in communication and independently master English speaking skills, who can be proud of the achievements of their country in the world.

In the educational process, "communicative competence", "competent approach", "communicative skills", "communicative activity" are indicative - ability to assess and accept the situation, decision-making, information-analytical - use of available information sources, predictive - suitable for the purpose of communication designing activities, determining the communication situation, polemic - being able to enter into communication, conducting a dialogue, being able to hold a conversation, being able to use verbal and non-verbal means of communication, reflexive - evaluating and self-evaluating, creativity - making decisions in non-standard situations, prepared and The content and essence of

concepts such as presentation of unprepared messages are scientifically and pedagogically based on the linguo-methodical approach [2; 163].

Finally, it is worth mentioning that the main goal of English language teaching at all levels of school education is to form communicative competence of language learners in greeting, thanking, apologizing, scientific contracting and professional communication in a multicultural world.

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## TEACHING ENGLISH AS A SECOND LANGUAGE TO YOUNGSTERS

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**Annotation:** All living things have a few implies of passing on data to others in their gather, which is eventually critical for their survival. A few utilize voice commotions, others utilize physical motions or facial expressions. Numerous utilize diverse strategies.

**Keywords:** *moment dialect procurement, common information of English, to begin with dialect, remote dialect, instructing and learning, multicultural, multinational, multilingual nation, dialect centers, English lessons, English dialect courses, methodological procedures, distinctive dialects, social and devout roots, essential and auxiliary school, "teacher-student" framework.*

### YOSH AVLODGA INGLIZ TILINI IKKINCHI TIL SIFATIDA O'RGATISH

**Annotatsiya:** Barcha tirik mavjudotlar o'zlarining yig'ilishlaridagi boshqalarga ma'lumotlarni uzatishning bir nechta ma'nolariga ega, bu esa oxir-oqibat ularning omon qolishi uchun juda muhimdir. Ba'zilar ovozli shovqinlardan foydalanadilar, boshqalari jismoniy harakatlar yoki yuz ifodalaridan foydalanadilar. Ko'pchilik turli xil strategiyalardan foydalanadi.

**Kalit so'zlar:** *moment dialekt xaridi, ingliz tilining umumiy ma'lumotlari, dialekt bilan boshlash, masofaviy dialekt, o'qitish va o'rganish, ko'p madaniyatli, ko'p millatli, ko'p tilli millat, dialekt markazlari, ingliz tili darslari, ingliz dialekt kurslari, uslubiy protseduralar, o'ziga xos dialektlar, ijtimoiy va dindor ildizlar, asosiy va yordamchi maktab, "ustoz-shogird" ramkasi.*

Teaching English as a second language to youngsters can be both challenging and rewarding. Here are some tips for effective teaching:

1. Create a positive learning environment: Young learners need a supportive and positive environment to learn effectively. Create a classroom that is safe, welcoming, and engaging.

2. Use age-appropriate materials: Use materials that are appropriate for the age and level of your students. Young learners respond well to visual aids, games, songs, and stories.



3. Focus on communication: Young learners need to learn how to communicate in English, not just memorize vocabulary and grammar rules. Use activities that encourage speaking and listening.

4. Make learning fun: Young learners learn best when they are having fun. Use games, songs, and other activities to make learning enjoyable.

5. Provide feedback: Provide feedback that is positive, specific, and constructive. Encourage students to take risks and make mistakes as part of the learning process.

6. Involve parents: Parents play a crucial role in supporting their children's language learning. Keep parents informed about their child's progress and provide them with resources to support learning at home.

Teaching English as a second language to youngsters can be challenging, but it can also be incredibly rewarding. By creating a positive learning environment, using age-appropriate materials, focusing on communication, making learning fun, providing feedback, and involving parents, you can help your students achieve success in English.

English has become a global language and is widely used in communication, business, education, and entertainment. Here are some of the ways that English plays a vital role in our lives:

**Communication:** English is the language of international communication, and it is spoken by millions of people worldwide. It is the primary language used in many countries for business, diplomacy, and tourism. **Education:** English is the language of instruction in many schools and universities around the world. It is also the language used in academic research and publications. **Employment:** Many jobs require knowledge of English, especially in fields such as international business, tourism, and technology. Proficiency in English can open up job opportunities and increase earning potential. **Entertainment:** English is the language used in many forms of entertainment, including movies, music, and literature. This phenomena moment dialect procurement, common information of English, to begin with dialect, remote dialect, instructing and learning,

multicultural, multinational, multilingual nation, dialect centers, English lessons, English dialect courses, methodological procedures, distinctive dialects, social and devout roots, essential and auxiliary school, "teacher-student" framework.

Being able to understand and appreciate these forms of entertainment can enrich our lives. Personal growth: Learning English can help individuals broaden their horizons and connect with people from different cultures. It can also improve cognitive function and enhance critical thinking skills.

English plays a crucial role in our lives, and its importance will only continue to grow in our increasingly interconnected world.

When it comes to teaching English language, there are many resources available for educators. Here are a few ideas:

1. Textbooks: There are countless textbooks available for teaching English language, ranging from beginner to advanced levels. Some popular options include the Oxford English Grammar Course and the Cambridge English series.

2. Online resources: The internet is full of resources for teaching English language, including websites, blogs, and videos. Some popular websites for English language learners include Duolingo, BBC Learning English, and ESL Gold.

3. Language exchange programs: Language exchange programs allow students to practice their English language skills with native speakers. Some popular language exchange programs include Tandem and HelloTalk.

4. Conversation clubs: Conversation clubs provide a space for students to practice their speaking skills in a relaxed setting. Many community centers and libraries offer conversation clubs for English language learners.

5. Games and activities: Incorporating games and activities into English language lessons can make learning more engaging and fun. Some popular games and activities for teaching English include word scrambles, role-playing exercises, and vocabulary bingo.

There are many different approaches to teaching English language, and it's important to find the methods that work best for your students.

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## ESP & CLIL: PROBLEMS AND SOLUTIONS

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**Abstract:** In this thesis, some of the problems associated with ESP and CLIL are explored and potential solutions to these problems are suggested. The problems of language proficiency, teacher training, and assessment are focused as well as strategies addressing these challenges are explored. Issues of providing information on the current state of ESP and CLIL and how to effectively implement these approaches in educational settings are considered.

**Keywords:** *ESP, CLIL, two distinct approaches, problems, solutions, language proficiency, education*

## ESP VA CLIL: MUAMMO VA ECHIMLAR

**Annotatsiya:** Ushbu tezisdagi ESP va CLIL bilan bog'liq bo'lgan ba'zi muammolarni o'rganib chiqilgan va ushbu muammolarning potentsial echimlarini taklif etilgan. Xususan, tilni bilish, o'qituvchilar tayyorlash va baholash muammolariga e'tibor qaratilgan va bu muammolarni hal qilish strategiyalari muhokama qilingan. ESP va CLIL ning hozirgi holati haqida ma'lumot berish va bu yondashuvlarni ta'lim muassasalarida qanday samarali amalga oshirish masalalari ko'rib chiqilgan.

**Kalit so'zlar:** *ESP, CLIL, ikki xil yondashuv, muammolar, yechimlar, til o'rganish mahorati, ta'lim.*

ESP (English for Specific Purposes) and CLIL (Content and Language Integrated Learning) are two approaches to teaching English that have gained popularity in recent years. This has led to the development of two distinct approaches: English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL). While they have different focuses, both methods aim to improve students' language proficiency and prepare them for real-world communication. Both approaches have not only their benefits but also present a number of challenges.[4]

ESP is a type of language teaching that focuses on specific skills or areas of knowledge. For example, ESP courses might be designed for business professionals, medical students, or engineers. The goal is to teach English in a way that is relevant to the students' professional or academic needs. ESP courses often include specialized vocabulary, authentic materials (such as business reports or medical journals), and role-playing activities that simulate real-world situations.[3]

CLIL, on the other hand, is an approach that integrates language learning with content learning. In a CLIL classroom, students learn subject matter (such as history or science) through the medium of English. The goal is to develop both language and content knowledge simultaneously. CLIL courses often include hands-on activities, group work, and project-based learning.[1]

While ESP and CLIL have different focuses, they share some common benefits. Both approaches can help students develop language skills that are relevant to their future careers or academic pursuits. They can also improve students' confidence in

using English in real-world situations. Additionally, both methods can help students develop critical thinking skills and cross-cultural competence.

However, there are some differences between ESP and CLIL that are worth noting. ESP is often taught in a more traditional classroom setting, while CLIL may involve more experiential learning. Additionally, ESP courses may be more focused on language accuracy and fluency, while CLIL courses may prioritize content learning over language learning. Despite these differences, both ESP and CLIL can be effective ways to teach English. The choice between the two approaches will depend on the needs and goals of the learners. For students who need to develop specific language skills for their profession or academic field, ESP may be the better choice. For students who want to improve their language proficiency while learning about a particular subject, CLIL may be the way to go.

In conclusion, ESP and CLIL are two approaches to teaching English that offer different benefits and cater to different learning needs. Both methods can help students develop language skills that are relevant to their future careers or academic pursuits. Ultimately, the choice between ESP and CLIL will depend on the learners' goals and preferences.[2]

English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) are two approaches to language teaching that have gained popularity in recent years. ESP focuses on teaching English for specific purposes, such as business, medicine, or engineering, while CLIL integrates language learning with content learning in subjects such as science, history, or geography. While both approaches have their benefits, they also present some challenges that need to be addressed. In this article, we will discuss some of the problems and solutions related to ESP and CLIL. [4]

**Problems with ESP.** One of the main problems with ESP is that it can be difficult to design a course that meets the specific needs of the learners. For example, a course on English for business may not be relevant to all learners, as some may be interested in other fields such as medicine or law. To address this

problem, it is important to conduct a needs analysis to identify the learners' specific needs and goals.

Another problem with ESP is that it can be challenging to find qualified teachers who have both language and subject expertise. This is particularly true for specialized fields such as engineering or medicine. To address this problem, it is important to provide professional development opportunities for teachers to improve their language and subject knowledge.[3]

**Problems with CLIL.** One of the main problems with CLIL is that it can be challenging for learners to understand the content if they do not have sufficient language proficiency. This can lead to frustration and disengagement from the learning process. To address this problem, it is important to provide language support for learners, such as vocabulary lists, language scaffolding, and opportunities for language practice.[1]

Another problem with CLIL is that it can be difficult to find appropriate materials and resources that integrate language and content effectively. This is particularly true for less commonly taught languages or specialized fields. To address this problem, it is important to develop and share resources that are specifically designed for CLIL, such as textbooks, videos, and online materials.[2]

**Solutions:** to address the problems related to ESP and CLIL, there are several solutions that can be implemented. These include:

- Conducting a needs analysis to identify the learners' specific needs and goals.
- Providing professional development opportunities for teachers to improve their language and subject knowledge.
- Providing language support for learners, such as vocabulary lists, language scaffolding, and opportunities for language practice.
- Developing and sharing resources that are specifically designed for CLIL, such as textbooks, videos, and online materials.
- Encouraging collaboration between language and content teachers to ensure that language and content are integrated effectively. [1,2,3.]

In conclusion, ESP and CLIL are two approaches to language teaching that have their benefits and challenges. While ESP focuses on teaching English for specific purposes, CLIL integrates language learning with content learning. However, both approaches present some problems that need to be addressed, such as designing courses that meet the specific needs of learners, finding qualified teachers, and integrating language and content effectively. To address these problems, it is important to conduct a needs analysis, provide professional development opportunities for teachers, provide language support for learners, develop and share resources specifically designed for CLIL, and encourage collaboration between language and content teachers. By implementing these solutions, we can ensure that ESP and CLIL are effective approaches to language teaching that meet the needs of learners and prepare them for success in their chosen fields.

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### DEVELOPING CRITICAL READING SKILLS OF LAW STUDENTS

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**Abstract:** Teaching critical reading skills is the most prominent way of teaching reading. The text can be read extensively and intensively. If we intensively read the text, we try to get the gist of it. Intensive reading could be more related to skimming and scanning. This work delves into the importance of

critical reading skills and the importance of teaching critical reading strategies to students for law students.

**Key words:** *Critical reading, critical thinking, genre, discourse, theoretical understanding, metacognitive skills.*

## **HUQUQ TALABALARIDA TANQIDIY O‘QISH KO‘NIKMALARINI RIVOJLANTIRISH**

**Annotatsiya:** Tanqidiy o‘qish ko‘nikmalarini o‘rgatish bugungi kunda ta’limda eng dolzarb masaladir. Matnni atroflicha va intensiv o‘qish mumkin. Agar biz matnni intensiv ravishda o‘qib chiqsak, uning mohiyatigina tushunishimiz xolos. Bu matnni tushunish va tahlil qilishga yordam bermaydi. Biroq, atroflicha o‘qish orqali biz ko‘proq vaqt ajratamiz va matnga e’tibor qaratamiz. Ushbu maqola tanqidiy o‘qish ko‘nikmalarining ahamiyati va huquq yo‘nalishidagi talabalarga tanqidiy o‘qish strategiyalarini o‘rgatish qanchalik muhimligini o‘rganadi.

**Kalit so‘zlar:** *Tanqidiy o‘qish, tanqidiy fikrlash, janr, nutq, nazariy tushunish, metakognitiv qobiliyatlar.*

First of all, we need to answer the questions what is critical reading? What is the difference of critical reading from other types of reading? And in which way it is helpful for students’ learning? Most students may misunderstand the meaning of critical reading. They think that critical reading is being critical of what you read. Actually, there are different ways of learning critically, such as, critical reading, critical thinking, critical writing, and critical listening. <sup>1</sup>But none of them give the meaning being “critical” or “judgmental” towards the things you learnt, claiming that some arguments, ideas or piece of writing are faulty, or flawed.

Critical reading is asking yourself questions while reading in order to understand the main point of any given information. Which means interrogating yourself with questions, like “what does the author want to say?” “What is the main argument of this reading”, and etc. Theoretically, being critical means advancing your

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<sup>1</sup> Ennis R. 1987. A taxonomy of critical thinking dispositions and abilities, in J. Baron and R. Sternberg (Eds). Teaching for Thinking, Freeman, New York, pp 9-26.



understanding, not dismissing, closing off learning. Critical reading involves presenting a reasoned argument that evaluates and analyses what you have read.<sup>2</sup>

While reading any academic material, the process shouldn't be limited with just reading. Besides, the reader must be ready to analyze the events and to be able to give their arguments against the ideas in the work by the author. Different authors naturally have various viewpoints and opinions.<sup>3</sup> Reading any material critically means look for limitations, omissions, inconsistencies, oversights and arguments against what you are reading. Critical reading goes further than just being satisfied with what a text says, it also involves reflecting on what the text describes, and analysing what the text actually means, in the context of your studies.<sup>4</sup>

Being a critical reader requires more than reading, which means one should be able to reflect on what the text says, what it describes, what kind of meaning does it deliver by interpreting the style and structure of the writing, language and its content

When it comes to talking about critical reading for law students, it is quite different from other types of readings.<sup>5</sup> Most of the extensive reading assignments that we know are descriptive. The author intends to describe the events in a narrative order, moving from general to specific. For instance, in the textbook about medicine, the whole chapter is dedicated to any type of disease. It tends to give theoretical explanation about the illness. That is to say, the whole chapter includes general information about the certain disease. Then the author moves to be more specific in the next chapters. The author proceeds to provide more specific information about symptoms, diagnosis and its treatment.<sup>6</sup> After reading the textbook, the students may have some questions about the theme. They begin expressing their opinions, answer each other's questions on the theme, do the assignments and even may

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<sup>2</sup> Alvermann DE. 2001. Effective literacy instruction for adolescents. Executive summary and paper Commissioned by the National Reading Conference. University of Georgia: Department of Reading Education.

<sup>3</sup> Brumfit CJ. 1978. The teaching of advanced reading skills in foreign languages, with particular reference to English as a foreign language. Cambridge University Press

<sup>4</sup> <https://www.skillsyouneed.com/learn/critical-reading.html>

<sup>5</sup> Glaser R. 1984. Education and thinking: The role of knowledge. *American Psychologist*, 39, 93-104.

<sup>6</sup> Aliponga, J. (2013). Reading journal: Its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3, 73-79.

have arguments, if there are contradicting ideas. Generally, they practiced their critical reading skills and now they are discussing critically. This proves that students obtained understanding by reading the textbook extensively and critically.

In terms of critical reading skills for law students, this works differently. Reading materials of law are distinguished from other types of reading materials with several features. Most of the law reading assignments are casebooks, textbooks that are primarily made up of selected court cases. The textbooks and fiction books about court cases are not usually descriptive. The authors write to resolve a question presented by the case. Furthermore, textbooks dedicated to law are not intended to provide the reader with a broad understanding of the law. These kinds of textbooks teach the reader “how to think like a lawyer”. Which means students of law will be able to master their critical reading skills and critical thinking abilities, consequently they learn how to apply law to new factual situations. For instance, a student may be asked to apply the law to any factual situation. The purpose of the textbook dedicated to law students is not only reading and understanding, but also extracting the law from the reading assignment and to reflect on and evaluate the case. Therefore, by reading textbooks specialized in law, students not only develop an understanding of the law, but also, they will acquire some knowledge and the skill of analyzing and critical thinking.<sup>7</sup> Students whose major is law are considered to be higher-performing students comparing to others, as they have lots of chance to apply critical thinking to their reading, it is also known as critical reading.

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<sup>7</sup> Garrison, D. R. (1991). Critical thinking and adult education: A conceptual model for developing critical thinking in adult learners. *International Journal of Lifelong Education*, 10(4), 287 – 303.

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## THE EFFECTIVENESS OF THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH IN TEACHING FOREIGN LANGUAGES TO LYCEUM STUDENTS

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**Abstract:** Nowadays, traditional methods namely, Grammar Translation, Direct Methods, and Audio-lingual methods of teaching are deemed to be less effective in teaching foreign languages. For that reason, scrutinizing the effectiveness of the state-of-the-art CLT method could help L2 teachers to conduct effective lessons and reach set objectives. In the actual research paper, a quantitative research method was applied to gather the data from students of the academic lyceum "International House" located in Tashkent, Uzbekistan. Accordingly, related advantages and shortcomings of the CLT method were detected, and made observations are supposed to assist in the effective teaching of lyceum learners.

**Keywords:** *CLT, Direct Method, Audio-lingual method, foreign language, student-oriented lesson, teacher-led lesson*

**Introduction:** CLT method represents communicative activities and interactions as a basis for language acquisition. In other words, students comprehend foreign language through communication and they are not taught grammar rules explicitly. L2 learners are not entailed to follow grammar rules and

construct only grammatically correct sentences. In CLT priority is given to fluency rather than accuracy. According to Celce-Murcia et al., (2014), some decades ago, L2 acquisition was associated with the translation of texts, memorization of grammar rules, literacy text analysis, exercises based on changing tenses (Present to Past or vice-versa) and communication was not a priority in language learning [1]. Teachers who referred to Grammar Translation struggled to enhance the speaking skills of learners. Students had outstanding knowledge of grammar rules, however, in practice their oral communication skills were not mastered. The newly introduced CLT method is meant to master communication skills first and then improve grammar skills based on fluency.

Larsen-Freeman (2000) stated, “Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication” (p. 121) [2].

### **Principles of CLT**

The main characteristic of CLT is, firstly, that the classroom is learner-oriented instead of teacher-oriented. Secondly, the classes should include opportunities to develop a broad repository of activities. Thirdly, it includes teachers taking on multiple roles; and lastly, it means that teachers should make use of authentic materials (Mey, 1998) [3]. Learner-oriented classrooms mean a move from a teacher-centered curriculum toward a student-centered curriculum. Regarding the content of the curriculum, new strategies and techniques have been adopted that allow students to use the language purposefully and functionally in the classroom (Alharbi, 2020) [4], while communicative-based activities support the natural growth of language ability (Farooq, 2015) [5]. The new curriculum also reflects the student’s need for more space to use language, which should, in turn, help students develop their language competency.

Due to moving from a teacher-centered to a student-centered curriculum, the role of the teachers has also shifted, but the importance of teachers has largely remained unchanged in CLT. In other words, although the focus has shifted to

students, the teachers' role remains of the utmost importance in a classroom (Al Asmari, 2015) [6]. According to the CLT, teachers should be considered role models for accurate pronunciation and writing and they should provide support to learners in producing utterances that are free of errors and, ultimately, mistakes (Richards, 2006) [7]. However, teachers should also help develop an environment in which students are comfortable with group or pair work, instead of depending on the teacher as the sole language model (Richards, 2006) [7]. Such an environment supports students' learning autonomy and makes their teacher a facilitator, guide, and co-learner (Al Asmari, 2015) [6], whilst increasing students' responsibility by giving them more control of the learning process.

### **Methodology**

#### **Research design**

To receive data for an actual research paper, a target group was taught through the CLT method for the last two months. After this period of time, students had adequate experience of being taught a foreign language by the CLT method.

Quantitative method was applied in the actual research paper to gather and assess the data received. A questionnaire with related questions was prepared and distributed among students of the first course studying at the Lyceum. Questions were aimed to reach the set research objective and receive research data. Students were asked to rank from 0 to 10 on the effectiveness of the CLT method in enhancing certain language skills (Vocabulary, Grammar, Fluency, Speaking, Reading). They also were required to list difficulties faced in learning a language through this method of teaching.

#### **Data Collection Procedure**

A group of students (30 students) was tested and a designed questionnaire has been distributed to each student individually. They were asked to fill it with research-related questions and give them back to the researcher. Questions were aimed to receive information on the following questions:

- ❖ The effectiveness of the CLT method among L2 learners

- ❖ Challenges experienced by students in the application of the CLT method

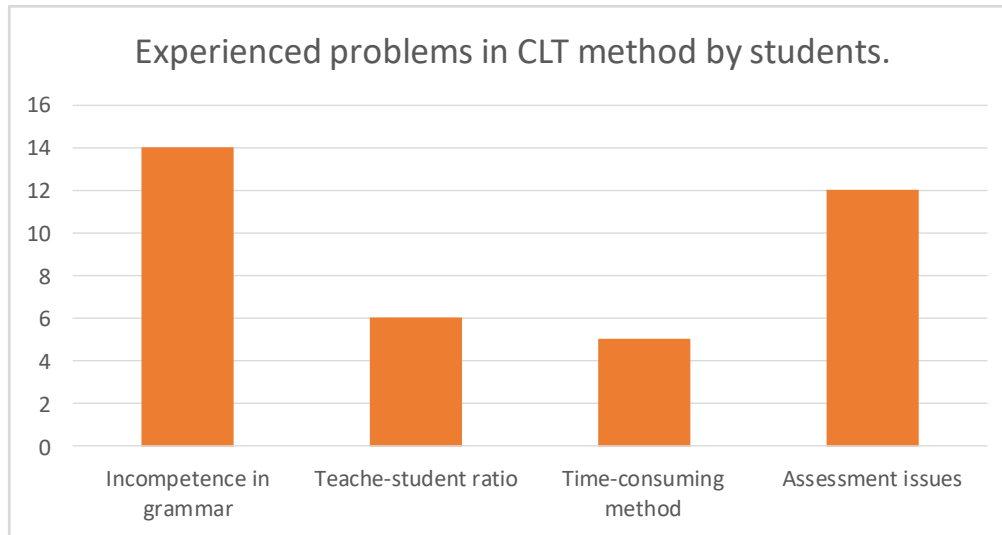
## Findings

### Student's experience with the efficiency of CLT in foreign language acquisition

Effectiveness of the CLT method for discrete language skills				
	10-9 points	8-6 pints	5-4 pints	3-0 points
<b>Vocabulary</b>	16 students	10 students	2 students	2 students
<b>Grammar</b>	2 students	2 students	3 students	23 students
<b>Fluency</b>	25 students	3 students	2 students	0
<b>Speaking</b>	25 students	1 student	2 students	2 students
<b>Reading</b>	20 students	5 students	3 students	2 students

According to collected data, it was found that students noticed considerable changes in their speaking skills, and after being taught through the CLT method they had better fluency in their speech. In addition, they noted that grammar is covered as a secondary language skill and not covered deeply. However, students shared that a lot of speaking practice with this method leads to the automatization of grammatically correct speech.

According to the questionnaire, students who are taught English through the CLT method face a couple of problems and the first of them is linked to grammar. The majority of students reckon that grammar rules should be taught explicitly. They are worried that they are not being taught the theoretical knowledge of grammar. The next problem experienced by students is the shift from teacher-led classrooms to student-oriented lessons. 6 students confessed that they are not comfortable with this characteristic of the CLT method. Some of the students highlighted that too much time is spent on grammar rules observations. They consider this method time-consuming. The last issue listed by 12 students is the difficulties with assessments. They noted that there is inequality between curriculum and assessment. They have speaking activities mostly during lessons while in assessments their writing, reading, and listening skills are also being checked.



Considering the above-presented information it can be recapitulated that the CLT method is the perfect tool for reaching fluency in English. However, accuracy is not a target in the actual method of teaching.

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## INGLIZ VA O'ZBEK TILLARIDA ANTROPONIMIK SHAKLLAR

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**Annotatsiya:** Ushbu maqolada insoniyat hayotida muhim ahamiyat kasb etadigan kishi ismlari yani antroponimlarning tarixiy va ayni kunlarga qadar bor bo'lgan qoliblari yani formulalari haqida yoritiladi. Tadqiqot usullari: tavsif usuli, qiyosiy tahlil, kognitiv-kontseptual tahlil, lingvo-madaniy tahlil. Dissertatsiyaning ilmiy yangiligi quyidagilar bilan izohlanadi. Lug'atlar, romanlar, qissalardagi antroponimlarning lingvomadaniy tahlili deyarli barcha tillarda tilshunos olimlar tomonidan o'rganilgan.

**Kalit so'zlar:** *Antroponimik tahlil, lingvomadaniy muammo, antroponimik formula, antroponimlarning madaniyati va munosabati.*

Antroponik formulada biz ismning (ismlarning) standart kombinatsiyasini, (otaning ismi ko'p tillarda ixtiyoriy element) + rasmiy (pasport) nomlash tizimidagi familiya (ism) larni anglatadi. "Antroponik formula" (AF) kompozitsion atamasi bilan bir qatorda, antroponimiya adabiyotida "antroponimik model" atamasi ham qo'llaniladi. Shunday qilib, qadimgi germaniyalik onomastikon tadqiqotchilari ta'kidlashicha, qadimgi Roman- German tillarida shaxsiy ismlarining tarkibiy qismlari slavyan tillarining onomastikalarida keltirilganlardan sezilarli darajada farq qiladi. An'anaviy qadimgi german nomlari urush, kuch, g'alaba, kuch, boylikni anglatadi, slovyan tillarida muqaddaslik, rahmshafqat, quvonch tushunchalar bilan bog'liq nomlar tez-tez uchraydi. Qadimgi german onomastikalari tarkibiy qismlarining leksik tarkibini kuzatish shuni ko'rsatdiki, qadimgi german hamjamiyati davriga kelib ushbu tarkibiy qismlar qadimgi germanlarning go'zallik haqidagi g'oyasini aks ettiruvchi belgilarga aylandi, masalan; берт – berht «yorqin»: Берт, Бертольд, Альберт, Ламберт; эд «boylikka egalik»: Эдгар, Эдит, Эдвард, Эдвин; гер – ger «nayza»: Герхард, Гертруда, Ансгар, Оскар, Геральд [1 b. 22-23 ] Shuningdek, zooforn guruhiga mansub ismlar ham uchraydi, masalan, qadimgi inglizlarda; Eofor «to'ng'iz»;



qadimgi-skand. Hari «quyon», Arne «burgut», Björn «ayiq». Familiya shaxsning nomlanishining boshqa turlaridan farq qiladi, chunki bu nasldan naslga oʻtadi, bir necha avlodlarga xosdir.

Tadqiqotchilar familiyalarining shakllanishining turli sabablarini taʼkidlashadi: iqtisodiy, shahar rivojlanishi, savdo aloqalari, aholining koʻchishi; fuqarolikni shakllantirish va huquqiy jamiyatni rivojlantirish. Ushbu sabablarning barchasini inkor etmasdan, V.A. Nikonov, bizning fikrimizcha, birinchi navbatda, oilaning ijtimoiy sohasini mustahkamlashni qoʻyadi: «Familiya oilani anglatadi». Familiyani joriy etishning hal qiluvchi sababi, aftidan, oilaning rivojlanishidagi maʼlum bir darajadagi rolining oʻzgarishi ... Oila feodal tuzum ostida edi, keyinchalik esa ishlab chiqarish birligi sifatida oilalar oʻz fermasini yurta boshladi, meros huquqiga ega boʻldi va qatʼiy ichki hokimiyat tomonidan boshqarilar edi "[2, b 184].

U familiyaning ijtimoiyligini taʼkidlaydi (maʼlum bosqichda bir qator mamlakatlarda feodal elitasi) quyi tabaqa familiyalarni kiritilishiga qarshi, keyin esa familiyalar qonun hujjatlari bilan kiritildi), familiyalarining asta-sekin shakllanishi va taqsimlanishi hujjatlarga familiyalarining oʻz-oʻzidan kirib borishi va majburiy nomlarning davlat tomonidan oʻrnatilishi oʻrtasidagi farqni keltirib chiqardi. Shunday qilib, ingliz tilidagi anʼanada quyidagi AFlar rivojlandi: bir yoki bir nechta shaxsiy ismlar + familiya. Odamlarni nomlash uchun formulaning har qanday tarkibiy qismidan foydalanish aloqa amalga oshiriladigan ijtimoiy soha bilan bogʻliq. Oʻzbeklarning shaxsiy nomlari boshqa turkiyzabon xalqlar orasida va islom dini va madaniyati xalqlari orasida oʻziga xosligi bilan ajralib turadi. «Oʻzbek xalqining shakllanishi XIXIV asrlarda yuz bergan. oʻzbeklarning ajdodlari istiqomat qilgan hududga turkiy qabilalarning mahalliy Eron tilida soʻzlashadigan aholisi bilan assimilyatsiya qilish orqali moʻgʻullar ham bir necha toʻlqinlarni bosib oʻtdilar. Oʻzbek tili turkiy tillar oilasiga mansub qarluq guruhiga kiradi, ammo u tojik tiliga xos boʻlgan eroniy xususiyatlarni saqlab qoladi, bu ismlarning tuzilishida ham, ularning fonetikasida ham oʻz aksini topgan »[3, 12 b.]. Muammoli masalalardan biri bu oʻzbek nomlari orasida turkiy nomlarning ulushi

masalasi. A. G'afurov har qanday millatning nomi doimo yangilanib turishini ta'kidlaydi. Ba'zi ismlar kundalik hayotdan yo'qoladi yoki odatiy holga kelmaydi, boshqalari to'satdan juda mashhur bo'lib qolmoqda, mutlaqo yangi nomlar paydo bo'lmoqda. Bundan tashqari, yangi nomlar unvon yoki taxallusdan yangi tug'ilgan chaqaloqqa berilgan ismgacha juda murakkab yo'ldan o'tadi. Shu ma'noda sharq xalqlarining nomlari asosan Islom ta'siri ostida shakllangan va shuning uchun arab tili juda boy tarixga ega [4, 81 b].

Islomning birinchi asrlarida Islomni qabul qilgan barcha xalqlarga xos bo'lgan arab nomlash tizimi doimo murakkablashdi. Islomdan oldingi arablar deyarli bitta shaxsiy ismdan mamnun bo'lishgan. Agar shaxsni aniqroq aniqlash kerak bo'lsa, ular otasining ismini ishlatishdi, masalan, bir kishi "Usmon Affanning o'g'li" degan ma'noni anglatuvchi Usmon ibn Affan deb nomlangan. Ammo ba'zida ular o'sha odamni Ibnaffan deb atashlari mumkin edi va bu gaplashayotganlarning barchasiga tushunarli edi, chunki Affan kabi ismlar juda kam edi. Arablar orasida (Usmon) ismning birinchi toifasi "Alam", ikkinchisi (Ibnaffan) - "Nasab" deb nomlangan. "Kunya" atamasi bilan birlashtirilgan uchinchi xil ismlar ham mavjud [4, 12 b; 5, 43-48 b]. Alam boshqacha tarzda "islom", "ismalamin" ("shaxsiy ism") deb nomlanadi. Bunday nomlash tizimi o'zbeklar orasida saqlanib qolmagan, ammo shunga o'xshash hodisa mavjud: ba'zi joylarda erkak va ayol hanuzgacha o'g'li yoki qizining nomi bilan atalgan va bu nom berish uchun juda sharafligina sabab sifatida qabul qilingan. Ko'pgina o'zbek oilalarida xotinning eriga ism-sharif bilan murojaat qilishi qabul qilinmaydi, uning o'rniga o'g'il yoki qizning ismi yoki dadasi, xo'jayin murojaatlari ishlatiladi. Arablarda ham shunday nomlanish elementi mavjud bo'lib, u Laqab deb nomlanadi - "qo'shimcha nom, laqab, faxriy unvon, yuksak epitet. Ismning bu turi arab antroponimiyasidagi ham shakli, ham semantik tarkibidagi eng murakkab. Laqab turidagi nomlar har doim ma'lum bir semantik yukni ko'taradi, ko'pincha metonimik va metaforik xususiyatga ega. Ushbu nomlar o'rta asr hayoti voqeligi va arab-musulmon madaniyati g'oyalari bilan chambarchas bog'liq.

Ko‘pincha ismni laqab kabi tarjima qilish til madaniyati haqida batafsil ma'lumot talab qiladi tarixiy kelib chiqishi borasida.”[6, 45 b]. Arablarning antroponimiyasining noyob tizimida laqab va taxallusning xususiyatlarini birlashtirgan.O'zbeklarning antroponimlarida Alam, Nasab, Kunya kabilar ism sifatida ishlatilmaydi, ammo aslida bu elementlarning har qandayidan semantikaga (ism berish motiviga) ko‘ra shaxsiy ism sifatida foydalanish mumkin. Xususan, quyidagi nomlar keng ishlatiladi: (Mirzo, Side, Bek, Sayyid, Sulton, Xo‘ja (Xijja), shoirlar va yozuvchilarning taxallus (yoki mahlas) atamasi bilan birlashtirilgan taxalluslari. Taxallus kabi nomlar shaxsiy fazilatlariga bog'liq bo‘lishi mumkin. o‘z ishlarining xarakteri va uslubi, homiylarning ismlari, yashash joyining nomi va boshqalar bilan birga tashuvchisi. [6, 45 b.] ”Arab tili orqali Muhammad payg‘ambarimizning qarindoshlari va sheriklarining ismlari (Ali, Umar, Hamza, Abbas, Oisha, Fotima, Xadich va boshqalar), Injil payg'ambarlari va shohlarining ismlari (Yoqub, Yusuf, Muso, Ibrohim, Idris, Ismoil, Sulaymon), Iso va onasining ismi (Iso va Maryam), shuningdek musulmon dinini ulug'laydigan aralash ismlar (Abdulloh, Abdunabiy, Abdurahim, Abdurahmon, Abdulaziz, Abdutalib, Sayfutdin va boshqalar). Bu harakat istak bilan mos kelishi mumkin: Nimatulloh - Oллоhdan rahmat istagi, Ismatulloh - Allohni himoya qilish istagi.”[7, 31-35]

Faqatgina 30-yillarda o‘zbeklarning familiyalari majburiy bo‘lib qoldi. XX asr “Ular odatda otning shaxsiy ismidan rus shaklidagi undosh qo‘shimchalar bilan ( -ev) hosil bo‘ladi: Rashidov, Abdullaev. 30 yoki 40-yillarda tug‘ilganlar familiyalari ko‘pincha otasning ismi bilan yozilgan. Rasmiy-ishbilarmon aloqalar sohasida familiya endi shaxsiy ismga nisbatan shubhasiz ustunlikka ega bo‘ldi, ammo oilaviy-maishiy aloqada bu jarayon hattoki shaharlarda ham hanuzgacha yakunlanmayapti” [8, 315b]. Albatta, familiya o‘zbeklarning rasmiy antroponimik modelining ajralmas tarkibiy qismiga aylandi, ammo biz so‘nggi o‘n yilliklarning paydo bo‘lgan tendentsiyasini eslatib o‘tamiz: shakllangan -ov / -ev qo‘shimchali familiya rad etilishi (masalan, Sevara Nazarxon, Matluba Uzbek, Dilshod Razhab, Alisher Fayz, Dilshod Shams) . Ushbu jarayon qanchalik keng tarqalganligini

oldindan aytish qiyin, chunki ruslashtirilgan antroponimik modeldan ko‘ra sof milliylikni o‘rnatish tendentsiyalari ko‘plab pragmatik fikrlarga zid keladi: millat vakillarining asosiy qismida huddi oldingiday familiya va otasining ismi, ammo shunga qaramay, o‘zbeklar orasida zamonaviy antroponimik modelni mutlaqo barqaror deb hisoblash mumkin emas.

Hozirgi vaqtda mutlaqo yangi turning antroponimik modeli tarqalmoqda, masalan: Abdufayz Behzod o‘g‘li Fayzullaev, bu erda otning nomi turkiy xilmaxillikda berilgan va familiya ko‘pincha otadan emas, balki boboning ismi bilan berilgan. Ko‘rinishidan, bu oilaning bir necha avlodlari birligini anglashga yordam beradi.[7, 40b] Shunday qilib, antroponimik modelning turli xil tarkibiy qismlari turli xil ijtimoiy sohalarga qaratilgan, eng universal tarkibiy qism bu ko‘p sohalardan o‘tadigan shaxsiy ismdir va jamiyat asosan oila bilan cheklangan ko‘plab odamlar uchun shaxsiy ism hayot davomida asosiy bo‘lib qoladi. Yuqoridagi fikrlardan kelib chiqib xulosa qiladigan bo‘lsak, Ingliz va o‘zbek tillaridagi antroponimik formulalar asrlar davomida rivojlanib kelgan va ushbu etnik guruhlarining tarixiy, madaniy va diniy an‘analarini aks ettiradi.

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## INGLIZ TILINI XORIJIY TIL SIFATIDA O'QITISH (EFL CLASSES) DARSLARIGA FLIPPED CLASSROOM MODELINI TADBIQ ETISHQNING ISTIQBOLLARI

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**Annotatsiya:** Bu maqolada, flipped classroom usuli ingliz tilini xorijiy til sifatida o'qitish (efl classes) darslariga joriy etish istiqbollari haqida gapiriladi. Bu usul talabalar uchun ko'proq ma'noli va qiziqarli bo'lib, ular o'zlarining o'rganish usullariga mos keladigan shaklda o'rganishga imkon beradi. Shunday qilib, talabalar darsda o'qituvchi bilan ishlash orqali o'zlarining o'rganish usullariga mos keladigan shaklda o'rganishga imkoniga ega bo'ladilar va o'zlashtirish ko'rsatkichlarini sezilarli darajada oshirishga erishadilar.

**Kalit so'zlar:** *Flipped classroom, AKT, EFL classes, individual yondashuv, motivatsiya.*

## **PROSPECTS OF APPLYING THE FLIPPED CLASSROOM MODEL TO TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL CLASSES)**

**Abstract:** The article discusses the benefits of implementing the flipped classroom technology EFL classes. The method allows students to learn in a way that suits their learning style, acquire interesting information, understand important concepts during class time, and engage in practical activities. Moreover, it increases students' interest in learning and provides them with a positive learning experience. Therefore, the flipped classroom technology is seen as a useful method for current educational institutions to implement.

**Key words:** *Flipped classroom, ICT, EFL classes, individual approach, motivation.*

Bugungi raqamli asrda til o'rgatishda zamonaviy texnologiyalarni joriy etish har qachongidan ham muhim ahamiyat kasb etmoqda. Texnologiyaning jadal rivojlanishi bilan til o'qituvchilari o'zlarining o'qitish usullarini hamda talabalar uchun o'rganish tajribasini yaxshilash uchun ko'plab vositalar va resurslarga egadirlar.

Til o'qitishda texnologiyadan foydalanishning eng muhim afzalliklaridan biri bu talabalarga yanada chuqurroq va interaktiv o'rganish tajribasini taqdim etish imkoniyatidir. Videolar, audio yozuvlar va onlayn o'yinlar kabi turli multimedia vositalaridan foydalanish orqali talabalar til bilan yanada dinamik va qiziqarli tarzda shug'ullanishlari mumkin. Bu ularga tilni yaxshiroq tushunish va o'rganishga yordam beradi, bu esa ravonlik va malakani oshirishga olib keladi. Til o'rgatishda texnologiyaning yana bir afzalligi o'qituvchi va talabalar o'rtasidagi muloqotni osonlashtirishdir. Skype va Zoom kabi onlayn platformalardan foydalangan holda o'qituvchilar jonli virtual darslar o'tkazishlari va o'quvchilariga shaxsiy fikr-mulohazalarini taqdim etishlari mumkin. Bu nafaqat ta'lim sifatini yaxshilashga yordam beradi, balki an'anaviy sinf imkoniyatlaridan foydalana olmaydigan talabalar uchun til o'rganishni yanada qulayroq qiladi. Bundan tashqari, til o'rgatishda zamonaviy texnologiyalarni joriy etish madaniy tafovutlarni bartaraf etishga va madaniyatlararo tushunishni rivojlantirishga yordam beradi. Talabalarga turli madaniyatlarga oid filmlar, musiqa va adabiyotlar

kabi asl materiallarni ochib berish orqali ular turli tillar va madaniyatlarni chuqurroq tushunishlari va tushunishlari mumkin.

EFL (Chet tili sifatida ingliz tili) darslarida foydalanish mumkin bo'lgan texnologiyaning bir necha turlari mavjud, jumladan, onlayn platformalar, interfaol doskalar, til o'rganishga oid ilovalar, audio va video resurslar, ijtimoiy tarmoqlar, onlayn lug'atlar va tarjima vositalari, flipped classroom texnologiyasi va h.k..

Flipped classroom - bu an'anaviy sinf modelini o'zgartiradigan innovatsion o'qitish usuli. An'anaviy sinfda talabalar dars vaqtida ma'ruzalar yoki taqdimotlar orqali yangi mavzu mazmuni bilan tanishadilar, so'ngra o'z bilimlarini mustahkamlash uchun darsdan tashqari uy vazifalarini bajaradilar. Flipped classroom texnologiyasida esa bu model teskari bo'ladi. Oldindan yozib olingan videolar, o'qishlar yoki boshqa materiallar orqali o'quvchilar darsdan tashqari yangi mavzuni o'rganadilar, so'ngra dars vaqtida o'rganilgan mavzuni muhokama qilish, hamkorlik qilish va qo'llash orqali yangi mavzuni mustahkamlaydilar.

Flipped classroom modeli bir nechta afzalliklarga ega:

1. *Talabalarning o'z tezligi va o'z jadvali bo'yicha o'rganishi.* Bu shuni anglatadiki, ular darsga kelganlarida, allaqachon material bilan tanish bo'lib, dars vaqtini sinfdoshlari bilan muhokama qilish va hamkorlik qilish uchun ishlatishlari mumkin. Ular savollar berishlari, o'z fikrlari va g'oyalari bilan o'rtoqlashishlari, loyihalar yoki topshiriqlar ustida birgalikda ishlashlari mumkin. Bu yanada interaktiv va qiziqarli o'rganish tajribasini o'tkazish, shuningdek, o'rganganlarini amaliy tarzda qo'llash imkoniyatini beradi. Dars vaqtidan shu tarzda foydalanish orqali o'quvchilar materialni chuqur o'zlashtirib olishlari va tanqidiy fikrlash, muammoni hal qilish va muloqot qilish kabi muhim ko'nikmalarni rivojlantirishlari mumkin.

2. *Flipped classroom modeli dars vaqtida faolroq o'rganish imkonini beradi.* Chunki, bu talabalarga darsga kelishdan oldin oldindan yozib olingan ma'ruzalarni tomosha qilish yoki kurs materiallarini o'qishni o'z ichiga oladi, bu ularga material haqida asosiy tushunchaga ega bo'lish imkonini beradi, keyinchalik ular dars vaqtida qo'llashlari va kengaytirishlari mumkin. Dars davomida asosiy

e'tibor ma'ruzadan munozara, hamkorlik va muammolarni hal qilish faoliyatiga o'tadi. Talabalar kichik guruhlarda birgalikda ishlashadi, bahs-munozaralar, amaliy tadqiqotlar va simulyatsiyalar kabi mashg'ulotlarda qatnashadilar. Ushbu yondashuv faol o'rganish va talabalarning faolligini, shuningdek, jamoada ishlash, etakchilik va muloqot kabi muhim ko'nikmalarni rivojlantirishga yordam beradi. Bundan tashqari, flipped classroom modeli ko'proq shaxsiylashtirilgan o'rganish imkonini beradi. Talabalar kurs materiallarini o'z tezligida ko'rib chiqishlari va ko'proq yordamga muhtoj bo'lgan sohalarga e'tibor berishlari mumkin. O'qituvchilar, shuningdek, o'quvchilarga materialni yaxshiroq tushunishga va o'quv maqsadlariga erishishga yordam beradigan individual fikr-mulohazalar (feedback/forward) orqali yordam berishlari mumkin.

3. Flipped classroom modeli o'qituvchilarga o'z talabalari uchun turli xil ko'rsatmalardan foydalanish imkoniyatini beradi. Differentsial ta'lim - bu har bir o'quvchining individual ehtiyojlarini qondirish uchun o'qitish va o'quv faoliyatini moslashtirishni o'z ichiga olgan o'qitishga yondashuvdir. Flipped classroom modelida o'qituvchilar o'quvchilarga shaxsiy yordam va fikr-mulohazalarni taqdim etish uchun tabaqalashtirilgan ko'rsatmalardan foydalanishlari mumkin. Misol uchun, o'qituvchilar turli xil o'rganish uslublari yoki tushunish darajalariga moslashish uchun oldindan yozib olingan ma'ruzalar yoki kurs materiallarining turli versiyalarini yaratishi mumkin. Ular, shuningdek, qo'shimcha yordam yoki qiyinchilikka muhtoj bo'lgan talabalar uchun qo'shimcha resurslar yoki tadbirlarni taqdim etishlari mumkin. Dars vaqtida o'qituvchilar maqsadli fikr-mulohaza va yordam berish uchun kichik guruhlarda yoki yakka tartibda talabalar bilan ishlashlari mumkin. Bunga qo'shimcha tushuntirishlar berish, savollarga javob berish yoki muammoga qanday yondashish bo'yicha ko'rsatmalar berish kiradi. O'qituvchilar o'quvchilarga materialni yaxshiroq tushunishga va o'quv maqsadlariga erishishga yordam berishlari mumkin. Ushbu yondashuv, shuningdek, barcha talabalar muvaffaqiyatga erishish imkoniyatiga ega bo'lgan yanada inklyuziv va adolatli o'quv muhitini ta'minlaydi.

4. *Talabalar ko'proq bilimlarni egallab olishadi va jarayonda faolroq ishtirok etadilar.* Bu yondashuv talabalarning faolligi va motivatsiyasini



rag'batlantiradi, chunki talabalar qanday o'rganishlari haqida o'z so'zlariga ega bo'lsalar, o'quv jarayoniga ko'proq sarmoya kiritadilar. Shuningdek, bu o'quvchilarga o'zlariga mos bo'lgan darajada ishlashga imkon beradi, bu esa ishonch va o'zini o'zi qadrlashiga yordam beradi. Bundan tashqari, har bir talabaning individual ehtiyojlarini qondirish uchun yo'riqnomani moslashtirish orqali o'qituvchilar yanada inklyuziv va adolatli ta'lim muhitini yaratishga yordam berishi mumkin. Ilgari ma'lum tushunchalar yoki mavzular bilan kurashgan talabalar qo'shimcha yordam va resurslarni olishlari mumkin, kattaroq qiyinchiliklarga tayyor bo'lganlar esa yanada ilg'or materiallar bilan ta'minlanishi mumkin.

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## ПРОБЛЕМЫ ПРЕПОДАВАНИЯ ESL В СТЕМНОМ ОБРАЗОВАНИИ В НЕЗАВИСИМЫХ СТРАНАХ

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**Аннотация:** В этой статье исследование показывает, что эта проблема еще более актуальна для традиционно непредставленных групп с точки зрения социально-экономического статуса, расовой и этнической принадлежности. Современные подходы и методы в контексте ESL, представлена информация, подтверждающая, что на академическую успеваемость студентов и их настойчивость в STEM может сильно влиять чувство принадлежности.

**Ключевые слова:** STEM, ESL, образования, подход, коммуникация.

## CHALLENGES OF TEACHING ESL IN TEAM EDUCATION IN INDEPENDENT COUNTRIES

**Abstract:** In this article, the study shows that this issue is even more relevant for traditionally underrepresented groups in terms of socioeconomic status, race and ethnicity. Modern approaches and methods in the context of ESL provide evidence that students' academic performance and persistence in STEM can be strongly influenced by a sense of belonging.

**Key words:** STEM, ESL, education, approach, communication.

Традиционные педагогические подходы к преподаванию СТЕМНЫХ предметов оказывают давление на ESL-студентов, изучающих СТЕМ. Учащиеся ESL испытывают проблемы с преподаванием, учебными программами и материалами при изучении СТЕМ-образования. Проблемы возникают из-за содержания предмета и сложного научного языка. Учащиеся ESL сталкиваются с проблемами, связанными с научным языком, и у них возникает дилемма языковой идентичности (LID) по мере изучения научных понятий и терминов как на разговорном, так и на академическом научном языке, что, как считается, способствует более глубокому пониманию и большей способности к запоминанию у учащихся начального

уровня естественных наук, например, понятие «сила» в физике. Кроме того, используется простой язык, такой как «частица света» вместо фотонов. Чтобы подчеркнуть это еще больше, успех студентов ESL в STEM зависит от их способности понимать специфическую для STEM английскую лексику и применять ее к изучаемому материалу. Некоторые студенты ESL считают этот аспект особенно трудным, потому что довольно часто английские слова, используемые в STEM, имеют другое значение, если рассматривать их в контексте, не относящемся к STEM. Это также показывает, как научный язык формирует опыт учащихся в изучении науки.

В исследовании подчеркивается, что курсы биологии включают новую терминологию в первый год обучения в STEM. Использование английского языка в качестве средства обучения является одним из основных факторов, способствующих низкой успеваемости учащихся в школах. В отличие от учащихся в городах, где английский язык является средством обучения по всем предметам, учащиеся, изучающие STEM в сельских школах, где в качестве средства обучения используется L1, отмечают, что им трудно понять научный язык, когда английский используется в качестве языка преподавания и обучения математике и естественным наукам. Основную часть этой группы составляют мигранты - значительный и быстро растущий сегмент учащихся. Учащиеся ESL — это быстро растущий контингент студентов, представляющих огромное разнообразие культурных традиций. Исследователи обнаружили, что студентам ESL может быть сложнее изучать содержание STEM по сравнению с их сверстниками, не владеющими английским языком, даже если студенты ESL демонстрируют умелое использование английского языка в повседневной жизни. Подобные выводы вызвали значительные исследования барьеров, ограничивающих академический успех студентов ESL, с преобладанием внимания к уровню владения английским языком и преподаванию, связанному с обучением. Такое увеличение усилий и времени со стороны студента ESL может негативно сказаться на его общей успеваемости по предметам STEM и даже

привести к несправедливому предположению об отсутствии способностей. Дополнительный барьер для студентов ESL связан с обучением.

Уровень подготовки учителей в отношении методов преподавания для удовлетворения учебных и языковых потребностей студентов ESL. Для устранения этих барьеров были приняты меры, включая программы подготовки учителей (с акцентом на устное и визуальное обучение), рамки для обоснования методов изучения лексики STEM и направления практической деятельности в классе. Акцент в литературе на знании языка и методах обучения как барьерах для ESL-студентов в контексте STEM не позволяет рассмотреть психологические барьеры, с которыми также должны бороться студенты, в частности, их восприятие принадлежности. Анализ количественных исследований, сфокусированных на младших ESL студентах (средняя и начальная школа), показывает, что высокий уровень неопределенности в отношении принадлежности, в сочетании с более низким чувством принадлежности к школе, является предиктором академической успеваемости студентов. Такие результаты соответствуют опыту студентов из других не до представленных групп и их академической успеваемости в STEM. Заметный сдвиг в сторону более практического и социально ориентированного взгляда на обучение произошел как в науке, так и в образовании в области приобретения второго языка (SLA). Этот акцент на знаниях в использовании языка в использовании сочетается для продвижения изучения языка и науки с ESL.

Изменение преподавания языка и науки таким взаимодополняющим образом приводит к большей согласованности в содействии изучению студентами науки и языка, особенно для ESL. Современные подходы и методы в контексте ESL, где английский язык преподается для общих или конкретных деловых и академических целей, включают коммуникативный метод преподавания языка (CLT), метод обучения на основе содержания (CBI), метод обучения на основе задач (TBL), метод обучения на основе задач (TBI) и метод интегрированного обучения содержанию и языку

(CLIL). Этот интегрированный метод преподавания и изучения предметов STEM получил признание с 1980 года, когда английский язык и содержание STEM объединяются, используя английский язык для преподавания STEM. Этот подход ориентирован на учащихся K-12 в контексте ESL, его основная цель - улучшить уровень владения английским языком. Он тестирует учащихся на основе их навыков и поддерживает поощрение на протяжении всего курса, обеспечивая получение учащимися практического опыта в своих областях. Это помогает поддерживать интерес учащихся и стимулирует их проявлять гибкость и практичность в процессе обучения.

Характеристиками педагогических методов могут быть, во-первых, соответствие требованиям и интересам обучающихся, а во-вторых, соответствие их потребностей контекстуальным характеристикам, которые будут применимы в будущем. Такая содержательно-педагогическая интеграция содержательных областей и обучения английскому языку определяет возможность достижения стандартов содержания в сочетании с развитием навыков владения английским языком. Исследователи, например, внедрившие этот подход для интеграции английского языка и STEM образования, обнаружили, что такой интегрированный подход является более значимым и аутентичным для обучения. Интеграция ESL и обучения предметам STEM на английском языке через дополнительный язык обучения имеет большое значение для улучшения изучения английского языка в STEM. CLIL предлагает более аутентичные условия для изучения языка, ориентируясь на смысл и беглость, а не на форму и точность соответственно. Однако считается, что интеграция на основе содержания (CBI) больше подходит для контекста ESL (ESC), в то время как CLIL считается наиболее подходящим для контекста EFL (не ESC). Теории языка также применяются при преподавании предметов STEM с помощью английского языка. Принято считать, что коммуникация является основной функцией человеческого языка. Язык можно рассматривать как доминирующее средство, с помощью которого происходит общение, и он

предоставляет людям символические ресурсы, с помощью которых можно манипулировать идеями. Это не является отличительной чертой всех языков, поскольку все существа общаются тем или иным образом. Для Юла, как и для многих других исследователей социокультурного языка творчество является важнейшим аспектом человеческого языка. Люди не только общаются, но и создают новые выражения и новые высказывания, используя свои языковые ресурсы, рассматривают язык в рамках более широкой коммуникативной перспективы.

Эти ученые, как и Новая Лондонская группа считают, что жесткие лингвистические концептуализации языка являются слишком ограничивающими в современных разнообразных культурных и плюрлингвистических контекстах, где язык и языковые коды регулярно взаимодействуют и пересекаются. Как уже упоминалось ранее, традиционный взгляд на преподавание языка все еще доминирует в STEM образовании. Лингвистические теоретики склонны рассматривать язык как набор правил и закономерностей, которые «управляют» тем, как работает язык. Этот взгляд включает в себя принципы сочетания слов в нескольких различных схемах для формирования конечного набора предложений (которые имеют свои собственные внутренние схемы. В центре внимания этого абстрактного взгляда на язык находится «система» языковых структур, и эта традиция лингвистической теории практически не представляет интереса к разнообразию людей и социальных групп, использующих эти структуры или системы. Однако эта точка зрения была оспорена другими теориями, которые рассматривают язык в зависимости от того, кто его использует, и от культуры, в рамках которой он используется.

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## ПРИНЦИПЫ ФОРМИРОВАНИЯ АНГЛОЯЗЫЧНОЙ РЕЧЕВОЙ КОМПЕТЕНЦИИ ШКОЛЬНИКОВ В ОБРАЗОВАТЕЛЬНОМ ВЕБ- ПРОСТРАНСТВЕ

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**Аннотация.** В данной статье рассматриваются вопросы формирования англоязычной речевой компетенции школьников в образовательном Веб-пространстве. В статье детально обсуждаются основополагающие принципы обучения.

**Ключевые слова:** англоязычная речевая компетенция, принципы, школьники, образовательное Веб-пространство.

## PRINCIPLES OF FORMATION OF THE ENGLISH LANGUAGE SPEECH COMPETENCE OF SCHOOLCHILDREN IN EDUCATIONAL WEB SPACE

**Abstract:** The article deals with the formation of the English language speech competence of schoolchildren in educational Web space. The article discusses in detail the fundamental principles of learning.

**Key words:** English language speech competence, principles, schoolchildren, educational Web space.

Формирование англоязычной речевой компетенции школьников в образовательном Веб-пространстве основывается на определенных принципах, которые будут рассматриваться в данной статье.

С позиции теории социального конструктивизма нами выделяются следующие принципы формирования англоязычной речевой компетенции школьников в образовательном Web-пространстве:

### **Принцип диалогичности между субъектами учебной деятельности**

Диалогичность рассматривается как стремление к гуманизации учебного процесса в противовес жесткому распределению ролей учителя и ученика. Гуманистическая методология базируется на вере в том, что человек является позитивной личностью, стремящейся к творческому развитию и самосовершенствованию. Здесь важно учесть, что самосовершенствование происходит не изолированно, а во взаимодействии с другими людьми по принципу диалогичности. Принцип монологического, объектного влияния заменяется творческим подходом, способствующим взаиморазвитию и саморазвитию. Здесь диалогичность находит точки соприкосновения с теорией социального конструктивизма, базовыми понятиями которого являются «самосовершенствование», «взаиморазвитие», «конструирование новых знаний».

Как отмечает И.А. Смольяникова [1], любое взаимодействие в пространстве ИКТ диалогично, так как информационно-технологическое пространство само по себе обладает свойством диалогичности. В образовательном Web-пространстве диалогичность выступает как важнейшее качество коммуникации «ученик – Web-пространство (субъект взаимодействия)» и «ученик – Web-пространство (средство связи) – ученик». В первом случае Web-пространство выступает в роли субъекта взаимодействия в силу наличия Web-страниц с разной степенью интерактивности и предполагает ответную реакцию средств информационных технологий на действия учащегося. В языковых



мультимедийных программах это проявляется в мгновенной проверке результатов упражнений; возможности выбора правильного ответа из множества, введения информации в поле текстов, перехода из одного раздела в другой; в Web-квестах – возможности перехода из одного раздела в другой, выбора и повторения любого раздела учебного материала. Во втором случае, такие технологии как Facebook, YouTube, подкасты, блоги выполняют роль связи между субъектами взаимодействия и служат площадкой для дискуссий. Например, в блогах, Facebook, YouTube, подкастах это проявляется в возможности размещения комментариев на опубликованный материал автора.

### **Принцип взаимосвязанного обучения основным видам речевой деятельности в образовательном Web-пространстве**

Многоканальность и мультимедийность образовательного Web пространства позволяют взаимосвязанно формировать все основные виды речевой деятельности школьников. Ряд методистов [2] отмечают, что взаимосвязанное обучение – это обучение, направленное на одновременное формирование четырех основных видов речевой деятельности в рамках их определенного последовательно-временного соотношения на основе общего языкового материала с помощью специальной серии упражнений. Совместное формирование аудирования, говорения, чтения и письма обеспечивается за счёт их взаимовлияния друг на друга при ведущей роли каждого из них попеременно в зависимости от цели обучения, т.е. возможность доминирования каждого из видов речевой деятельности и изменения в их соотношении.

### **Принцип проблемности обучения в образовательном Web пространстве**

Основными категориями принципа проблемности являются проблемная ситуация и проблемное задание. Для создания проблемной ситуации в обучении необходимо поставить учащегося перед необходимостью выполнить такое практическое или теоретическое задание,

при котором подлежащие усвоению знания будут занимать место неизвестного.

Создание проблемной ситуации осуществляется с помощью формулировки проблемного задания. Если при формулировке не проблемного задания учитывается задействование таких процессов как память, восприятие, внимание и основной акцент падает на репродукцию материала, то при проблемном задании задействуется умственная нагрузка. Умственные затруднения и противоречия в проблемном задании заставляют школьников находить решения проблемы путем самостоятельного поиска, мыслить и тем самым развивать умственные способности.

### **Принцип компетентностного подхода**

Ориентированный на конечный результат обучения принцип компетентностного подхода положен в основу документа Совета Европы «Общеввропейские компетенции владения иностранным языком: изучение, обучение, оценка» и Государственного образовательного стандарта Республики Узбекистан по иностранным языкам. В данных документах предполагается формирование иноязычной коммуникативной компетенции, состоящей из лингвистической, социолингвистической и прагматической компетенций.

Лингвистическая компетенция подразумевает владение языковым материалом (фонетикой, лексикой, грамматикой) и видами речевой деятельности (аудированием, говорением, чтением, письмом). Социолингвистическая компетенция подразумевает умение выбора соответствующей лингвистической формы и способа выражения мыслей в зависимости от ситуации. Прагматическая компетенция предполагает умение ориентироваться в затруднительных ситуациях.

### **Принцип личностно-ориентированного обучения**

Личностно-ориентированное обучение предполагает: признание ученика основным субъектом обучения; развитие индивидуальных способностей ученика; определение средств, обеспечивающих реализацию

поставленной цели посредством выявления и структурирования субъектного опыта ученика, его направленного развития в процессе обучения [3].

По мнению Е.С. Полата, личностно-ориентированный подход направлен на воспитание таких общепризнанных ценностей, как открытость, честность, альтруизм, доброжелательность, сопереживание, взаимопомощь. Ученый подчеркивает, что деятельность познания является главной и самостоятельное приобретение знаний, особенно применение полученных знаний, становится приоритетным.

Главным организатором учебной деятельности является учитель, значение которого в личностно-ориентированном подходе, преломляя традиционное понятие «наставник, старший по учению», приобретает новый смысл – понятие «фасилитатора», который содействует ученику в самостоятельном приобретении новых знаний и применении их на практике.

Базирование на данные принципы обучения при формировании англоязычной речевой компетентности школьников в образовательном Web-пространстве способствует формированию следующих умений: понимать полуаутентичный и аутентичный тексты на знакомую тематику; пересказать прочитанный, просмотренный, прослушанный материал на английском языке; аргументировать свою точку зрения; понимать основную идею англоязычных текстов; выражать свою мысль в устном и письменном видах на знакомую тематику; составлять тексты на знакомую тематику в устном и письменном видах и размещать их в блогах, вики и подкастах; находить необходимую информацию на английском языке на различных We- сайтах; заполнять анкеты с личными данными на английском языке; оценивать собственные речевые поступки.

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## MUSTAQIL MAMLAKATLARDA STEM TA'LIMIDA ESLNI O'QITISH MUAMMOLARI

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**Annotatsiya.** Ushbu maqolada tadqiqot shuni ko'rsatadiki, bu masala an'anaviy ravishda ijtimoiy-iqtisodiy maqomi, irqi va etnik kelib chiqishi bo'yicha kam ifodalangan guruhlar uchun yanada dolzarbdir. ESL kontekstidagi zamonaviy yondashuvlar va usullar talabalarning STEMdagi akademik samaradorligi va qat'iyatligiga tegishlilik hissi kuchli ta'sir ko'rsatishi mumkinligini isbotlaydi.

**Kalit so'zlar:** *STEM, ESL, ta'lim, yondashuv, kommunikatsiya.*

## CHALLENGES OF TEACHING ESL IN TEAM EDUCATION IN INDEPENDENT COUNTRIES

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**Abstract.** In this article, the study shows that this issue is even more relevant for traditionally underrepresented groups in terms of socioeconomic status, race and ethnicity. Modern approaches and methods in the context of ESL provide evidence that students' academic performance and persistence in STEM can be strongly influenced by a sense of belonging.

**Key words:** *STEM, ESL, education, approach, communication.*

Stem fanlarini o'qitishning an'anaviy pedagogik yondashuvlari ESL-Stem talabalariga bosim o'tkazmoqda. ESL talabalari Stem ta'limini o'rganishda o'qitish, o'quv dasturlari va materiallar bilan bog'liq muammolarga duch kelishadi. Muammolar mavzu mazmuni va murakkab ilmiy til tufayli yuzaga keladi. ESL

talabalari ilmiy til bilan bog'liq muammolarga duch kelmoqdalar va ilmiy tushunchalar va atamalarni og'zaki va akademik ilmiy tillarda o'rganish jarayonida til identifikatsiyasi (LID) dilemmasiga duch kelmoqdalar, bu esa boshlang'ich darajadagi fan talabalarida chuqurroq tushunish va yodlash qobiliyatini oshirishga yordam beradi, masalan, fizikada "kuch" tushunchasi. Bundan tashqari, fotonlar o'rniga "yorug'lik zarrasi" kabi oddiy til ishlatiladi. Buni yanada ta'kidlash uchun ESL talabalarining STEM DAGI muvaffaqiyati ularning STEM GA xos inglizcha so'z boyligini tushunish va uni o'rganilayotgan materialga qo'llash qobiliyatiga bog'liq. Ba'zi ESL talabalari bu jihatni ayniqsa qiyin deb bilishadi, chunki ko'pincha stemda ishlatiladigan inglizcha so'zlar STEM bo'lmagan kontekstda ko'rib chiqilganda boshqacha ma'noga ega. Shuningdek, u ilmiy til talabalarning fanni o'rganish tajribasini qanday shakllantirishini ko'rsatadi.

Tadqiqot shuni ko'rsatadiki, biologiya kurslari STEMNING birinchi yilida yangi terminologiyani o'z ichiga oladi. Talabalar ko'pincha fan kontekstida muqobil bo'lgan so'zlarning ma'nosini chalkashtirib yuborishdi. ESC bo'lmagan kontekstlarda bu muammo ingliz tilini bilish darajasi pastligi sababli qishloq joylaridagi talabalar orasida keng tarqalgan. Ingliz tilidan o'quv vositasi sifatida foydalanish o'quvchilarning maktablarda past ishlashiga yordam beradigan asosiy omillardan biridir. Ingliz tili barcha fanlar bo'yicha o'qitish vositasi bo'lgan shaharlardagi talabalardan farqli o'laroq, 11 o'qitish vositasi sifatida ishlatiladigan qishloq maktablarida STEM talabalari ingliz tili matematika va fanni o'qitish va o'qitish tili sifatida ishlatilganda ilmiy tilni tushunish qiyinligini ta'kidlaydilar. Tadqiqot shuni ko'rsatadiki, bu muammo ijtimoiy-iqtisodiy holat, irqiy va etnik kelib chiqishi bo'yicha an'anaviy ravishda taqdim etilmagan guruhlar uchun yanada dolzarbdir. Ushbu guruhning asosiy qismini migrantlar tashkil etadi - bu o'quvchilarning muhim va tez o'sib borayotgan segmenti. Esl talabalari madaniy an'analarning xilma-xilligini ifodalovchi talabalarning tez o'sib borayotgan kontingentidir. Tadqiqotchilar esl talabalari ingliz tilini bilmaydigan tengdoshlariga qaraganda Stem tarkibini o'rganish qiyinroq bo'lishi mumkinligini aniqladilar, hatto ESL talabalari kundalik hayotda ingliz tilidan mohirona

foydalanishlarini namoyish qilsalar ham. Bu kabi topilmalar esl talabalarining akademik muvaffaqiyatini cheklovchi to'siqlar bo'yicha muhim tadqiqotlarni keltirib chiqardi, bunda ingliz tilini bilish darajasi va o'rganish bilan bog'liq o'qitishga e'tibor qaratildi. ESL talabasining sa'y-harakatlari va vaqtidagi bunday o'sish ularning Stem fanlaridagi umumiy ko'rsatkichlariga salbiy ta'sir ko'rsatishi va hatto qobiliyatsiz degan adolatsiz taxminlarga olib kelishi mumkin. ESL talabalari uchun qo'shimcha to'siq o'rganish bilan bog'liq. ESL talabalarining ta'lim va til ehtiyojlarini qondirish uchun o'qitish usullari bo'yicha o'qituvchilarni tayyorlash darajasi.

Ushbu to'siqlarni bartaraf etish uchun o'qituvchilar malakasini oshirish dasturlari (og'zaki va vizual o'rganishga e'tibor qaratgan holda), Stem so'z boyligini o'rganish usullarini asoslash uchun asos va sinfda amaliy faoliyat yo'nalishlari kabi choralar ko'rildi. Adabiyotda STEM kontekstida ESL talabalari uchun to'siq sifatida tilni bilish va o'qitish usullariga urg'u berish, talabalar ham kurashishi kerak bo'lgan psixologik to'siqlarni, xususan, ularning tegishli bo'lish haqidagi tasavvurlarini ko'rib chiqishga imkon bermaydi. Ushbu tadqiqot talabalarning akademik ko'rsatkichlari va ularning STEM DAGI qat'iyatlilikiga tegishlilik hissi kuchli ta'sir ko'rsatishi mumkinligini tasdiqlovchi ma'lumotlarni taqdim etadi. Kichik ESL talabalariga (o'rta va boshlang'ich maktab) qaratilgan miqdoriy tadqiqotlar tahlili shuni ko'rsatadiki, mansublikka nisbatan yuqori darajadagi noaniqlik, maktabga tegishli bo'lish hissi bilan birgalikda talabalarning akademik ko'rsatkichlarini bashorat qiladi. Bunday natijalar boshqa kam vakillik guruhlari talabalari tajribasiga va ularning STEM DAGI akademik ko'rsatkichlariga mos keladi.

O'qitishning amaliy va ijtimoiy yo'naltirilgan nuqtai nazariga sezilarli siljish fanda ham, ikkinchi tilni sotib olish bo'yicha ta'limda ham (SLA) sodir bo'ldi. Foydalanish va tilni bilishga bo'lgan bu e'tibor esl bilan til o'rganish va fanni rivojlantirish uchun birlashtirilgan. Til va fanni o'qitishning bunday bir-birini to'ldiruvchi tarzda o'zgarishi talabalarning fan va tilni o'rganishiga ko'maklashishda, ayniqsa ESL uchun ko'proq izchillikka olib keladi. Ingliz tili

umumiy yoki o'ziga xos biznes va akademik maqsadlarda o'qitiladigan ESL kontekstidagi zamonaviy yondashuvlar va usullarga kommunikativ tilni o'qitish usuli (CLT), tarkibga asoslangan o'qitish usuli (CBI), vazifaga asoslangan o'qitish usuli (TBL), vazifaga asoslangan o'qitish usuli (tBI) va integratsiyalashgan o'qitish usuli kiradi tarkibi va tili (CLIL). STEM fanlarini o'qitish va o'rganishning ushbu integratsiyalashgan usuli 1980 yildan beri ingliz tili va Stem mazmuni birlashtirilib, STEMNI o'qitish uchun ingliz tilidan foydalangan holda tan olingan. Ushbu yondashuv ESL kontekstida k-12 talabalariga qaratilgan bo'lib, uning asosiy maqsadi ingliz tilini bilish darajasini yaxshilashdir. U o'quvchilarni o'z mahoratiga qarab sinovdan o'tkazadi va kurs davomida rag'batlantirishni qo'llab-quvvatlaydi, bu esa o'quvchilarning o'z sohalarida amaliy tajribaga ega bo'lishini ta'minlaydi. Bu o'quvchilarning qiziqishini saqlab qolishga yordam beradi va ularni o'quv jarayonida moslashuvchan va amaliy bo'lishga undaydi. Pedagogik usullarning xususiyatlari, birinchidan, talabalarning talablari va manfaatlariga muvofiqligi, ikkinchidan, ularning ehtiyojlarini kelajakda qo'llaniladigan kontekstual xususiyatlarga muvofiqligi bo'lishi mumkin. Kontent sohalari va ingliz tilini o'qitishning bunday mazmunli va pedagogik integratsiyasi ingliz tilini bilish ko'nikmalarini rivojlantirish bilan birgalikda tarkib standartlariga erishish imkoniyatini belgilaydi. Masalan, ingliz tili va Stem ta'limini birlashtirish uchun ushbu yondashuvni amalga oshirgan tadqiqotchilar, bunday integratsiyalashgan yondashuv o'rganish uchun yanada mazmunli va haqiqiyroq ekanligini aniqladilar. Qo'shimcha ta'lim tili orqali esl va Stem fanlarini ingliz tilida o'qitishning integratsiyasi STEMDA ingliz tilini o'rganishni yaxshilash uchun uzoq yo'lni bosib o'tadi. CLIL mos ravishda shakl va aniqlikka emas, balki ma'no va ravonlikka e'tibor qaratib, tilni o'rganish uchun yanada haqiqiy sharoitlarni taklif etadi. Shu bilan birga, tarkibga asoslangan integratsiya (CBI) ESL (ESC) kontekstiga ko'proq mos keladi, CLIL esa EFL (ESC emas) kontekstiga eng mos keladi. Til nazariyalari ingliz tilidan foydalangan holda STEM fanlarini o'qitishda ham qo'llaniladi. Aloqa inson tilining asosiy vazifasi ekanligi odatda qabul qilinadi. Tilni muloqot sodir bo'ladigan dominant vosita sifatida ko'rish mumkin

va u odamlarga g'oyalarni boshqarish uchun ramziy resurslarni taqdim etadi. Bu barcha tillarning o'ziga xos xususiyati emas, chunki barcha mavjudotlar u yoki bu tarzda muloqot qilishadi. Yule uchun, boshqa ko'plab ijtimoiy-madaniy til tadqiqotchilari singari, ijodkorlik ham inson tilining eng muhim jihati hisoblanadi. Odamlar nafaqat muloqot qilishadi, balki o'zlarining til resurslaridan foydalangan holda yangi iboralar va yangi so'zlarni yaratadilar, tilni kengroq kommunikativ nuqtai nazardan ko'rib chiqadilar.

Ushbu olimlar, yangi London guruhi singari, til va til kodlari muntazam ravishda o'zaro ta'sir qiladigan va bir-biriga mos keladigan zamonaviy turli xil madaniy va Plyur lingvistik kontekstlarda tilning qattiq lingvistik kontseptualizatsiyasi juda cheklangan deb hisoblashadi. Yuqorida aytib o'tilganidek, STEM ta'limida tilni o'qitishning an'anaviy nuqtai nazari hali ham ustunlik qiladi. Til nazariyotchilari tilni til qanday ishlashini "boshqaradigan" qoidalar va naqshlar to'plami sifatida ko'rishga moyildirlar. Ushbu qarash cheklangan jumlar to'plamini (o'zlarining ichki sxemalariga ega) shakllantirish uchun bir nechta turli xil sxemalarda so'zlarni birlashtirish tamoyillarini o'z ichiga oladi. Tilga mavhum qarashning asosiy yo'nalishi til tuzilmalarining "tizimi" bo'lib, lingvistik nazariyaning ushbu an'anasi ushbu tuzilmalar yoki tizimlardan foydalanadigan odamlar va ijtimoiy guruhlarning xilma-xilligiga deyarli qiziqmaydi. Biroq, bu nuqtai nazar tilni kim ishlatayotganiga va u qo'llaniladigan madaniyatga qarab ko'rib chiqadigan boshqa nazariyalar bilan bahslashdi.

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## СОВМЕСТНОЕ ОБУЧЕНИЕ КАК ИННОВАЦИОННАЯ МОДЕЛЬ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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**Аннотация:** Данная статья посвящена теме «Обучение в сотрудничестве». В ней углубленно изучается метод кооперативного обучения, являющийся разновидностью инновационного метода. Использование инновационных и кооперативных методов обучения повышает у студентов интерес к самостоятельному, свободному мышлению, творческому подходу к каждому вопросу, чувство ответственности, проведению научных исследований, а главное, к науке и избранной профессии.

**Ключевые слова:** метод, совместное обучение, педагогическая технология, эффективность обучения, инновационная технология, образование, сотрудничество.

## COLLABORATIVE LEARNING AS AN INNOVATIVE MODEL OF TEACHING ENGLISH

**Abstract:** This article is devoted to the topic "Learning in cooperation". It explores in depth the cooperative learning method, which is a variation of the innovative method. The use of innovative and cooperative teaching methods increases students' interest in independent, free thinking, a creative approach to every issue, a sense of responsibility, conducting scientific research, and most importantly, in science and their chosen profession.

**Key words:** method, collaborative learning, pedagogical technology, learning efficiency, innovative technology, education, cooperation.

После обретения Узбекистаном независимости произошли большие позитивные изменения в общественной жизни народа, а также во всех сферах жизни общества. Изменения в системе образования Узбекистана осуществлены в соответствии с требованиями «Национальной программы подготовки кадров».

Наше правительство с первых дней Независимости заявило о важности глубоких реформ в системе образования и в воспитании нового поколения нашей страны. Большим событием в сфере стало новое принятие «Закона об образовании» в Узбекистане.

Модернизация системы образования в нашей стране тесно связана с внедрением инновационных технологий в процесс обучения и модернизацией содержания и методов обучения. Использование инновационных педагогических технологий в образовании в настоящее время востребовано и необходимо во всех сферах образовательной системы.

Это дает своеобразный стимул и мотивацию в дальнейшем развитии обучения иностранным языкам. Инновационные методы помогают преподавателям развивать навыки учащихся, среди эффективных методов обучения английскому языку мы выделяем совместные методы обучения английскому языку.

Совместное обучение — это метод, который позволяет учащимся учиться друг у друга и приобретать важные навыки межличностного общения. Узнайте больше о преимуществах, стратегиях и методах совместного обучения.

Совместное обучение — это организованный и структурированный способ использования небольших групп для улучшения обучения и независимости учащихся. Студентам дается задание и они работают вместе, чтобы выполнить это задание.

У каждого студента есть обязанности, и он несет ответственность за помощь в выполнении задания, поэтому успех зависит от работы всех в группе.

Проще говоря, совместное обучение — это тип обучения, при котором учащиеся работают вместе в небольших группах для достижения общей цели.

Хотя совместное обучение имеет множество вариаций, Джонсон и Джонсон выделяют пять особенностей успешной совместной деятельности:

(1) студенты узнают, что их успех зависит от совместной взаимозависимой работы; (2) учащиеся несут личную ответственность за достижение групповых целей; (3) учащиеся поддерживают и помогают друг другу в достижении успеха через общение лицом к лицу; (4) учащиеся развивают социальные навыки путем эффективного сотрудничества и совместной работы; (5) студенты как группа имеют возможность подумать об эффективности совместной работы.

Когда эти принципы реализованы, совместное обучение создает богатую среду для студентов, чтобы они могли изучать язык и одновременно развивать свои способности к совместному общению и решению проблем двадцать первого века.

Учащиеся могут воспользоваться всеми этими преимуществами, работая совместно в классе, поэтому неудивительно, что учителя хотят объединить ресурсы в классе, а именно своих учеников, чтобы максимизировать обучение учащихся с помощью возможностей совместного обучения.

Как преподаватели английского языка, мы часто забываем, что многие из стратегий, которые наша дисциплина охватывает как наиболее подходящие средства для достижения наших студентов, на самом деле культурно специфичны и основаны на предположениях об общении, которым иногда необходимо обучать. Явно для того, чтобы такие действия были успешными.

Часто в наших ожиданиях относительно того, как изучающие английский язык должны взаимодействовать в группах, есть культурные элементы, и в зависимости от знакомства учащихся с этими нормами взаимодействие может иметь разную степень успеха. Например, не все учащиеся привыкли работать в группах для выполнения задания, особенно если они привыкли к более ориентированной на учителя форме обучения.

Большинство уроков совместного обучения можно охарактеризовать следующими чертами:

- учащиеся работают в группах над усвоением учебного материала.

- команды состоят из отличников, средних и слабых.

- по возможности, в команды входят студенты разных рас, культур и полов.

- системы вознаграждения ориентированы на группу, а не на человека.

Модель совместного обучения была разработана для достижения как минимум трех важных учебных целей: успеваемости, принятия разнообразия и развития социальных навыков. Хотя совместное обучение охватывает множество социальных задач, оно также направлено на повышение успеваемости учащихся при выполнении важных академических задач.

Его разработчики продемонстрировали, что совместная структура вознаграждения модели повышает ценность академического обучения студентов и меняет нормы, связанные с достижениями.

Есть много преимуществ, которые могут быть получены в результате использования стратегий совместного обучения. Вот преимущества, которые вы можете заметить после выполнения совместных учебных заданий в классе:

- Совместное обучение — это весело, поэтому учащиеся получают от этого удовольствие и становятся более мотивированными.

- Совместное обучение является интерактивным, поэтому учащиеся вовлечены, являются активными участниками обучения.

- Совместное обучение допускает обсуждение и критическое мышление, поэтому учащиеся узнают больше и запоминают то, что они узнали, на более длительный период времени.

- Совместное обучение требует, чтобы учащиеся научились работать вместе, что является важным навыком для их будущего.

В дополнение к изменению норм, связанных с достижениями, совместное обучение может принести пользу как учащимся с низкой, так и высокой успеваемостью, которые вместе работают над академическими задачами.

Более успевающие обучают менее успевающих, тем самым оказывая особую помощь тому, кто разделяет их ориентированные на молодежь интересы и языки. В этом процессе более успевающие получают академическую выгоду, потому что работа в качестве наставника требует более глубокого осмысления взаимосвязи идей в рамках конкретного предмета.

Совместное обучение дает возможность учащимся с разным опытом и условиями работать независимо друг от друга над общими задачами, а за счет использования совместных структур вознаграждения учиться ценить друг друга.

Важнейшей целью совместного обучения является обучение студентов навыкам сотрудничества. Это важные навыки в обществе, в котором большая часть работы взрослых выполняется в крупных взаимозависимых организациях и в котором сообщества становятся более разнообразными в культурном отношении.

Учебная среда для совместного обучения характеризуется демократическими процессами и активной ролью учащихся в принятии решений о том, что и как следует изучать.

Учитель обеспечивает высокую степень структурированности при формировании групп и определении общих процедур, но учащиеся оставляют контроль над ежеминутным взаимодействием в своих группах.

Чтобы уроки совместного обучения были успешными, в кабинете учителя, в школьной библиотеке или медиа центре должны быть доступны обширные справочные материалы. Для успеха также необходимо избегать традиционных опасностей, связанных с групповой работой, путем тщательного управления поведением учащихся.

Примеры совместной учебной деятельности: Рассказывание историй по картинкам, формирование историй, две звезды и пожелание, ролевые игры, информационный разрыв, парное интервью, совместные проекты.

**Рассказывание историй по картинкам** — довольно приятное и свободное от общения занятие. Для этого задания учащимся предлагается прочитать рассказ, сказку или они могут создать свой собственный рассказ и нарисовать несколько последовательных картинок, описывающих прочитанный рассказ.

Когда ученики приходят в класс, они рассказывают классу историю, связанную с картинками. Это упражнение можно использовать как индивидуальную работу или работу в малых группах. В конце остальные учащиеся могут задать вопросы по картинкам или рассказу.

Это упражнение помогает изучающим язык:

- Совершенствовать навыки публичных выступлений;
- Способствовать творчеству и воображению;
- Развивать критическое мышление.

**Формирование историй** — интересное и командное занятие. Это дает возможность учащимся улучшить воображение, речь, а также коммуникативные навыки. Перед началом занятия класс делится на небольшие равные группы. Учитель рассказывает самую важную часть рассказа и показывает несколько картинок этого же рассказа из книги. Все части картин разбросаны перед небольшой группой. Учитель просит членов групп расположить его в последовательности рассказа, который они слышали, общаясь друг с другом.

Когда они закончат это делать, каждого просят рассказать свою часть истории через картинку.

**Две звезды и пожелание** - это экспертная оценка изучающих язык. Это особенно полезно для процесса письма, устных и письменных навыков общения. Студенты объединяются в пары и просят прочитать письменные работы друг друга.

Читатель должен определить две вещи, которые автор сделал хорошо (звезды), и одно конкретное предложение по улучшению (пожелание). Перед

внедрением этой стратегии учащиеся должны быть обучены процессу предоставления соответствующей обратной связи своим сверстникам.

Учитель может использовать эту стратегию в качестве формирующего оценивания, ходя по классу и слушая разговоры между партнерами.

**Информационный разрыв** — еще одна эффективная стратегия улучшения коммуникативных навыков. Дело в том, что у каждого есть возможность много говорить на изучаемом языке.

Для этого задания учащиеся работают в парах. Один ученик будет иметь информацию, которой нет у другого партнера. Партнеры поделятся тем, что они получили из информации, которую они узнали за ограниченное время.

Каждый партнер играет важную роль, потому что задача не может быть выполнена, если партнеры не предоставляют информацию, необходимую другим.

Как мы уже говорили выше, используя совместные методы обучения, мы достигаем хороших результатов. Работая вместе, студенты учатся общаться друг с другом, поддерживать и помогать в нужный момент. Во время парной работы, групповой работы, головоломки, размышления в паре, рассказывания историй, описания рассказа учащиеся развивают свои коммуникативные навыки, что очень важно. Целью всех инновационных методов является развитие у учащихся четырех навыков, повышение их критического мышления, творчества, и самостоятельности.

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## II

DISTANTCE LEARNING:  
NEW TRENDS AND OPPORTUNITIES  
MASOFAVIY TA'LIM: YANGI TRENDLAR VA IMKONIYATLARLOYIHA FAOLIYATI ORQALI INTELLEKTUAL SHAXSNI TARBIYA  
QILISH

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**Annotatsiya:** Ushbu maqolada ilg'or o'qitish usullari va talabalarning intellektual rivojlanishi ko'rsatkichi sifatida loyiha usulidan foydalanishning asosiy ko'nikmalari ochib berilgan. O'quv loyihasidan foydalanish - bu o'z qobiliyatingizdan maksimal darajada foydalanib, o'zingiz uchun qiziqarli narsalarni qilish, o'z bilimlaringizni qo'llash, o'zgarishlar qilish va omma oldida erishilgan natijani ko'rsatish imkoniyatidir.

**Kalit so'zlar:** kompetentsiya, muloqot, og'zaki nutq, loyiha, aktualizatsiya, motiv.

ВОСПИТАНИЕ ИНТЕЛЛЕКТУАЛЬНОЙ ЛИЧНОСТИ ЧЕРЕЗ  
ПРОЕКТНУЮ ДЕЯТЕЛЬНОСТЬ

**Аннотация:** В данной статье раскрываются основные умения пользоваться методом проектов, как показателя прогрессивной методики обучения и интеллектуального развития учащихся. Использование учебного проекта является возможностью делать что-то интересное самостоятельно, максимально используя свои способности проявить себя, приложить свои знания, принести пользу и показать публично достигнутый результат

**Ключевые слова:** компетенция, коммуникация, устная речь, проект, актуализация, мотив.

Происходящие в настоящее время изменения в общественной жизни требуют развития новых способов образования, педагогических технологий, имеющих дело с индивидуальным развитием личности, творческой инициативой, формирования у обучающегося универсального умения ставить и решать задачи для разрешения возникающих в жизни проблем – профессиональной деятельности, самоопределения, повседневной жизни.



Соответственно возникают противоречия:

- между унифицированными методами преподавания и воспитания и различным уровнем способности учащихся;
- между репродуктивным характером обучения и стремлением личности к творческому самовыражению;
- между большим объемом материала, приобретенным учащимися при изучении предметов, и неумением применять полученные знания в практических целях;
- между традиционной неэффективной методикой преподавания и активными формами и приемами работы, стимулирующими познавательный интерес обучающихся.

В настоящее время в образовании происходит перевод системы образования из системы, осуществляющей процесс «прохождения программ» и усвоения совокупности предметных знаний, в систему, работающую на «результат».

Целью современной школы является обучение проектированию как некоему общеучебному универсальному умению, как некоей компетентности.

Для формирования компетентностей необходима деятельность. В период школьного обучения сформированная проектная деятельность даже на элементарном уровне позволяет организовать самостоятельную работу детей как целенаправленную и содержательную, наполнить ее личностно значимым смыслом, придать организационные рамки всем видам деятельности, выполняемым в проекте.

Разработка механизма внедрения проектной деятельности в образовательный процесс - одно из приоритетных направлений в обучении. Умение пользоваться методом проектов - показатель прогрессивной методики обучения и интеллектуального развития учащихся. Учебный проект - это возможность делать что-то интересное самостоятельно, максимально используя свои способности проявить себя, приложить свои знания, принести пользу и показать публично достигнутый результат.

Сами по себе проектные идеи в педагогике новы. Метод проектов разработан в 20-е годы прошлого века американским философом и педагогом Джоном Дьюи, его учеником В.Х. Килпатриком и основывался на гуманистических идеях в философии и образовании. В России идеи проектного обучения практически возникли в то же время. В 1905 году российский педагог С.Т. Шацкий возглавил группу коллег, пытавшихся активно использовать проектные методы в практике преподавания.

В современной педагогике технология проектной деятельности активно разрабатывается и используется уже более тридцати лет

Русский язык и литература как учебные предметы - плодотворная почва для проектной деятельности. Мы, учителя, часто сталкиваемся с такими проблемами, как отсутствие читательского интереса среди учащихся, узкий кругозор, отсутствие навыка анализа и обобщения. Интересная работа в группах дает ребятам возможность почувствовать предмет, получить новые знания, а учителю - решать многие проблемы.

Проектная деятельность является одним из эффективных методов интеллектуального воспитания учащихся. Преимущества проектной деятельности в том, что ученики учатся и действуют в общественной среде, получают практические навыки, имеют возможность проверить теоретические достижения на практике. Такая деятельность осуществляется как в процессе обучения, так и в специально организованной внеклассной и внешкольной работе. Это, прежде всего, коллективная деятельность учащихся, которые объединяются в группы и решают задачи в соответствии с целями и цели проекта. Необходимым условием достижения целей проекта является добровольное участие учеников в проектной деятельности. Это позволит эффективно использовать творческий и интеллектуальный потенциал каждого члена команды - сформировать проектное мышление, воспитать эстетическую культуру и т. д. [6].

Использование «метода проектов» позволяет реализовать личностно ориентированный подходы к образованию обучающихся, осуществлять

формирование интеллектуальной личности и креативного мышления. Под творческим проектом мы подразумеваем «самостоятельную творческую законченную работу, выполненную под руководством преподавателя», которая доставляет эстетическое наслаждение. Таким образом, цель творческих проектов — содействовать самостоятельному воспитанию у обучающихся интеллектуальных, специальных и общекультурных знаний и умений, приобретать навыки работы в коллективе, видение проблем и принятия решений, получение и использования информации, самостоятельное обучение, планирование, развитие коммуникативных навыков и тому подобное. Метод проектов ориентирован на интеллектуальную самореализацию личности, развивающейся в процессе обучения и воспитания, чаще всего используется на уроках литературы, а также на уроках русского языка [5].

Метод проектов имеет целью всестороннее и систематическое исследование проблемы и разработку конкретного конечного продукта; предполагает получение практического результата, а не только поиск определенной информации. Проект в первую очередь является результатом коллективных усилий исполнителей, поэтому на завершающем этапе деятельности предполагает рефлексию совместной работы, анализ ее полноты, глубины, информационного обеспечения, творческого вклада каждого участника. Такой процесс осуществляется не только во время обучения, но и в ходе специально организованной внеклассной и внешкольной деятельности подростков [6].

Нами были опробованы и внедрены в урочную и внеклассную систему работы разные виды проектов: исследовательский, информационный, творческий, практико-ориентированный, игровой. И все они служат конкретным важным целям образования. Они не являются развлечениями или добавлениями к «настоящему» учебному плану или просто заданиями по знакомой теме. Учебный план, реализуемый на использовании метода проектов, основан на важных вопросах, которые связывают содержательные

стандарты и мышление высокого уровня с целью, находящейся в реальном мире. Проект ценен тем, что в ходе его выполнения учащиеся учатся самостоятельно приобретать знания, получают опыт познавательной и учебной деятельности, развивают свои интеллектуальные и творческие способности. Метод проектов способствует актуализации исследовательской деятельности учащихся. Он привлекателен, так как личностно-ориентирован, использует множество дидактических подходов, предполагает самомотивацию, т.е. возрастание интереса вовлеченности в работу по мере её выполнения.

Умение по назначению использовать проектную деятельность - залог успеха в обучении и воспитании высокоразвитой, интеллектуальной, креативной личности.

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## INGLIZ TILINI O'QITISHDA SUN'IY ONG (AI) CHATGPT DAN FOYDALANISH

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**Annotasiya.** Sun'iy ong texnologiyalari, masalan, ChatGPT, hozirgi kunda butun dunyoda keng tarqalgan. Ular ta'lim sohasida ham o'z jo'rnini topishga ulgurdi. Plagiat bilan bog'liq muammolar mavjud bo'lsada, sun'iy ong ta'lim sohasida katta imkoniyatlarga ega. Maqola, ingliz tilini o'qitishda sun'iy ong imkoniyatlaridan foydalanishning bir necha usullarini, masalan, o'quv dasturlar, dars rejaları yaratish, mashqlar tayyorlash va talabalar uchun ma'lumot taqdim etish bo'yicha tavsiyalar beradi.

**Kalit so'zlar:** *Sun'iy ong, ChatGPT, tahdid, ta'limdagi imkoniyatlar, ingliz tilini o'qitish*

**Annotation.** Artificial intelligence technologies, such as ChatGPT, are currently widely used across the globe. They have found their way in education as well. While there are concerns about the potential misuse of AI for plagiarism and cheating, AI has great potential in education. The paper suggests some of the ways of using AI in teaching English and for tasks such as generating course syllabi, lesson plans, creating exercises, and providing students with information.

**Keywords:** *Artificial Intelligence, ChatGPT, threats, opportunities in education, prompts, English language teaching*

**Аннотация.** Технологии искусственного интеллекта, такие как ChatGPT, в настоящее время широко используются по всему миру. Они нашли свое применение и в образовании. В то время как существуют опасения относительно потенциального злоупотребления ИИ для плагиата и обмана, искусственный интеллект имеет большой потенциал в образовании. В статье предлагаются некоторые способы использования ИИ в преподавании английского языка и для задач, таких как создание учебных программ, планирование занятий, создание упражнений и предоставление студентам информации.

**Ключевые слова:** *Искусственный интеллект, ChatGPT, проблемы, возможности в образовании, преподавание английского языка.*

Ma'lumki, Sun'iy ong (AI) texnologiyalari, xususan, OpenAI kompaniyasi tomonidan yaratilib, keng ommaga 2022 yil noyabrdan ChatGPT va 2023 yil 14-

martidan ChatGPT – 4 taqdim qilindi. Bu olamshumul xabar, ChatGPTning murakkab vazifalarni ham soniyalar ichida hal eta olishi bilan ko'pchilikni lol qoldirib, ta'lim sohasida ham bahs va munozaralarga sabab bo'ldi.

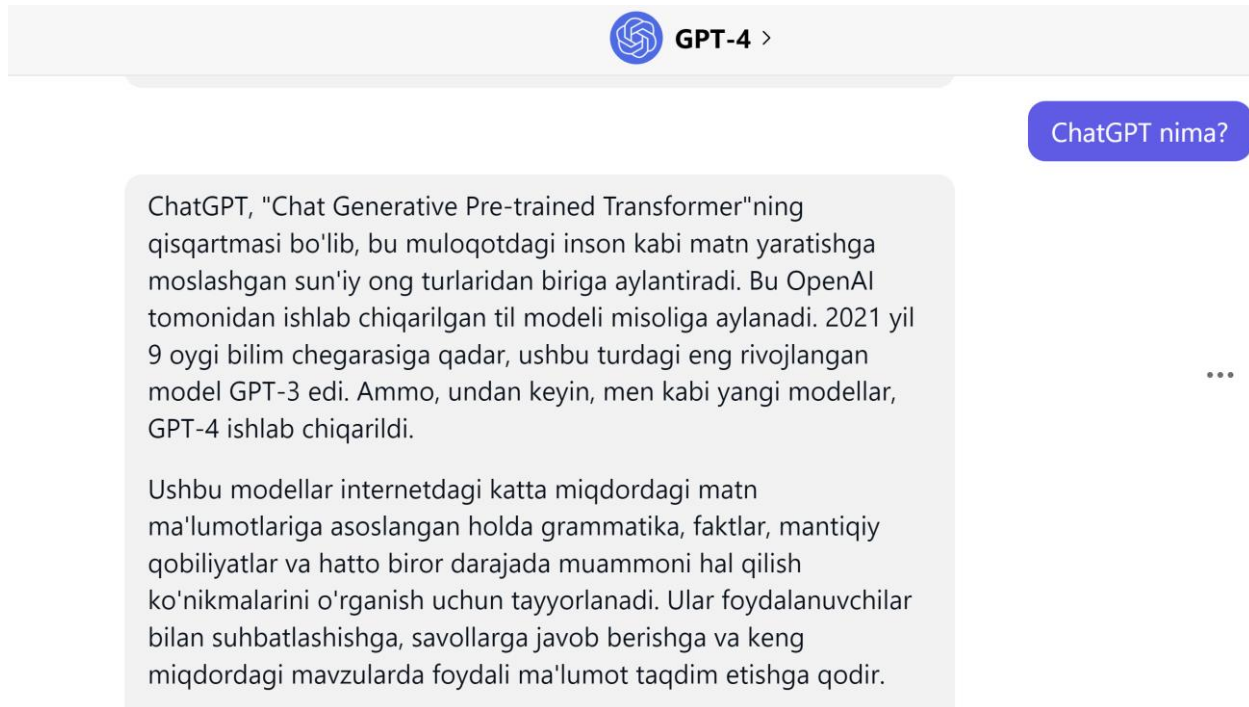
Darhaqiqat, ba'zilar, xususan pedagoglar ham ChatGPTni ta'lim sohasida o'quvchi va talabalarni mustaqil fikrlashdan qaytaradigan, ularni vazifalar, imtihonlarda plagiatga undaydigan tahdid sifatida qarashmoqda. Albatta bunday va boshqa xavf mavjud bo'lib, hatto TESLA kompaniyasining rahbari Ilon Mask va boshqa bir qator texnologiyalar sohasidagi mutaxassislar sun'iy intellekt sohasidagi tadqiqotlar sur'atini biroz sekinlashtirish zarurligi, aks holda insoniyatga va jamiyatga Zarar yetishi mumkinligini ta'kidlab, ochiq xat imzolashgan edi (Future of Life Institute, 2023).

Bu borada bir necha davlatlar, xususan ta'lim muassasalari ham sun'iy ong tadqiqotlari, undan foydalanishni muvofiqlashtirish maqsadida qonun hujjatlari qabul qilinmoqda va takomillashtirilmoqda (Hamdar, Ngodup Massally and Peiris, 2023). Sun'iy intellekt yordamida yozilgan matnlarni plagiatga tekshiradigan dasturlar ishlab chiqilmoqda, masalan 2023 yil aprel oyidan boshlab bir qator Oliy ta'lim muassasalari, xususan Toshkentdagi Xalqaro Vestminster Universiteti talabalarning yozma ishlarini plagiatga tekshiruvchi Turnitin dasturi shunday vazifani bajaryapti.

Shu bilan birga, sun'iy intellekt, xususan ChatGPTning insoniyat uchun foydalari juda katta. ChatGPT-4 o'zi haqida 1-rasmda ko'rsatilganidek, u "foydalanuvchilar bilan suhbatlashishga, savollarga javob berishga va keng miqdordagi mavzularda foydali ma'lumot taqdim etishga qodir" (ChatGPT, 2023). AQSHning Stenford universiteti professori ChatGPTni yozish uchun kalkulyator deb ham ta'rifladi (Brynjolfsson, 2023).

Biz ingliz tilini o'qitishda ChatGPTdan qanday foydalanishimiz mumkin? Chat GPTdan o'qituvchilar o'quv dasturlar, dars rejalari yozishda, mashqlar yaratishda, baholash mezonlarini va boshqa ko'p maqsadlarda foydalanishlari mumkin. Albatta ChatGPT doim ham mukammal javob bera olmasligi mumkin. Bunda javoblarni qayta tahrirlash, qisqartirish yoki bafurja yozishi, yoki

aniqlashtirish talab qilinadi. Qolaversa, foydalanuvchilar ChatGPT bergan javoblarni o'zlarining ehtiyojlariga mos ravishda tahrir qilishlari mumkin. Quyida bir nechta misollarni keltirib o'tamiz.



*Rasm 1. ChatGPT nima?*

O'quv dasturlar, taqvimiy-mavzular rejalarini yozishda: ChatGPT yordamida fan nomi, uning davomiyligi, talaba-o'quvchilar darajasini kiritib, o'quv dasturlar bo'yicha tavsiyalar olish mumkin (2-rasm). E'tiborlisi ChatGPT bilimlarni nazorat qilish bo'yicha baholash shakllarini ham tavsiya qiladi. Bizdek ingliz tilisi ona tili bo'lmagan o'qituvchilar, dastur tuzuvchilari uchun kurs maqsadlarini, mavzular nomlanishini bu bexato, ilmiy tilda yozilishi bizga yordam beradi.

Dars rejalarini yozish – muayyan mavzu, dars davomiyligi, o'quvchilar darajasini, xatto qanday yondashuv asosida tuzilgan dars rejalarini tuzish mumkin. Masalan, 3-rasmda ko'rsatilganidek, muayyan grammatik mavzuni induktiv yo'l bilan o'qitadigan, interfaol metodlar yordamida dars rejasini tuzish so'ralganda, ChatGPT-4 buning uddasidan chiqdi.

... write a syllabus for a 4 week 48 hour IELTS writing course for intermediate level students

## 4-Week, 48-Hour IELTS Writing Course for Intermediate Level Students

### Course Description

This intensive 4-week, 48-hour IELTS Writing course is designed to help intermediate-level students improve their writing skills and prepare for the IELTS Writing test. The course focuses on developing effective writing strategies, mastering task types, and enhancing grammar and vocabulary for IELTS Writing Task 1 and Task 2.

### Course Objectives

By the end of the course, students will be able to:

1. Understand and apply the strategies and techniques needed to successfully complete IELTS Writing Task 1 and Task 2.
2. Develop well-structured and coherent essays and reports for the IELTS Writing test.
3. Improve grammar, vocabulary, and writing mechanics specific to the IELTS Writing tasks.
4. Analyze and interpret visual data for Task 1.
5. Effectively plan, draft, revise, and edit written work for the IELTS Writing test.

### Course Outline

#### Week 1: Introduction to IELTS Writing (12 hours)

- Overview of IELTS Writing test format and scoring
- IELTS Writing Task 1: Describing visual data (graphs, charts, tables, diagrams)
- IELTS Writing Task 2: Writing argumentative essays
- Understanding question types and prompts
- Time management and planning strategies

*2-rasm. ChatGPT da o'quv reja yozish namunasi*



GPT-4 &gt;

**Discovery (10 minutes)**

1. Write a series of present continuous tense sentences on the board, using different subjects and verbs (e.g., "I am watching TV," "She is eating an apple," "They are playing soccer").
2. Ask the students to identify any patterns they notice in the sentences, guiding them towards discovering the structure of the present continuous tense: "subject + be verb (am, is, are) + verb+ing."
3. Provide examples of negative and interrogative sentences, and ask students to identify the patterns in these sentences as well.

**Interactive Activity 1: Picture Descriptions (10 minutes)**

1. Divide students into pairs or small groups.
2. Give each group a set of flashcards with images of people performing various actions.
3. Ask the students to describe the actions in each image using the present continuous tense.
4. Encourage students to check each other's sentences for the correct structure and usage.

**Interactive Activity 2: Mime and Guess (10 minutes)**

1. Arrange students in a circle.
2. One student will start by miming an action.
3. The other students will try to guess the action using the present continuous tense (e.g., "You are dancing").
4. The student who guesses the action correctly will then mime the next action.
5. Continue until all students have had a chance to participate.

**Practice (15 minutes)**

1. Distribute handouts with examples and practice exercises on the present continuous tense.

*3-rasm. ChatGPT yordamida tuzilgan dars rejasi*

Yana shunday vazifalarni yuklash mumkin:

- berilgan so'zlar asosida matn tuzish
- berilgan iboralar yordamida dialog tuzish
- berilgan matn asosida 10 ta savol yaratish
- berilgan matn asosida 10 ta test yaratish
- berilgan video asosida 5 ta test yaratish
- berilgan mavzu bo'yicha 250 so'zdan iborat C1 darajasida insho yozib berish
- ma'lum bir qahramonlar ishtirok etgan hikoya tuzib berish
- mavzu bo'yicha muhokama uchun savollar tuzish
- muayyan nazorat ishi (masalan, prezentasiya qilish) bo'yicha mezonlarni ishlab chiqish va h.

Hatto ushbu maqola annotasiyasini turli tillarga tarjima qilishda ChatGPT dan foydalanildi.

Xulosa qilib, aytganda, ChatGPT kabi sun'iy ong dasturlari hozirgi kunda o'qituvchilarga o'quv jarayonini tashkil qilishda, darslarni rejalashtirishda, mashqlar ishlab chiqishda qo'l kelib, o'qituvchilarning tayyorgarlikka ketadigan vaqtini tejaydi hamda samaradorligini oshiradi. Ammo shuni unutmaslik kerakki, ChatGPT yordamidan foydalanganlikni e'tirof etish plagiatning oldini oladi.

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## РОЛЬ ТЕХНОЛОГИЙ В СФЕРЕ ОБРАЗОВАНИЯ

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**Аннотация:** В этой статье рассматриваются, как образовательные технологии могут способствовать сотрудничеству. Гибридные варианты обучения сочетают использование технологий из любого места с регулярными очными занятиями в классе. Несмотря на проблемы и опасения, важно отметить преимущества технологий в образовании, включая расширение сотрудничества и общения, повышение качества образования и увлекательные уроки, которые помогают разжечь в учениках воображение и поиск знаний.

**Ключевые слова:** технология, цифровые ресурсы, образования, онлайн-уроки.

## THE ROLE OF TECHNOLOGY IN EDUCATION

**Abstract:** This article explores how educational technology can facilitate collaboration. Hybrid learning options combine the use of technology from anywhere with regular face-to-face instruction in the classroom. Despite the challenges and concerns, it is important to note the benefits of technology in education, including increased collaboration and communication, improved quality of education, and engaging lessons that help spark students' imagination and search for knowledge.

**Key words:** *technology, digital resources, education, online lessons.*

Среди других проблем – L чрезмерное время работы с экраном, эффективность работы учителей, использующих эти технологии, и опасения по поводу равенства технологий. Из кризиса COVID-19 заметно вытекает проблема содержания. Педагогам необходимо иметь возможность разрабатывать и оценивать образовательный контент в Интернете, особенно для того, чтобы побудить учащихся рассматривать тему с разных точек зрения. Срочные меры, принятые во время этого кризиса, не предоставили достаточно времени для этого. Дополнительной проблемой является доступ – например, не каждый школьный округ располагает ресурсами для обеспечения учащихся ноутбуками, а дома подключение к Интернету может быть ненадежным. Кроме того, в то время как некоторые учащиеся преуспевают в онлайн-образовании, другие отстают по разным причинам, включая ресурсы поддержки. Например, ученик, который уже испытывал трудности при очном обучении, может испытывать еще большие трудности в нынешней ситуации. Возможно, эти студенты полагались на ресурсы, которых у них больше нет дома. Тем не менее, большинство студентов, как правило, демонстрируют уверенность в использовании онлайн-образования, когда у них есть ресурсы, как показывают исследования. Однако онлайн-образование может представлять трудности для преподавателей, особенно в тех местах, где оно еще не стало нормой. Учителя хотят повысить успеваемость учащихся, и технологии могут помочь им в достижении этой цели. Чтобы смягчить трудности, администраторы должны помочь учителям приобрести компетенции, необходимые для повышения качества обучения

учащихся с помощью технологий. Кроме того, технологии в классе должны облегчать работу учителей, не отнимая у них лишнего времени. Тем не менее, дети эффективнее учатся под руководством.

Всемирный экономический форум сообщает, что, хотя технологии могут помочь маленьким ученикам учиться и приобретать знания, например, через игру, данные свидетельствуют о том, что обучение более эффективно под руководством взрослого, например, учителя. Руководители и администраторы должны оценить, насколько их преподаватели разбираются в онлайн-пространствах. На основе уроков, извлеченных в это разрушительное время, они могут внедрить решения на будущее. Например, администраторы могут дать преподавателям неделю или две на тщательное обдумывание того, как преподавать курсы, которые ранее не велись в режиме онлайн. В дополнение к поиску решений, гибкость в эти трудные времена имеет первостепенное значение. Ниже приведены примеры того, насколько важны технологии в образовании и какие преимущества они дают студентам и преподавателям. Не только учителя могут общаться с учениками во время уроков, но и ученики могут общаться друг с другом. Благодаря онлайн-урокам и учебным играм учащиеся могут совместно работать над решением проблем.

В совместной деятельности учащиеся могут делиться своими мыслями и идеями и поддерживать друг друга. Учащиеся могут задавать вопросы, связанные с учебным процессом, и обращаться за дополнительной помощью по сложным для понимания предметам. Технологии обеспечивают круглосуточный доступ к образовательным ресурсам. Занятия могут проходить полностью в режиме онлайн с помощью ноутбука или мобильного устройства. В обоих сценариях возможно использование технологий для составления индивидуальных учебных планов для каждого ученика. Учителя могут создавать уроки на основе интересов и сильных сторон учащихся. Дополнительным преимуществом является то, что студенты могут учиться в своем собственном темпе. Когда им необходимо

просмотреть материал класса, чтобы лучше понять основные понятия, ученики могут просмотреть видеоматериалы, включенные в план урока. Данные, полученные в ходе этих онлайн-занятий, позволяют учителям увидеть, какие ученики испытывают трудности в изучении определенных предметов, и предложить им дополнительную помощь и поддержку.

С помощью увлекательного и образовательного контента учителя могут разжечь в детях любознательность и повысить их любопытство, которое, как показывают исследования, связано с успеваемостью. Любознательность помогает учащимся лучше понять математические понятия и понятия чтения. Создание увлекательного контента может включать использование AR, видео или подкастов. Например, при выполнении заданий учащиеся могут включать видео или общаться со студентами со всего мира. Повышенная продуктивность и эффективность работы учителей. Учителя могут использовать технологию для достижения нового уровня производительности, внедрения полезных цифровых инструментов для расширения возможностей обучения для учеников, а также повышения поддержки и вовлеченности учеников. Это также позволяет учителям совершенствовать методы преподавания и персонализировать обучение. Школы могут извлечь выгоду из технологий, сократив расходы на физические учебные материалы, повысив эффективность образовательных программ и оптимально используя время учителей. Педагоги, не знакомые с некоторыми технологиями, используемыми в образовании, возможно, не сталкивались с этими инструментами в процессе подготовки к своей карьере или в рамках повышения квалификации. Учителя, желающие перейти на новый уровень и приобрести навыки внедрения технологий в образование, могут воспользоваться возможностями обучения для повышения своей компетентности.

С помощью технологий преподаватели имеют больше возможностей предоставлять учащимся учебную деятельность, соответствующую их

успехам. Например, записывая и загружая лекцию, студенты, которым требуется больше времени на изучение материала, могут делать паузы, перематывать и пересматривать. С другой стороны, если студент полностью усвоил концепцию, он может быстрее перейти к следующей теме. Преподаватели также могут использовать отчеты об успеваемости с обучающих платформ, чтобы в режиме реального времени лучше оценить, на каком этапе понимания учебного материала находятся студенты. Инструменты управления классом облегчают совместную работу учеников, родителей и учителей. Например, не всегда легко заставить учеников работать вместе в группах. Но благодаря онлайн-порталам и дискуссионным форумам учащиеся могут вносить свой вклад в работу с другими учениками в свое личное пространство и время. Кроме того, учителя могут организованно общаться и сотрудничать с родителями для получения обратной связи и обмена идеями, мыслями и/или проблемами. В традиционной образовательной среде без технологий от учащихся ожидают внимания и обучения во время занятий, независимо от того, является ли это время оптимальным для продуктивной работы. Технологии в образовании позволяют студентам перевернуть представление о классной комнате, выбирая, когда и где учиться. Видео лекции, записи и цифровые ресурсы позволяют студентам учиться в своем собственном темпе. Самостоятельное обучение может привести к лучшим результатам, более активному участию студентов и повышению творческого потенциала.

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## TA'LIM MAQSADLARI VA ULARNING BO'LG'USI MUTAXASSISLARNI TAYYORLAHDAGI O'RNI VA AHAMIYATI

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**Annotatsiya.** Ushbu maqola ta'lim maqsadlari haqida umumiy ilmiy va ommabob tushunchalar, maqsadlarning tavsiflari va zamonaviy ta'limdagi o'rni va ularning ahamiyati muxokamaga tortilgan.

**Kalit so'zlar.** *Ta'lim maqsadlari, o'qitish maqsadlari, shaxs, shaxsni rivojlantirish, ta'limiy shaxs, ta'limni tashkillashtirish.*

**Annotation.** This article discusses general concepts of educational objectives, their scientific and practical basis, descriptions, and their role and importance in modern educational process.

**Keywords.** *Educational objectives, teaching objectives, self, personal development, educational self, organization of education.*

Ta'limni tashkillashtirishda maqsadlarning belgilanishi katta ahamiyatga egaligi ko'plab ilmiy ishlarda muxokamaga tortilgan bo'lishiga qaramasdan, amaliyotda ularning ko'shilikning diqqat markazidan chetda qolishiga guvoh bo'lishimiz mumkin. "Zamon zayli" degan tushuncha tilimizda ko'p qo'llanilishi hech kimga sir emas. Lekin sanoqlilargina ushbu tushunchaning ta'lim berish faoliyatidagi ahamiyatini to'laqonli anglay olishadi. An'anaga ko'ra, ta'limning maqsadlari sifatida ta'lim oluvchini o'zlashtirishi kerak bo'lgan bilim va

ko'nikmalar yig'indisi bilan ta'minlash tushunib kelinadi. Afsuski, bu tushunchalar maorif sohasi faollari orasida ham keng tarqalgan.

Hozirgi zamonning zayli bu yondashuvni jamiyat (kasbiy ta'lim muassasalari, ishlab chiqarish, oila) uchun yetarli deb bila olmaydi. Zamonamizga yuksak bilimdonlikni namoyish etuvchilar emas, balki hayotiy va kasbiy faoliyatda ozlashtirilgan bilimlarigadan amalda foydalana oladigan, muammoli vaziyatlarda maqbul yechim taklif eta oladigan, tanqidiy fikr yuritish, mantiqan tahlil qilish qobiliyatiga ega jamiyat a'zolari kerakligi ayni shu qobiliyatlarga bo'lga ehtiyoji bilan belgilanadi.

Ta'limning maqsadlari tushunchasining o'zi juda keng qamrovli bo'lib, uning toliq muxokamasini bir maqola kesimida qamrab olishning imkoni yo'q bo'lib, unga qisqacha, umumiy izzoh berish bilan cheklanamiz. Umaman maqsad tushunchasi – bu anglangan yoki tasavvurdagi natijanining modelidir[2]. Ta'lim maqsadi esa – ayni modelning ta'limdan ko'zlanganligi va uning ta'lim oluvchining o'quv faoliyati natijasida, ta'lim beruvchining didaktik faoliyati ta'sirida egallanishi tushuniladi. Modelga erish muddati va usuli belgilangan bo'ladi. O'quv maqsadi yakka tartibdagi darsga yoki belgilangan maqsadlarni ko'zda tutuvchi darslar tizimiga belgilanadi. Uning muddati va davomiyligi belgilangan modelning yoki yechilishi talab etilayotgan muammoning murakkablik darajasidan kelib chiqadi. Muammo sifatida belgilangan maqsad – natija modeli va mavjud imkoniyatlar orasida muammolar tushuniladi. Ulaning tizimlanishi ta'lim mazmunini shakllantirishda vazifalar sifatida belgilanadi. Vazifalar o'z navbatida, tegishli qadamlar, ya'ni odatda fan doirasidagi mavzularning muayyan ketma-ketligi bilan gavdalanadigan kesmlarga bo'linadi. Bunda barcha kesmlarning osondan-qiyinga tamoyilida tizimlashtirilganligi muhim ahamiyat kasb etadi.

Pedagogikada o'quv jarayoni o'qituvchi va talabalarning o'zaro faoliyati, hamkorlikdagi faoliyati sifatida tavsiflansa ham, mustahkam va chuqur bilimni egallash hamda tegishli ko'nikmalarni o'zlashtirish uchun faqat hamkorlik etarli emas. Ushbu tandemda o'qituvchining o'qitish va o'rganuvchining o'zlashtirish faoliyati ko'zda tutulsa, o'qitish samaradorligini ta'minlashda mazkur hamkorlik



ishtirokchilaridan tashqari belgilangan standartlar, mexanizmlar va umumta'limiy maqsadlarning o'rnini qadran pasaytirishning imkoni yo'q deb o'ylaymiz. Bularning eng ahamiyatlisi bu ta'lim va o'qitishning maqsadlari sanaladi.

Ta'lim oluvchilar uchun maqsad - ko'zlangan natijani tasavvur etish, o'z intilishlarini yo'naltirish uchun obyekt hamda sohaviy imkoniyatlarini anglash uchun vosita sifatida hizmat qiladi[4,5].

O'quv maqsad - bu har tomonlama ta'sir ko'rsatadigan aniqlovchi, keng qamrovli printsip: mazmun, usullar, vositalarga tushuniladi. Uni tasniflashda ham turli yondashuvlar mavjud bo'lib, har biri hududiy, ijtimoiy va xattoki siyosiy xususiyatlar meyoridan kelib chiqib belgilangan. Shu yo'sinda o'quv maqsadlari miqyosi universal, ijtimoiy, individual-shaxsiy tasniflanishga ega. Ta'lim tizimining esa o'z xususiyatini belgilab beradigan asosi sifatida ham o'quv maqsadi ta'kidlangan.

Ta'lim beruvchilar uchun esa – ta'lim mazmunini tuzish uchun asosiy me'zon, didaktik vositalarni, tegishli o'qitish va baholash metodlarni tanlash uchun asos bo'ladi.

Pedagogikada o'qitish mazmunining uchta maqsadi ko'p muhokamaga tortiladi[1,2]:

1. Tarbiyaviy – vatanparvarlik, mehnatsevarlik, do'stlik va insonparvarlik ruhini singdirish, axloqiy va estetik tarbiya berish;
2. O'itish – fanga doir aniq bir o'quv materialini o'zlashtirilishiga qaratilgan;
3. Rivojlantirish – shaxsning ta'limga oid ruhiy xususiyatlarini (diqqat, motivatsiya, kuzatuvchanlik, mantiqiy fikrlash va h.z.).

Ko'pincha ta'limda maqsad faqat o'qitish deb yanglish fikr yuritilishiga duch kelishimiz mumkin. Ushbu ketma-ketlikga e'tiborimizni qaratsak? Ta'limning birinchi maqsadi sifatida tarbiyaviy maqsad gavdalanadi. Yana bir, ohirgi ta'kidlanishiga qaramasdan, ayrim jihatlari bilan o'qitish maqsadlaridan ustun ham turadigan bir maqsad bu ta'lim oluvchi shaxsni rivojlantirish maqsadi sanalib, unda aynan fanga doir bilim ko'nikmalarni emas, balki bilimni olish va ko'nikmani o'zlashtirish ko'nikmasini shakllantirish va bularni muntazamligi

vositasida malakasini oshirish ilgari suriladi [1,3,6]. Ushbu maqsadning ustivorligi, uni shakllantirilmaganligi avvalgi , asosiy sanaluvchi ikki maqsadni amalga oshirish imkoniyatiga raxna solishi bilan izzohlanadi.

Xulosa sifatida ta’kidlashimiz joiz bo’gan jihat shuki, ta’limni ta’lim qiluvchi element bu unda belgilangan maqsadlarning ta’limiy ahamiyati bo’lsa, ushbu maqsadlar orasida eng ahamiyatlisi bo’lg’usi mutaxassislarda ta’limiy shaxsni rivojlantirishga qaratilgan rivojlantiruvchi maqsadni ta’limdagi ustivor maqsad sifatida tashviqot qilishdir. Ma’lumki, o’rganish ko’nikmasiga, yoki boshqacha qilib aytganda, o’z bilim va ko’nikmalarini rivojlantirish strategiyalarini aniqlab, shu jarayondan o’ziga xos huzur ola bilish qobiliyatiga ega bo’lish hat qanday o’rganuvchining belgilangan o’qitish maqsadlariga shubhasiz erishishga hizmat qila olishi muqarrar.

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#### **OLIY TA’LIM TEXNIKA YO’NALISHLARI TALABALARINING TIL VA NUTQIY MULOQOT KO’NIKMALARINI RIVOJLANTIRISH**

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**Annotatsiya.** Maqolada oliy ta'lim texnika yo'nalishlari talabalarining til va nutqiy muloqot ko'nikmalarini rivojlantirishda davlat tiliga e'tibor berish, tilning aloqa vositasi sifatidagi ahamiyati haqida fikr yuritilgan.

**Kalit so'zlar.** *Til tushunchasi, davlat tili, til kompetentligi, ta'sirli nutq, ifodali nutq, nutqiy faoliyatni rivojlantirish, nutqiy madaniyat.*

**Аннотация.** В статье рассматривается внимание к государственному языку в развитии языковых и речевых коммуникативных навыков студентов технических направлений высшего образования, значение языка как средства общения.

**Ключевые слова.** *Понятие языка, государственный язык, языковая компетентность, выразительная речь, выразительная речь, развитие речевой деятельности, речевой культуры.*

**Annotation.** The article reflects on the emphasis on the state language in the development of language and speech communication skills of students of technical directions of Higher Education, the importance of language as a means of communication.

**Keywords.** *The concept of language, state language, language competence, influential speech, expressive speech, the development of speech activity, speech culture.*

Til – mo'tabar ne'mat. U ellarni birlashtiruvchi muqaddas mayoqdir. O'zbek tilining qonuniy muhofazasi "Davlat tili haqida"gi Qonunning qabul qilinishi bilan bog'liq, albatta.

YUNESKO ma'lumotlariga ko'ra, hozirda dunyoda mavjud 7 mingga yaqin til va lahjaning qariyb yarmi yo'qolib ketish xavfi bor. Har uch tildan bittasining yozuvi bo'lmay, faqat og'zaki nutq shakliga ega. Dunyo tillaridan faqat 40 tasi og'zaki va yozma jihatdan mukammal shakllangan [1]. Ular orasida o'zbek tilining ham borligi bizga nafaqat faxr-iftixor, balki zimmamizga katta mas'uliyat ham yuklaydi.

1989-yil 21- oktabrda, hali yurtimiz va xalqimiz to'la mustaqil bo'lmagan murakkab bir sharoitda xalqimizning milliy g'ururi sifatida, xalqimizning vatanparvar, millatparvar va elparvar vakillari rahnamoligida "Davlat tili haqida"gi Qonun qabul qilindi. Bu – juda katta ma'naviy jasorat ifodasi edi.

1992-yil 8-dekabrda qabul qilingan O‘zbekiston Respublikasi Konstitutsiyasida davlat tilining maqomi huquqiy jihatdan aniq belgilanib, mustahkamlab qo‘yildi. Natijada, o‘zbek tili mustaqil davlatimizning bayrog‘i, gerbi, madhiyasi qatorida turadigan, qonun yo‘li bilan himoya qilinadigan muqaddas timsollaridan biriga aylandi.

Har yili 21- oktabr – o‘zbek tiliga davlat tili maqomi berilgan kun arafasida mamlakatimizdagi jamiki mehnat jamoalarida, umumiy o‘rta ta‘lim maktablarida, oliy o‘quv yurtlarida bayram qilinishi yaxshi an‘anaga aylangan. Bu millatimiz asosiy etnik belgisi hisoblangan o‘zbek tiliga bo‘lgan hurmat ifodasidir. Zero, tilda millatning va ajdodlarning ruhi yashaydi.

Fikrlarimiz avvalida bugungi kundagi o‘zbek tili va o‘zbek tilshunosligi, uning o‘qitilishi va targ‘ibotiga, taraqqiyoti va rivojlantirish uchun munosib ulush qo‘shib kelayotgan filologiya fanlari doktori, professor Nizomiddin Mahmudovning quyidagi fikrlarini keltirmoqchiman:

“Til va uning ahamiyati haqida gap ketganda, eng avvalo, uning kishilar o‘rtasidagi eng muhim aloqa vositasi ekanligini zo‘r berib uqtirish til ilmidagi urflardan biri edi. O‘zini dunyoni alg‘ov-dalg‘ov qilish “nazariyasi”ning piri deb hisoblagan bir “daho”ning “Til kishilar o‘rtasidagi eng muhim aloqa vositasidir” degan gapi ham yaqin o‘tmishimizda “donolik”ning nodir namunasi sifatida ko‘p bor tilga olingan. Qizil istibdod iskanjasidagi milliy respublikalardagi ijodkorlardan hatto “shaklan milliy, mazmunan sotsialistik madaniyat” yaratish talab qilingan.

Bu talab mohiyatidagi mantiqning palag‘daligi shundaki, shakl va mazmun birligi, mutanosibligi haqidagi falsafiy qonuniyatga tamoman zid o‘laroq shakli boshqa, mazmuni boshqa muallaq bir madaniyatni barpo qilish vazifasi qo‘yilgan. Boshqacha qilib aytganda, o‘zbekcha yozasanmi, qozoqcha yozasanmi va yoki yoqutcha yozasanmi, farqi yo‘q, faqat mazmuni “qizil” bo‘lsa bo‘ldi, shunday bo‘lishi shart.

Bunday asossiz aqidaning asosini ham “til – faqatgina aloqa vositasi, shunchaki shakl” degan bir yoqlama, o‘ta cheklangan qarash tashkil etadi.

Go'yoki bu "aloqa vositasi" ning qanday bo'lishi, qaysi bir xalqning tili bo'lishi hech qanday ahamiyatga ega emas, go'yoki bu vositani boshqasiga almashtirishning ham pista po'choqchalik qimmatini yo'q, go'yoki barcha xalqlarni birlashtirib, bir olomonga aylantirib, bir "xo'ja" til vosita qilib belgilansa ham, kishilar o'rtasidagi aloqa noqis bo'lib qolmaydi, hech kim hech narsani yo'qotmaydi, go'yoki til shunchaki vosita, xolos...

Muayyan bir mazmunni, har qancha xohish va harakat bo'lganda ham, barcha tillarda aynan bir xil, tamoman adekvat tarzda ifodalashning aslo imkoni yo'q va bo'lishi ham mumkin emas, chunki har bir xalqning boshqalarga o'xshamaydigan tafakkur tarzi, mentaliteti, ruhiyati mavjudki, har bir tilda ularni aks ettirishga, nafaqat aks ettirish- ga, balki ularni inkishof qilishga ixtisoslashgan xilma-xil va farqli birliklar, imkoniyatlar bisyor. Taassuf bilan aytish lozimki, tilni faqat "kishilar o'rtasidagi eng muhim aloqa vositasi" deb hisoblash ona tili va, umuman, til ta'limining sifati va samaradorligi uchun ham foyda keltirmadi [2].

Darhaqiqat, tilimizdagi mehr-oqibat, mehr-muhabbat, mehr-shafqat, qadr-qimmat degan, bir-birini chuqur ma'no-mazmun bilan boyitadigan va to'ldiradigan iboralarni olaylik. Qanchalik g'alati tuyulmasin, bu iboralarni boshqa tillarga aynan tarjima qilishning o'zi mushkul bir muammo. Shuni aytish lozimki, bu tushunchalar kimdir shunchaki o'ylab topgan shirin kalom, quloqqa xush yoqadigan so'zlar emas. Bunday tushunchalar asrlar mobaynida el-yurtimizning dunyoqarashi, ma'naviy hayotining negizi sifatida vujudga kelgan, ongu shuurimizdan chuqur joy olgan buyuk qadriyatlarning amaliy ifodasidir. Taassuf bilan aytish lozimki, tilni faqat "kishilar o'rtasidagi eng muhim aloqa vositasi" deb hisoblash ona tili va, umuman, til ta'limining sifati va samaradorligi uchun ham foyda keltirmadi. Mazkur nuqtai nazar hukmron bo'lganligi uchun ham uzoq yillar mobaynida til ta'limida "grammatizm"ga ustuvorlik berildi, me'yoriy shaklda, asosan, til sistemasi va strukturasi o'rgatildi. Ammo bu sistema va struktura til egasidan ajratilgan holda tahsil obyekti bo'ldi, chunki til atigi vosita maqomidagina edi. Bugun ta'limda, xususan, til ta'limida tub islohotlar amalga oshirildi, o'qitishdan ko'zlangan bosh maqsadga erishishning eng optimal va yangi yo'llarini topish

hamda joriy qilish borasida ko‘lamli ishlar olib borilmoqda. Bilim oluvchining til kompetentligini shakllantirish va rivojlantirish borasidagi ilmiy-metodik tadbirlar alohida diqqatga molik. Endi tilni faqat aloqa vositasi sifatida da’voga emas, balki uni benihoya serqirra mohiyatga ega hodisa sifatida o‘qitish va undan favqulodda maqsadga muvofiq tarzda foydalana bilish malakalarini tarbiyalash tamoyili barqarorlashmoqda. Bu, albatta, til ta’limining bosh maqsadiga tamoman uyg‘un keladigan maqbul tamoyildir, chunki “...til faqat kishilar o‘rtasidagi oddiygina aloqa vositasi emas, balki til egalarining o‘zini qurshab turgan olamni bilish, qo‘lga kiritgan bilimlarini kelajak avlodga etkazish vositasi hamdir...”

Jahondagi millatlar o‘z xususiyatlari bo‘yicha milliy odob va tarbiya me’yorlariga ega.

Har bir xalqning o‘ziga xos milliy madaniy fe’l-atvori, axloq qoidalari va o‘zining milliy tarbiya talablari asosidagi turmushining hamma jihatlari bilan bog‘liq tarzda yosh avlodni ilm-ma’rifatli, axloqli va ma’naviy olami keng holda tarbiyalash, kamolga etkazish uchun alohida yo‘l-yo‘riqlari mavjud. Milliy odob – o‘zbek xalqi uchun avvalo uning milliy tilida, nutqiy jarayonlarida to‘laqonli aks etadi.

O‘zbek xalqi uchun odob-axloq tarbiyaning eng katta va muhim belgisi hisoblanadi. Kelajak egalari bo‘lgan yosh avlodning, umuman, jamiyat a’zolarining har bir yo‘nalishdagi tarbiyasi bilan yetarlicha shug‘ullanmagan mamlakat turg‘unlik va inqirozga mahkumdir. Chunki ta’lim va tarbiya orqali har qanday jamiyatda moddiy va ma’naviy boyliklarni yaratish to‘xtovsiz ravishda yuksalib borishi lozim. Buning uchun yoshlarni moddiy va ma’naviy boyliklarga ega holda kamolga yetkazish uchun jamiyat uzluksiz ravishda samarali faoliyat ko‘rsatadigan tarbiyaviy ishlar tizimiga ega bo‘lishi lozim.

Insonning barkamolligi uning ma’naviy dunyosining darajasi bilan belgilanadi. Barkamollikning yuksak darajasi jamiyat vakilining til boyliklarini egallay bilishida, o‘z nutqi orqali o‘zining fikrlarini aniq, mazmunli, sodda va aniq holda ifodalab bera olishida yaqqol ko‘rinadi. Haqiqatgo‘y va adolatli bo‘lish, jaholat hamda qabihlik yo‘lini to‘shish, insoniylik, mehr-shafqat, ma’rifat, do‘stlik,

mardlik, birodarlik, mehmondo‘stlik, poklik, xushxulqlik, insof va vatanparvarlik kabi insoniy fazilatlar o‘zbek xalqi ma’naviyatining asosini tashkil etadi. Bu barcha fazilat va xususiyatlar jamiyat a’zosiga, uning tafakkuriga til orqali, ta’sirli va ifodali nutq orqali singdirilad

Shuning uchun millat tarbiyasi uchun xalqimizda yuzlab tarbiya va odob haqidagi, tilning va nutqning tarbiyaga ta’siri haqidagi maqollar maydonga kelgan. Xususan, “Tilga ixtiyorsiz – elga e’tiborsiz”, “Til – dil kaliti”, “Odoblining yuzidan emas, so’zidan bil”, “Yaxshi so‘z – jon ozig‘i, yomon so‘z – bosh qozig‘i” kabi bir talay hikmatlar, xalqimiz bilan doimo birgalikda yashab, tarbiya va odob-axloq yo‘lidagi harakatlar uchun mayoq kabi yashab kelmoqda. Xalqimiz “Bola – aziz, odobi undan aziz” deyishadi. Darhaqiqat, xalqimiz donishlaridan biri Luqmoni Hakimdan el: “Ey Luqmoni Hakim, odobni qayerdan o‘rganding?” deb so‘rashganda, ularga javoban: “Odobni beadablardan o‘rgandim” deya javob berganligini yaxshi bilamiz. Inson umri davomida odob ko‘nikmalarini oshirib boradi, hayot saboqlari buni amaliy isbotlab boradi. Ayniqsa, barcha ezguliklarning ham, kirdikorligu yovuzliklarning ham, xullas, barcha-barcha voqeliklarning ostida til vositalari orqali ro‘yobga chiquvchi jamiyat a’zolarining nutqiy jarayonlari yotadi. Mana shundan ham tilning sinfiy emasligini, nutq esa sinfiy xususiyatga ega ekanligi yaqqol ko‘rishimiz mumkin. Yana bir hikmat: xalqimiz “Odobi yo‘q odamning ilmi yo‘q” deyishadi [3]. Bu hikmat zamirida juda keng mazmun yotadi. Odob insonga til orqali nutqning amaliy ko‘rinishlari orqali singdiriladi. Natijada gap so‘zlar orqali insonning ma’naviyati negzida uning odobi, ijobiy ko‘nikma va malakalari odob sifatida shakllanadi va rivojlana boradi.

Azaldan bugungi katta ijtimoiy guruh sifatidagi turkiy qavmlar o‘zining ko‘xna tarixi, boy tarbiyaviy merosi, turli ko‘rinishdagi yuksak madaniyati, tendensiya – an’ana va urf-odatlar bilan alohidalikni tashkil etadi. Turkiy xalqlarning ulug‘ va buyuk siymolari o‘zining milliy va xalqaro ilm-fan va madaniyatning deyarli barcha sohalarining mukammal rivojlanishiga munosib hissa qo‘shib kelganlar. Ming yillar davomida xalqimizning qadr topgan va qadriyatga aylanib ulgurgan milliy odobi, ma’naviyati, adolatparvarlik,

ma'rifatparvarlik kabi ezgu fazilatlari sharqona ta'limotlar asosida o'zaro bog'liq holda shakllanib keldi, shu bilan birga axloqiy ta'limotlar, o'z navbatida, ularning ilmiy-nazariy asoslari takomillashib rivojlandi, bu jarayonlar bugungi kunda ham davom etib kelmoqda.

Millat yashar ekan, uning ma'naviyati, milliy qadriyatlaridagi har qanday shakl ko'rinishidagi voqeliklar uning tilida yashab keladi. Shuning uchun ham til – tirik tarixdir. Til oxir topsagina, milliylik, unga xos ta'lim-tarbiya jarayon va mezonlari yakun topadi. Zero, shuning uchun ham har bir o'zbek dunyoga kelgan o'z farzandining chaqaloqlik davridan to komillikka erishguniga qadar til va nutq boyligini oshirishga, qopib emas, topib gapirishga o'rgatib boradi.

Markaziy Osiyo mutafakkirlari yaratgan ilm-fan, tarbiya, odob-axloq sohalariga taalluqli barcha nodir asarlari, qimmatli fikr-mulohazalari bugungi kunda ham jahon xalqlari ma'naviyat dunyosini boyitish uchun xizmat qilib kelmoqda. Ajdodlarimizdan qoldirilgan bebaho ma'naviy me'rosni avaylab, ularni zamonaviy ilm-fan yutuqlari bilan uyg'un va ijodiy boyitib, kelajak avlodlar tafakkuri, dunyoqarashini milliy odobi, tarbiyasi va milliy qadriyatlari uchun xizmat qiluvchi vosita sifatida shakllantirilsa, ularni ezgulik va millat taraqqiysi uchun sarflash faoliyatiga yo'naltirilsagina samarali va natijalarga boy yutuqlarga erishiladi. Bunday vorislik amaliy jarayonlarni dunyodagi taraqqiy etgan davlatlardagi millatlarning ilm-ma'rifat, tarbiya va axloq tizimida yaqqol ko'rishimiz mumkin.

Sara Hadislarning birida ota-ona o'z farzandiga go'zal odobdan afzal narsani hadya qilolmasligi haqida fikrlar bor. Unda har bir inson o'zida go'zal odob va nutqning bir umr saqlanib qolishiga erishishi lozimligi uqtirilgan. Odobning asosi – asosiy va birlamchi etnik belgisi bo'lgan insonning milliy tili hisoblanadi. Odobsizlik tufayli inson mehr-muhabbatdan judo bo'ladi. Odobsizlik tufayli jamiyat kishilari orasida turli ixtiloflar, o'zaro nafrat, noroziliklar kelib chiqadi. Odob tufayli inson nafsni jilovlaydi, uni tartibga soladi. Odobsizlik havoyi nafsga tobe bo'lishlik, nafsga ergashishdir [4]. Ilmu odob, chiroyli nutq insonni o'z nafsi-havo qutqularidan saqlovchi, uning domidan chiqarib oluvchi vositadir. Xalqimiz



ta'kidlaganidek: “Yaxshi so‘z bilan ilon inidan, yomon so‘z bilan odam dinidan chiqadi”. Shunday ekan, dunyodagi barcha go‘zal odob sohiblari kamolot sari intilib, odamlarni yaxshilikka chorlab, ularni yomonlikdan o‘z fikr mulohazalari, chaqiriqlari, ta’sirli nutqlari orqali qaytarganlar. Bunday kishilarning hayoti, ularning husni-xulqi hamisha insonlar uchun ibrat namunasidir. Yaxshi nutq va xulqqa ega insonlar el orasida o‘zaro mehr-muhabbatni, tinch-totuvlikni yuzaga keltiradi. Yaxshi til – nutq har bir insonning umrini yaxshi kechishiga, uning jamiyatda yaxshi o‘rin topishiga sabab bo‘ladi. O‘zida til va nutq odobi shakllangan har qanday inson ikki dunyo saodatiga erishadi. Mana shu ijtimoiy jarayonlarning tag-zamirida inson nutqi, uning ijtimoiy vazifa bajaruvchi tili yotadi. Har bir voqelik nutqning turli ko‘rinishdagi shakllari orqali boshqarilib boriladi. Inson yetarli til ko‘nikmalariga va nutqiy madaniyatga ega bo‘lsagina tom ma’nodagi tarbiyali va odobli shaxs qatoriga qo‘shila oladi.

Bo‘lg‘usi kasb egalarining faoliyatida o‘zi xizmat ko‘rsatadigan o‘zining millatdoshi tilida chiroyli gapirib, uning ko‘ngliga yo‘l topa olsa, unda til birliklarini yaxshi anglashi, nutqiy komillikka erishuvi shakllanib, rivojlana boradi. Bu borada Sharq mutafakkirlaridan Muhammad Zehniy aytadi: “Fazilat naslu nasab bilan emas, balki odob bilan topiladi” [5]. Shuningdek, “Tolibi ilmning zohiriyu botini odob ila ziynatlangan bo‘lishi lozim. Go‘zal odob ila xulqlanishda esa o‘tgan solih azizlarimizning hayotlarida sodir bo‘lgan ibratli voqea-hodisalar ko‘mak bo‘ladi” [6].

Ayni damda ilm olishga ishtiyoqmandlar, ilm bulog‘idan bahramand bo‘layotganlar son-sanoqsiz. Xalqimiz yumushlariga kamarbasta bo‘layotgan kishilar, jumladan, muhandislar behisob. Ammo ularning aksariyati odob-axloq, nutqiy ko‘nikmalar borasidagi ilmga to‘laqonli ega emaslar. Balki shu sabab ilmni qadrsizlovchilarini, tilimizni buzib so‘zlayotganlarni ham uchratishimiz mumkin. Ilmga, til va nutq komilligiga ega bo‘lish uchun ko‘plab kitoblarni o‘qish, til va nutqiy komil ustozlarga shogird tushish, tinimsiz o‘qish bilan shug‘ullanish talab qilinmaydi. Buni ijtimoiy hayot oqimi, atrofdagi insonlardan ham o‘rgansa bo‘ladi. Bu tarixiy haqiqat. O‘qish va yozish savodga ega bo‘lmagan

qancha-qancha kayvoni buvijonlarimizni, mehribon bobolarimizni ko‘rganmiz. Ular bebaho chiroyli va insoniy urf-odatlarimizdan, milliy qadriyatlarimizdan saboq chiqarishgan, hayotiy bilimlarga ega bo‘lishgan. Natijada, ana shunday til va nutq sohiblariga aylanishgan.

Shunday kishilar borki, ular to‘plagan kitoblarning sanog‘i yo‘q, qo‘llaridan kitob tushmaydi, lekin gap-so‘zlarida ilmning, tajribaning amali sezilmaydi. Ilm o‘rganish, til o‘rganish, chiroyli nutq sohibi bo‘lish kishidan, avvalo, samimiy niyatni, chin ixlosni, jismoniy va ruhiy quvvatni, qolaversa, moliyaviy harajatni talab qiluvchi mashaqqatli mehnatdir.

Til boyligini oshirish, nutqiy mukammallikka erishishga bel bog‘lagan inson ma’naviy odoblarga amal qilib, maqsadga erishtiruvchi boshqa omillarni ham ishga solsa, ilmga, tajriba va ko‘nikmaga boruvchi yo‘l ancha osonlashadi. Buyuk allomalarimizning hayotlari, ularning omadlari, qo‘lga kiritgan muvaffaqiyatlarining siri go‘zal axloqlarida, go‘zal lafzlarida ekaniga guvoh bo‘lamiz.

Zahabiy o‘zining “Siyar” nomli kitobida Imom Ahmadning ilm majlisida besh mingdan ortiq kishi jam bo‘lishini aytib, ulardan atigi besh yuztasi darslarni yozib olar, qolganlar esa majlis davomida u kishidan go‘zal odobni o‘rganishar ekan [7].

Abu Bakr Mutovvi‘iy aytadi: “Abu Abdullohning huzurida o‘n ikki yil bo‘ldim. U farzandlariga “Musnad”ni o‘qib berar edi. Undan birorta ham hadisni yozib olmadim. Men uning hidoyati va axloqiga nazar solardim” [8].

Ibn Abbos roziyallohu anhu: “Robboniy imom – odamlarga katta ilmlardan avval kichiklarini o‘rgatadigan kishidir”, degan edi, ya’ni u o‘z amali, so‘zi va tasarruflari ila ularga ta’limberadi. Tolibi ilm jamiki ishlarida hammaga o‘rnak bo‘lishi lozim [9]. Zamonaviy oliy dargoh o‘zbek tili muallimi ham avvalo o‘zi chiroyli nutq, til olami boyigan inson bo‘lmog‘i talab etiladi.

Ma’lumki, islom olamida chiroyli lafz, imkoniyatga boy til haqida masalasi muhim o‘rin tutadi. Chunki Alloh taolaga salovat aytish ham kalomu kalimalar

asosida voqelanadi. To‘g‘ri va ma‘nosi o‘rinli so‘zlar tizmasigina mazmuni boy fikrlarni yuzaga keltiradi.

Odobli, bilimdon, mehnatsevar, iymon-e‘tiqodli farzand nafaqat ota-onaning, balki butun jamiyatning eng katta boyligidir. Darhaqiqat, har bir farzand shaxsi oilada shakllanadi. Demak, oila – barkamol avlod poydevori hisoblanadi. Oilada farzandlarni o‘z burchiga sadoqat ruhida tarbiyalash ularning kelajakdagi orzu-maqсадlarini tushunib olishlari, farzandlarning sog‘-salomat voyaga etishlari uchun asos bo‘ladi. Ana shunday tarbiyada amallar bilan bir qatorda ta’sir etish vositasi, aloqani mustahkamlovchi inson tili va nutqi asosiy o‘lchov, vosita va mezon hisoblanadi.

Yuqoridagi fikrlardan ko‘rinadiki, jamiyatda shaxs tarbiyasi qanchalik erta boshlansa, tarbiya natijasi shunchalik samarali bo‘ladi. Tashqi olamni so‘zlar orqali ongdagi tasavvur va tushunchalar uyg‘unligida til boyligi sifatida shakllantirish, uni rivojlantirish bolalikda yaxshilik tomon burilishi osonlik bilan amalga oshiriladi.

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## OPPORTUNITIES OF E-LEARNING IN ONLINE TESTING OF ENGLISH LANGUAGE PROFICIENCY

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**Abstract:** Currently the problem of e-learning organization has become crucially important, thus, the role of arranging online testing of students of higher educational institutions has significantly enhanced. In this regard, the article discusses the essence of the online testing, its advantages and disadvantages and the ways to organize online testing during e-learning process. In addition, the article provides practical recommendations aimed at improving the use of online testing in the educational process.

**Keywords:** *e-learning, online testing, higher education institutions, online courses, cloud technologies*

## **ВОЗМОЖНОСТИ ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ В ПРОЦЕССЕ ОНЛАЙН-ТЕСТИРОВАНИЯ ЗНАНИЙ АНГЛИЙСКОГО ЯЗЫКА**

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In the spring of 2020 the education system throughout the world experienced a colossal shake-up. Along with the system, parents, whose children switched to e-learning, experienced stress as well. According to the survey, 84% of teachers, 73% of children and 68% of parents experienced stress from online learning during the quarantine [8]. Since neither schools nor universities were ready for it, the transition took place in an emergency mode, and the quality of education in most cases left much to be desired. However, there were also advantages: circumstances induced professors from the most prestigious universities in the world, outstanding educators and all the teachers of the planet to invest their creative and professional potential in online education.

Currently the online education market is very diverse - these are massive open online courses (such as Coursera, EdX, Udacity, Udemy), general educational platforms, b2b solutions (primarily various LMS), educational mobile applications and computer games, tools for video conferencing, virtual lessons with teachers and much more. Within the framework of the formation and development of a single educational space, information support, efficient use of information and communication technologies in all types of educational activities are of particular significance. It should be noted that effective management of the industry is possible only if there is created a unified national information and educational environment, educational institutions are equipped with electronic teaching aids and telecommunications means of access to information and educational resources [5;27].

The most important direction in the development of a unified educational information space in higher educational institutions implies the use of information

and telecommunication technologies in the educational process, including creation and implementation of modern electronic means of information technology support and development of the educational process along with traditional methods and teaching aids in the educational process, as well as educating the personnel able to effectively use the most advanced information technologies in their professional performance.

The leading role of the oil and gas industry in the world industrial production predetermines an undoubted increase in interest in various aspects of the activities of the specialists employed thereof, including issues related to the use of language tools of employees, learning the language discourse of an oil specialist, relations between professional language and national psychology. In this regard, the use of the appropriate assessment of the students' knowledge, in particular, of students majoring in oil and gas becomes crucially important.

In terms of oil and gas education, professional orientation is related to production technologies for drilling wells, oil and gas production, their transportation, etc. These processes belong to the "hazardous production" category and therefore professional competence in its practical component does not enable formation of the "trial and error" method. Meticulous accuracy in the implementation of instructions and scientific and technological awareness of activities in the design of production processes constitute the basis of a specialist's proficiency in the oil and gas industry. In this regard, technologies for teaching professional disciplines of an oil and gas university should be primarily focused on the formation of these components of professional competencies. Therefore, it is important to find the pedagogical technologies that allow optimizing the educational activity of students at the initial stage of studying professional disciplines in the formation of such components of professional competencies of oil and gas industry specialists as scientific and technological awareness of activities in the design of production processes; correctness, accuracy and precision in the development and implementation of instructions.

In general, nowadays in the world practice of e-learning, there is a steady trend of increasingly extensive use of open network information services in the educational process. Sometimes this is due to and the imperative of the time, when in the recent past, due to the pandemic spread, educational institutions of all levels have been forced to switch to distance education (e-learning) and organize their activities through the various online platforms available. This causes the fact that the very concept of “e-learning” is increasingly being replaced by the concept of “Cloud learning”. As an example, it is possible to mention a popular open online service that are currently used in e-learning tasks - Nearpod.Com - an online platform that allows teachers to create presentations for their classes and share them with students right during the lesson by giving them an access code and there is an opportunity to participate in sessions from any and any platform: iOS, Android, Windows Phone.

The list of information and communication innovations that are used in e-learning is constantly updated with new services, both stand-alone and built-in into modern e-learning environments and education management systems. It seems fair to say that these areas of innovation have made a significant impact on the modernization and rethinking of various aspects of current education, enhanced the creative activity of teachers and instructors enabling them to use with new tools for teaching and managing the educational process.

The problem of choosing an assessment technique of knowledge digestion is essential and significant when executing the standard of an educational program. In this regard, currently the question of how to more accurately and more fairly determine this quality is considered to be is relevant. For the formation of a successful and objective approach, it is substantial that the system of monitoring students' knowledge is diverse: focused on testing knowledge and skills, mastering professional competencies, as well as identifying students' creative abilities and their integral personal and associated emotional attitude to the subjects studied. The test is a short, standardized test designed to provide an objective quantitative assessment of learning outcomes [1;17]. Tests can be done either on special paper

forms or computerized, i.e. using information technology, remote access and communication technologies. Testing is the process of determining the quality of students' knowledge through test materials. Computer testing represents an essential form of testing, which, on the one hand, can minimize the amount of printed forms used during testing, and, on the other hand, bring an innovative component to the activities of an educational institution. Computer tests are done either offline with a connection to the internal network of an educational institution, or online with an Internet connection. Internet - testing is one of the most important forms of quality control of educating specialists, which makes it possible to fairly reliably estimate the volume of learned educational and scientific information. Internet tests are the system of tasks specially arranged and aimed not only at determining the level of formation of knowledge, skills and abilities of students, but also at identifying a range of topics that cause difficulties, at determining deep causes of errors, both real ones made in the testing process and potential ones that can be committed by students in the future, in the changed conditions of control. The use of such a tool for studying disciplines of the professional cycle and urgent control of students' knowledge is considered to be an efficient tool that enhances motivation of students. This testing is characterized by the following peculiarities:

- use of computer technology (PC, tablet, etc.) to do the test;
- use of telecommunication technologies (Internet) to gain access to test tasks;
- use of tests for which imply performance of the set of procedural stages of test formation in advance (planning, compilation, testing, processing and interpretation of results, rescheduling, execution and preparation of specifications, instructions for the final test);
- doing tasks online, i.e. via the Internet in real time.

The Branch of the Russian State University of Oil and Gas (National Research University) named after I.M. Gubkin in Tashkent city, which is the leading university for educating future personnel for the petroleum industry, has been successfully implementing online testing as well. Within the framework of e-



learning there has been launched international *edu.gubkin.ru* educational platform which enabled to carry out online testing in the form of multiple choice tests or essays. It should be noted that this platform provides users with numerous choices: to determine the limits of time allocated for testing, to arrange random selection of the testing task/essay topic, etc. One of the most essential features is that this platform enables to assess graphic assignments (charts, diagrams, schemes, etc.) and this is very important since the University educates future engineers.

Online testing is a significant step towards the development of a methodology for monitoring the assimilation of educational material by students. The introduction of testing enables smooth transition from subjective and largely intuitive assessments to objective, substantiated methods of assessing learning outcomes. However, like any other pedagogical innovation, this step should be carried out on a strictly scientific basis, relying on the results of pedagogical experiments and scientific research. Testing should not replace traditional methods of pedagogical control, but should only supplement them to some extent. According to the research results the following conclusions can be made:

1) The majority of higher educational institutions do not have the opportunity to conduct practical classes with each student individually, but they always provide an opportunity for their students to learn to think more globally. This can be done precisely with the help of test items and online testing.

2) An address to the Internet, which use in the educational process to a large extent meets the internal request of the student in such an educational process organization when he accomplishes educational assignments under conditions of his usual multimedia environment.

3) Moreover, it is the application of tests in real time that currently holds one of the leading places among e-learning technologies for students, making the learning process not only efficient, meeting the requirements of a rapidly changing external environment, but also interesting and even exciting.

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## DARSDA IJODKORLIKNI QO‘LLAB QUVVATLASHNING AFZALLIKLARI VA BU USULNI QO‘LLASHDAGI TO‘SIQLAR

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**Annotatsiya.** maqolada ijodkorlik nima ekanligi,uning darslardagi keng ahamiyati va uni qo‘llashdagi to‘siqlar haqida yozilgan.

**Tayanch iboralar:** *,ijodkorlik, talabalar duch kelayotgan muommolar, yangilikka intilish, yangi tajriba,*

**Аннотация.** в статье описывается, что такое креативность, ее широкое значение на уроках и препятствия на пути реализации

**Ключевые слова:** *креативность, проблемы, с которыми сталкиваются студенты, стремление к новизне, новому опыту*

**Abstract.** the article describes what creativity is, its broad importance in lessons, and obstacles in implementation.

**Key words:***creativity ,innovation, problems faced by students, striving for novelty, new experience*

**Sinfda ijodkorlikni(creativity)ni qo‘llashning nima avzalliklari bor?**

Sinfda ijodkorlikni rivojlantirish ko‘plab talabalar hayotida muhim ahamiyat kasb etadigan ijobiy natijalarga olib keladi .Jumladan,Ijodkorlik mavjud va qo‘llab quvvatlanadigan joy talabalari kelajakda yangiliklarga qiziquvchi,yaxshi tanqidchi va mahoratli tavsakal qiluvchilar bo‘la olishi Sternberg (2007) tomonidan isbotlangan.Barchaga kundek ayonki,biz bugungi kunda hoh oilaviy hoh ishdagi yangidan yangi kutulmagan muommolar va o‘zgarishlarga duch kelyabmiz.Bunday holatlarlar bilan kurasha olish uchun biz yangicha usullar,metodlarga murojat qilishimiz va talabalarni kelajakda duch kelishi ehtimoli yuqori bo‘lgan qiyinchiliklarga tayyor kadr sifatida tayyorlashimiz kerak.Bundan tashqari,dunyo har qachongidan ham tez sur'atlar bilan o‘zgarib borayotgani bois, talabalar o‘zgarishini hamda ular doimiy ravishda yangi va g'ayrioddiy vazifalar va vaziyatlar bilan shug'ullanish kerak .

Tez o‘zgarayotgan zamonda ijodkor kadrlarga bo‘lgan ehtiyoj oshib bormoqda.Ish bozori qo‘lida diplomi bor kadrni emas aynan ishdagi muommolarni turli xil usulda taxlil qila oladigan,ishdagi holatlarga tanqidiy fikr bildiraoladigan va bunday muommolargi yaratuvchanlik usulidan foydalangan holatda yechim bera oladigan kadrqa ehtiyoji baland.Bunday ehtiyojlarni qondirish uchun ham o‘qituvchilar ijodkorlikni rivojlantiruvchi mashg'ulotlarni qo‘llashlari kerak.

#### Ijodkorlikni qo‘llashdagi to‘siqlar

Sir Ken Robinson,maktabdagi san‘at proektining direktori va Varvik Universtiteti professori,butun hayotini darslarda ijodkorlik va san‘atni rivojlantirishga va buni mashhur maruzalari orqali ommaga kengroq yetqazishga bag‘ishlagan.Uning ta‘kidlashicha ,asosiy muommo maktabdan boshlanadi.Uning aytishicha maktab bolalar ijodkorligini rivojlantirish o‘rniga uni o‘ldirishga ximat qilayabti(2006 Do skills kill creativity?).Muommoga kengroq nazar tashalajak ham shunisi aniqki,maktab tizimida odatda o‘quvchilarga ustozning barcha fikrlarini to‘g‘ri deb qabul qilish o‘rgatiladi.O‘quvchi o‘zini biror qarshi fikrini aytmoqchi bo‘lganda,odatda o‘qituvchi va boshqa sinfdoshlari tomonidan” tarbiyasiz bola”degan kuchli tanqidga uchraydi.Ko‘pchilik o‘zbek sinflarida o‘qituvchilar o‘quvchilarni nazorat qilish uchun darsda odatda qo‘rqitish usulidan

foydalanib “ko’p gapirsang ota-onangga aytaman”,”bahoingni past qo’yaman yoki darsdan chiqarib yuboraman” kabi po’pisalardan foydalanadi. Bunday muhitda ta’lim olayotgan bola odatda hayoliga kelgan ajoyib g’oyalarni ifodlash imkoniyatidan mahrum bo’ladi. Bunga qo’shimcha tarzda maktab o’quv darsligining ko’pgina qismi bolani fikrlashini o’stirishga qaratilmagani yanada ayanchliroqdir. Buning natijasida, bola o’zida yashiringan qobiliyatlarni butun umrga foydalana olmaydigan darajaga kelib qoladi. O’z amaliyotimdan kelib chiqib aytaolamanki, ko’pchilik talabalar muommoga yangi fikrlar ,yechimlar berishdan ko’ra jim o’tirishni avzal ko’rishadilar yoki ko’pgina holatlarda fikrlarini bayon qilib beraolishmaydilar. Maktab bu shunday jamiyatki .Bu yerda o’quvchilar birinchi navbatda boshqa o’quvchilar bilan aloqa o’rnatishni o’rganadilar bog’lanish do’stlikka aylanadi va asta-sekin ularning ko’pchiligi paydo bo’ladi. Do’stlar muhim hayotning bir qismi bo’lgan o’quvchilarning xatti-harakati ko’pincha ularning ta’siri ostida bo’ladi. Qo’llab-quvvatlovchi, g’amxo’rlik qiluvchi va progressiv guruh do’stlari yoki sinfdoshlari o’quvchi ijodkorligi uchun sharoit yaratadi o’z g’oyalari va ijodlarini ilgari surishdan uyalmaydi, guruh uni tanqid qilishi yoki qadrlashi mumkin va ikkala holatda ham yordam beradi o’quvchi yaxshilanishlarni amalga oshiradi. Konstruktiv, kooperativ, g’ayratli, bilimli tengdoshlar bir birining rivojlanishiga bevosita hissa qo’shishadi. Aksincha bo’lgan sinf muhitida o’quvchilarning ijodkorlikka bo’lgan qiziqishlari va qobiliyatlari sezilarli darajada tushib ketadi.

Olimlarning izlanishicha ikkita asosiy sabablar o’qituvchilarni talabalarga ijodkorlik muhitini yaratib berishdan to’xtatayotgan ekan .

Birinchi sabab, o’qituvchilar ijodkorlikni rivojlantirishdagi bilimlarining yetishmasligi va yaratuvchilik qobiliyati bo’lgan o’rganuvchilarni qanday qo’llab quvvatlash zarur ekanligini bilmasliklaridir. Sali va Akyol (2005) ning maktab o’qituvchilari orasidagi tadqiqotlari shuni ko’rsatadiki, o’qituvchilarning juda katta qismi(80%) yaratuvchanlik qobiliyatining mohiyati va muhimligini to’g’ri izohlab berisha olmagan. Hattoki, ijodkarlik nima degan savolni izohlashda turli xil rasmiy berilgan (National Advisory Committee on Creative and Culture Education's

definition)tariflarga mos kelmaydigan javoblar berishgan.O'qituvchilar bunday bilimsizlikda dars yuklamalarining ko'pligini,bo'sh vaqtlari juda oz ekanligini turli xil vazifalar yangi izlanishlarga imkon bermayotganini va maktab rahbariyatini bu masalani qo'llab quvvatlashga yetarlicha e'tibor bermayotganini asosiy vaj qilib ko'rsatishadilar.Behetto va Kaufman ham huddi bunday holatlarni to'riligini tasdiqlagan holatda bu holatga quyidagicha yechim beradi;o'qituvchi ,avvalo,yordam beradigan muhit yaratishga tayyor bo'lishi,yangiliklarni o'rganishga ishtiyoqi baland bo'lishi ,

turli usullar va vositalardan foydalangan holda ijodkorlikka chorlaydigan atmosferani yaratishni o'rganishi va tadbiiq qilishi kerak.O'qituvchilar ijodkorlikni qadrlaymiz, deb da'vo qilsalar ham, har doim ham bunga ustuvor ahamiyat berishmaydi. O'qituvchilar ko'pincha ijodiy o'quvchilarga nisbatan noto'g'ri munosabatda bo'lishadi, chunki ular sinfdagi ijodkorlikni buzishidan qo'rqishadi. Ular tavakkal qilish, impulsivlik va mustaqillik kabi ijodiy shaxsning fazilatlarini qadrsizlantiradilar. Ular sinfda bilim va itoatkorlikni takrorlashga e'tibor qaratib, ijodkorlikni inhibe qiladilar. Nega o'qituvchilarning ijodkorlikka bo'lgan rasmiy munosabati o'rtasida uzilish bor va maktabda aslida nima sodir bo'ladi? Tez texnologik o'zgarishlar davrida, inson innovatsiyasi har qachongidan ham ko'proq zarur bo'lib, bolalar chalg'igan va haddan tashqari rag'batlanayotgan davrda o'qituvchilar sinfda ijodkorlikni qanday rivojlantirishi mushku.Ikkinchi asosiy muommo ijodkorlikka chorlovchi jihozlar bilan boyitilgan xonaning(muhit)ning yetishmovchiligidir.Chunki odatda ijodkorlik biror narsani amalda qo'llash bilan rivojlanadi.Masalan, talabalarga muommolarga yechim topish usuli juda oddiy uni oldin ishlatilgan va hozirda qo'llanilayotgan usullarni o'rganib ham yechish mumkin degan nazariy bilim bersak u bilim nazariyligicha qolib ketadi balki o'rganuvchining yodidan sinfni tark etishi bilanoq esidan chiqar.Ammo biz kerakli materiallarni olib kelib masalan oddiy plastik baklashka,qaychi, rangli qog'ozlar ,yopishtirg'ich olib kelib ularga sinf uchun yoki kundalik hayotingizda kerak bo'ladigan jihoz yasang deb topshiriq bersak talabalarning yaratuvchanlikka bo'lgan ishtiyoqini katta foizlarda oshirishimiz mumkin.Odatda bijodkorlik uchun

barcha jihozlari ,shart sharoitlari bor dars xonasida ta'lim olayotgan talabada yangiliklar yaratishga bo'lgan ishtiyoq yuqoriroq bo'ladi. Aynan bunday muhitda tarbiyalangan o'rganuvchilarning jamiyat uchun foydasi juda kattadir.

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## THE BROAD POSSIBILITIES AND DRAWBACKS OF DISTANCE AND TRADITIONAL EDUCATION. NEW TRENDS AND OPPORTUNITIES.

**Umida Tolibayeva**

**Annotation.** Innovative educational methods, are becoming more prevalent in modern educational space. This form of education offers students a wide range of opportunities education from the world's leading universities at a distance, access to a variety of distance study programs, time and money savings, flexible schedules and personalized learning planning.

**Key words:** *Innovative method, traditional method, distances learning, flexible study schedule, opportunities, online communications, distance education programs.*

Traditional education is based on the class-lesson organization of education. Distinctive features of the traditional class lesson form of education: students of approximately the same age and level of training make up a class at school, at a lyceum, college, university - an academic group, which basically retain a constant composition for the entire period of school, university education; all educational institutions work according to a single annual curriculum and curriculum for a given class and its specialization - at school, course and specialty - at the university. With traditional learning, the basic unit of learning is the lesson. It is

dedicated to one subject, topic, all students work on one material; the education and upbringing of students in the classroom is led by a teacher - a specialist in this subject: he explains, students under his guidance learn, consolidate, generalize, repeat the educational material, he controls and evaluates the results of study, the level of knowledge of each student, student, about which he makes marks in necessary state documents (class, group journal, statement, credit rating book). Academic year, school day, class time (45 and 80 minutes), lesson schedule, study holidays, breaks are the attributes of the class-lesson system. The conceptual, fundamental basis of traditional education is formed by the principles of pedagogy, formulated by J.A. Komensky. Traditional education lasted so long (more than three centuries) only because it is ideologically based on a humanistic structure, it confirms the canonical commandments to grow a strong, kind, intelligent and hardworking person, even under the condition of full regulation of his activities, compulsory training procedures. But with all its advantages, traditional education is, first of all, an authoritarian pedagogy of standard requirements without regard to the individuality of a person. Education is not at all connected with the inner life of a person of the present time, with his diverse hobbies, requests and needs. It does not keep up with the realities of today. After all, modern man is not at all the same as he was not only three centuries, but even twenty years ago. There are no conditions for the manifestation of individual abilities, creative manifestations of personality, differentiation in the selection of academic disciplines, the right choice of one's place in life. The authoritarianism of the traditional learning process is manifested in a clear compulsion to study only what is given in an already, perhaps, outdated program (for example, there is still no mention of objective data that refutes Darwin's theory, about wireless alternating electric current), to teach what today it is simply not necessary (for example, the device of a tube television receiver). Traditional education is still focused on the average student, since it is impossible with such forms, methods and means of education to have time to pay attention to a strong or weak student or student (hence the constant requirement of the school or university management to report on work with weak and gifted

students). The further technological progress goes, the more popular is the so-called remote activity. Nowadays, you can do almost everything remotely: communicate, work, shop, get an education. Let's take a closer look at the last point. Learning via the Internet is carried out in almost all areas in many ways. These are individual and group zoom lessons, webinars, teleconferences, audio and video lectures, master classes... you can't list everything. A few years ago, it became possible even to get higher education remotely. Many people have already tried it on themselves, someone is very pleased with the result, but this option categorically did not suit someone. Distance learning has both big pluses and big minuses. Let's try to list the main ones. Distance learning is available to anyone with an internet connection. Nothing prevents you from "being present" in online English classes with a native speaker, from anywhere in the world. All you need is a laptop or any other device with internet access. You do not have to purchase or borrow textbooks and other materials from the library. All materials will be provided to you electronically. You will take exams in the form of electronic tests and the knowledge assessment system here will definitely be impartial. Distance learning can never replace your full-fledged education at a university or in courses. Studying with the help of a computer, you will always be deprived of a huge component - direct live communication with the teacher, and most importantly - with classmates. You will have no one to reach out for, no one to take an example from, no one to discuss an interesting lesson with, no one to ask to explain difficult material to you "on the fingers". You will find yourself outside the intelligent university environment in which the formation of an adult personality takes place. It is for this reason that the first higher education is best obtained in the traditional way: in a university where there are auditoriums, stairs, window sills, broken desks, a library and a canteen where you have to prepare for the session, collect signatures in the record book and nervously choose a ticket on the examination table. Without this, your life will lose a lot, believe me. But the second higher education can be remote, then you will have to combine it with work, family and attempts to relax - there will be no time to be bored. Many people perceive



electronic information much worse than real paper books. There is a high probability that you will have to return to the already read text again and again, with difficulty finding the right place in the file. By the way, using a highlighter in Word is much more inconvenient than a regular pencil. One more thing: having all the necessary information in the computer, it is unlikely that you will voluntarily get yourself a notebook where you will write down definitions, concepts and theses. This will automatically turn off another sphere of memory - motor, which means that you will remember everything worse than you could. Not all people can manage their own time. Almost everyone tends to put off important things "for later." And things, meanwhile, tend to accumulate - and this snowball may well turn into such an avalanche, from under which you will not get out. In addition, a person appreciates very little what he personally has not put any effort into. If the university requires you to regularly attend classes, do homework, actively work at seminars and speak at conferences, then with distance learning you will be left to yourself. Think about whether you can force yourself to do the right amount? The first few days, definitely yes. And then, when the enthusiasm subsides a little? If you are not applying for a university diploma remotely, then online classes can be just as useful for you as face-to-face. Distance lessons with a tutor is a very good and effective method of work, especially if the teacher lives in another city and teaches there at a prestigious university or is the author of some unique teaching method. Teaching via Skype (unlike lectures recorded on video) is effective in that the teacher and student communicate directly, which means that you can always clarify emerging issues, deviate from the topic of the lesson in the right direction, devote more time to complex topics, and those that the student is familiar, only barely touch. Individual distance lessons are much more effective than group classes precisely because in a group the teacher has to focus on a certain average level of students, while the program of private lessons is built on the basis of the needs and capabilities of a particular person. Distance education is a great option for those who don't really have time to attend face-to face lectures or courses. These are people with a busy work schedule, irregular working hours, "floating"

days off, and frequent business trips. Do not forget: the less time a person has, the more he has time. If all your days are scheduled, but you often get free time that you want to use effectively, distance learning can become another step in your life ladder. For example, young mothers can study remotely: in three years of a degree, it is quite possible to get a higher education remotely and acquire another diploma, who cannot physically be in the classroom due to disability, there is also the opportunity to get an education. It can also be added that in distance education, the student does not have the opportunity to contact the teacher personally for advice; there is no opportunity to learn "live" to build relationships in a team (with teachers, classmates, university administration), to speak to an audience; not any profession can be mastered remotely (doctor, veterinarian); the student does not have the opportunity to compare the intermediate results of his training and other students, and to compare "live": when working at the blackboard, speaking at conferences, etc. it is important for a teacher in classroom teaching to feel how much students understand the material (by their views, by questions asked, by answers to their questions) and promptly adjust the learning process: repeat difficult points again, give additional clarifications on some issues, change the pace of presentation . With distance learning, this connection is lost; But at the same time, it should be noted points that to some extent compensate for some of the shortcomings listed: it is impossible to get a face-to-face consultation - you can consult via messages or skype; there are no "live" relationships - but for some students this provides a more comfortable psychological environment for learning, etc. In addition, no one has canceled the traditional form of education, students always have a choice: regular full-time education, correspondence or distance learning. Thus, distance learning, like any other form of knowledge acquisition, has many advantages and disadvantages. A significant drawback is the lack of a centralized certification and accreditation system for e-courses, resulting in a lot of "crafts" loudly called e-courses and e-textbooks, but in reality they are ordinary files. An important factor hindering a more intensive introduction of distance technologies in the educational process is the lack of motivation of university

teachers to work in this direction. Perhaps the reason for this is the high labor intensity associated with the creation of methodological materials for distance learning, but here you need to be aware that in the future the time and effort spent should be offset by a reduction in the time required to perform some of the usual types of teaching workload of the teacher.

**Recent trends in distance learning.** Technology has been the most important factor which influenced the recent trends in distance education. Growth of internet and other digital technologies have expanded the potential of distance learning in terms of access and quality. A new method of distance education viz. technology mediated distance education has emerged. Internet provides a powerful distribution mechanism for distance learning with a global reach. Moreover, as ICT enhances interactivity, it is helpful in assessment, task- based activity and student support. More and more educational institutions are getting connected to the emerging networks and new technologies are being incorporated in the curricula. In this changing global scenario, distance education has become complementary and under certain circumstances a substitute to –face- to- face education. Developments in ICT have radical effects. Now, each student has enormous range of resources available free from limitations of time and space. With the expansion of internet facilities the cost of processing, storing and transmitting education declined and this has contributed to substantial changes in the perception, design, delivery and administration of distance education. The role of teachers is changing within the new learning environment. They are no longer considered as the talking head and the front of all knowledge but as a facilitator or manager of the learning process. They have to be technically competent in the new online environment. Now, teacher is a manager, planner, facilitator, participant, model and a guide. As a result of their changing role teachers have to come out of their comfort zones and this is one of the reasons for their reluctance to become involved in distance learning process. Recently high population countries like Brazil, China, India, Pakistan etc. have increased distance education component of their educational programmes substantially. Distance education exhibits a twofold development

pattern. On the one side, numerous single mode universities have emerged to absorb large number of new learners. On the other side, many traditional universities have started offering their programmes through the distance mode. In this era of increasingly market oriented educational systems, conventional institutions are using some form of ODL as a means of extending their markets. Technological developments allow new paradigms of access and new delivery systems which are linked to new types of demand. Moreover, there is a clear trend towards internationalization. In addition to economic and political driving forces, developments in ICT also enhance the process of internationalization of distance education. Cost structures in open and distance learning are quite different from cost structures in conventional types of education. In the field of distance education, capital investment substitute for high recurrent costs making economies of scale a decisive factor. Large distance learning programmes can produce graduates at a lower cost as compared to conventional institutions. The cost of ODL vary a great deal according to the use of learning material, media and technologies and the type of student support services provided.

**Major issues in distance learning** . Even though there has been an unprecedented expansion of distance learning, there are certain key issues in this field which are yet to be addressed.

Quality: Large enrolment is considered as the goal and an achievement of distance education. The question of quality is not given as much attention as it deserves.

This kind of attitude actually deteriorates the quality of many distance education institutions. Maintaining high standards of the programmes is an important issue in this field. A systematic approach is needed in the design of courses and learning materials. Courses must be constantly revised and updated and learning objectives and outcomes must be clearly stated. Often, it is believed that technology itself will improve the quality of distance education. The real issue is not technology itself, but how it is used in the design and delivery of courses.

Dropout rates: Increase in the number of dropouts is a very serious problem experienced by most of the distance education institutions. Loss of student motivation due lack of face- to- face contact with teachers and peers is a great barrier to distance learning. This often results in high dropout rates unless there is regular support of peers and tutors. Providing support to students is extremely difficult in the distance learning process.

Assessment of students: In distance learning programme tutors do not have an opportunity to know the student and his communication style and presentation. This often raises the issue of reliability of the student's responses. The issue of assessment- i.e knowing whether the trainees have achieved the learning objectives is more difficult in situations where tutors and students seldom meet each other.

Student concerns: Because of the self directed nature of study distance learning is more appropriate for the people who already have high levels of education and access to information and equipment. Tolerance for uncertainty, need for autonomy, ability to be flexible etc. are some of the essential characteristics required by students who pursue distance education. Hardy and Boaz (1997) found that “compared to most face-to-face learning environments, distance learning requires students to be more focused, better time managers, and to be able to work independently and with group members”.

Cost effectiveness: Cost of online courses is affected by how they are implemented: as an enhancement or as the primary teaching medium. If it is implemented as a primary teaching medium, it is more expensive. The startup costs, maintenance costs, and personnel costs should also be considered to arrive at a true cost for a distance-learning program. As technology is very expensive properly designed distance learning programmes are highly expensive. Problems related to technology: Advancement in technology by itself does not lead to effective distance education. Instructors need to be trained to use distance learning technology. Often some sorts of problems arise also from the instructor's attitudes about using the technology.

**Conclusion.** Most of the countries consider distance education as a new approach which enhances access, quality, cost effectiveness and equity. Distance mode of education offers the common man an opportunity to study regardless of geographic, socio-economic and other constraints. ICT revolution has expanded the scope of distance learning. Developments of technology allow new paradigms of access and new delivery systems. In spite of all the potentials of distance learning, there are many critical issues which are yet to be resolved. Quality, cost effectiveness, assessment, lack of motivation and dropout rate etc. are some burning issues in field of distance learning. The real challenge is the designing of cost-effective and educationally-effective methods of teaching. Increasing numbers of students enrolling in distance learning classes accentuate the need for comprehensive and thoughtful evolution of distance education if it is to become the educational model of the future.

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### III

#### LANGUAGE, CULTURE AND THEIR INTERPRETATION TIL, MADANIYAT VA ULARNING TALQINI

### LINGUISTIC DIVERSITY IN INTERNATIONAL CONFERENCES: A FOCUS ON UZBEK, RUSSIAN AND ENGLISH

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**Annotation:** The article "Linguistic Diversity in International Conferences: A Focus on Uzbek, Russian, and English" explores the significance of linguistic diversity in the context of international conferences. The article highlights the role of Uzbek, Russian, and English languages in facilitating effective communication and promoting inclusivity in such conferences. It emphasizes the importance of considering the local languages, such as Uzbek and Russian, alongside the global lingua franca, English. The article provides insights into the historical and contemporary influences of these languages in Central Asia, particularly in Uzbekistan, and their relevance in academic and scientific communities. Furthermore, the article suggests best practices for promoting linguistic diversity, including multilingual presentations, translation services, language workshops, and inclusive communication. By embracing linguistic diversity, international conferences can become more enriching and representative spaces that foster cross-cultural understanding and the exchange of diverse perspectives. The findings highlight the importance of valuing linguistic diversity and provide recommendations for enhancing language support in international conferences.

**Key words:** *linguistic diversity, international conferences, Uzbek, Russian, English, language preferences, communication practices, inclusivity, language policies, language practices, multilingualism, cultural understanding, knowledge exchange, language support services, interpretation and translation, language planning, language policy, academic and professional contexts, effective communication, equitable participation.*

**Introduction:** Linguistic diversity is a prevalent and crucial aspect of international conferences, as participants from various linguistic backgrounds come together to exchange ideas, share research findings, and foster collaborations. This article focuses on exploring the dynamics of linguistic diversity in international conferences, with a particular emphasis on the languages of Uzbek, Russian, and English. By investigating the use of these languages and their implications for communication, this research aims to provide insights into effective language practices and policies in conference settings.

In today's globalized world, conferences serve as vital platforms for knowledge dissemination and networking among scholars, researchers, and professionals. The choice of language(s) used in conferences plays a pivotal role in facilitating effective communication and ensuring inclusivity among participants. While English has traditionally been the dominant language in international conferences, there is growing recognition of the need to embrace linguistic diversity and create spaces that accommodate multiple languages. In the context of Uzbekistan, a multilingual country with Uzbek as the official language and Russian widely spoken, conferences often involve participants who are more comfortable expressing themselves in their native languages. Additionally, as English proficiency varies among participants, the challenges of language comprehension and effective communication become apparent. Understanding and addressing these linguistic dynamics is crucial for enhancing conference experiences and promoting equitable participation.

**Methods:** The research employed a mixed-methods approach to gather comprehensive data on linguistic diversity in international conferences. Qualitative interviews were conducted with a diverse sample of conference attendees to gain insights into their experiences and perspectives. These interviews explored participants' language preferences, challenges faced in multilingual settings, and strategies employed to overcome language barriers. Additionally, observations of conference sessions were conducted to observe language use dynamics and



patterns. Conference documents and proceedings were also analyzed to supplement the qualitative findings with quantitative data on language choices.

### **Results:**

1. **Language Preferences:** The interviews revealed that participants' language preferences varied depending on factors such as their linguistic proficiency, cultural background, and field of expertise. While some participants expressed a strong preference for their native language (e.g., Uzbek or Russian), others preferred English as the lingua franca for international communication.

2. **Impact on Participation:** The study found that language preferences influenced participants' level of engagement and participation in conference activities. Participants who were more comfortable using their native language tended to be more active in discussions and networking within their language community. This created language-based subgroups within the conference, affecting the overall dynamics of knowledge exchange.

3. **Language Barriers:** Language barriers were identified as a significant challenge in multilingual conference settings. Participants reported difficulties in understanding presentations or engaging in discussions conducted in languages they were less proficient in. Lack of language support and translation services further exacerbated these challenges.

4. **Strategies for Inclusive Communication:** The research highlighted various strategies employed by conference organizers and participants to promote inclusive communication. These included providing simultaneous interpretation services, organizing language workshops or sessions, and encouraging multilingual presentations to accommodate diverse language backgrounds.

5. **Power Dynamics:** The study identified power dynamics related to language use, with English often dominating as the primary language of communication in international conferences. This dominance sometimes marginalized participants who were less proficient in English, limiting their active participation and access to knowledge sharing.

6. **Benefits of Linguistic Diversity:** Despite the challenges, the research also revealed the benefits of linguistic diversity in international conferences. Participants highlighted the richness of perspectives, cross-cultural understanding, and enhanced learning opportunities that arise from diverse language backgrounds.

**Discussion:** The findings of this research shed light on the complex dynamics of linguistic diversity in international conferences, with a particular focus on Uzbek, Russian, and English languages. The discussion section explores the implications of these findings and provides insights into the broader implications for conference organizers, participants, and the field of international communication.

1. **Language Policy and Planning:** The study highlights the need for conference organizers to develop comprehensive language policies that consider the diverse linguistic backgrounds of participants. This includes providing language support services such as interpretation and translation to ensure equal access to information and active participation for all attendees. Additionally, it emphasizes the importance of creating an inclusive environment that values and promotes multilingualism.

2. **Language Training and Skill Development:** The research findings suggest the importance of language training and skill development programs for conference participants. Offering language workshops or sessions can enhance participants' proficiency in English or other lingua francas, thereby improving their ability to engage in multilingual interactions. Moreover, providing resources for learning local languages, such as Uzbek or Russian, can foster deeper connections between international participants and the host country.

3. **Interpreting and Translation Services:** The study highlights the critical role of professional interpreting and translation services in overcoming language barriers. Conference organizers should consider the provision of simultaneous interpretation services, especially during keynote speeches or panel discussions, to ensure effective communication for participants with different language

backgrounds. Accessible and accurate translation of conference materials and proceedings is also crucial for knowledge dissemination and sharing.

4. **Promoting Multilingual Presentations:** Encouraging presenters to deliver their sessions in multiple languages can contribute to a more inclusive and dynamic conference environment. This approach allows participants to engage with content in their preferred language and promotes a balanced representation of different language communities. Moreover, it opens up opportunities for cross-linguistic collaboration and learning.

5. **Power Dynamics and Language Dominance:** The study highlights the potential power dynamics associated with language dominance, particularly with English as the dominant language in international conferences. It calls for a critical examination of these dynamics and the promotion of equitable language practices that empower participants from diverse language backgrounds. Efforts should be made to create a space where all languages are valued and respected, and where participants are encouraged to express themselves comfortably in their preferred language.

6. **Cultural Sensitivity and Understanding:** Linguistic diversity in conferences is often intertwined with cultural diversity. The research emphasizes the importance of cultural sensitivity and understanding in facilitating effective cross-cultural communication. Conference organizers and participants should strive to create an environment that respects different cultural norms, communication styles, and perspectives, fostering an inclusive and respectful dialogue.

**Conclusion:** Linguistic diversity in international conferences presents both challenges and benefits. Recognizing the value of languages such as Uzbek, Russian, and English fosters inclusive communication and facilitates knowledge exchange among participants. Overall, the findings underscore the importance of acknowledging and addressing linguistic diversity in international conferences to foster inclusive and effective communication among participants from different language backgrounds. This research underscores the significance of linguistic

diversity in international conferences and offers practical insights for conference organizers and participants. By adopting inclusive language policies, providing language support services, promoting multilingual presentations, and addressing power dynamics, conferences can become more inclusive spaces for knowledge exchange and collaboration among participants from diverse linguistic backgrounds. Conference organizers and participants should actively embrace and accommodate linguistic diversity to create an environment that promotes meaningful interaction and collaboration.

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### LEXICON - SEMANTIC FEATURES AND PROBLEMS OF TRANSLATION OF ECONOMIC TERMS INTO ENGLISH

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**Annotation.** This work is determined by the need for a detailed definition and comprehensive study of the structure of terminological units and transformations as methods of translating terms. A correct understanding of the laws of modern term formation helps to study the issue of term formation helps to classify terms according to the main methods and models of their formation.

**Key words:** term, terminology, definition, nomenclature, structural features, motivation, term system, terminological combinations, terminology.

## **ЛЕКСИКОН - СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ И ПРОБЛЕМЫ ПЕРЕВОДА ЭКОНОМИЧЕСКИХ ТЕРМИНОВ НА АНГЛИЙСКИЙ ЯЗЫК**

**Аннотация:** Настоящая работа обусловлена необходимостью детального определения и всестороннего изучения структуры терминологических единиц и трансформаций как способов перевода терминов. Правильное понимание законов современного терминообразования помогает изучить вопрос терминообразования, помогает классифицировать термины по основным способам и моделям их образования.

**Ключевые слова:** термин, терминология, дефиниция, номенклатура, структурные признаки, мотивировка, термин система, терминологические сочетания, терминология.

Currently, the theory of translation as an independent scientific discipline, and with it, the practice of translation is mainly being transformed into a broader, global science - the theory of intercultural communication. As a special type of speech activity, translation is one of the main and universally recognized means of intercultural communication, because often the translator is an intermediary in the exchange of scientific information.

Scientific text, in general, is a description of the result of scientific research with its own characteristics. Oral scientific communication is represented by the following genres: lecture, lecture, discussion. The written form is represented by the genres of monograph, textbook, article, review, annotation, abstract, thesis. Depending on the style, forms of communication, genres are distinguished by the features of the topic and structure, the predominance of certain types of speech and the order in which they are used.

Behavioral strategy of communication participants in the field of science is carried out with the help of specific speech acts that represent the choice of optimal means and methods of communication. This choice applies not only to the choice of style, but also to the choice of genre, the compositional form of the text.

The strategy of social prestige can be implemented at different levels of the scientific text: in particular, the author's use of clichés and terminological expressions and demonstrating the ability to change and differentiate them, construction of syntactic periods with clear expression. Parallel structure uses vivid descriptions. The nature of the message, the information to be communicated requires special attention. Undoubtedly, the basis of the field of scientific communication is the acquisition of new knowledge about the world. One of the main results of this type of activity is the creation of a certain text that provides objectively correct information about world objects. [2]

Also, terms that consist of two or more words are considered difficult to translate. Such concepts individually denote absolutely simple concepts that are in constant use and do not create problems during translation, but when combining such terms into phraseological turnover, they can cause certain difficulties for the translator if he does not have certain knowledge in economics. Let us give an example from the English-Russian explanatory dictionary of monetary and credit terms, which contains a large number of phrases with their translation and interpretation. The concept of "acceptance credit" means "acceptance credit" - a method of payment in international trade. Under this agreement, a bank in the exporter's country creates a loan (similar to a checking account) on behalf of a solvent importer. The exporter can then use this account up to its limit.

The next concept - "acceptance cross-facility" - is an acceptance program for cross-lending, i.e. the so-called agreement between two banks on the accounting of bills when working with a common large client. According to these two concepts, it can be noted that the same words can be translated differently depending on the context [5].

Borrowing - copying a word from one language to another with all the semantic and formal features, the lexical unit of the source language goes into the target language. This often happens when the level of development of any branch of science and technology in one country significantly exceeds the lower level of development of this area in the country of the target language.

- ❖ Freelancer = фрилансер
  - ❖ Between 1949 and 1952 Newman worked as a freelancer, primarily for NBC News.
  - ❖ С 1949 и 1952 годы Ньюман работал как фрилансер, в основном для NBC
  - ❖ Distributor = дистрибьютор
  - ❖ Please don't hesitate to contact us or our local distributor in your country for further information.
  - ❖ Пожалуйста, не стесняйтесь обращаться к нам или к нашему местному дистрибьютору в вашей стране для получения дополнительной информации.
- [4]

The process of language construction shows that there is no pure language in the world, which can build its terminology only at the expense of its own term elements. There is always a process of acquiring terms from other languages, and it is impossible to retreat from this process but even in cases where there is no need, artificially introducing foreign terms into the language is not always justified. In such cases, it is necessary to use the possibilities of language and pay attention to maintaining the balance between the essences of the concept that the term should express. In many cases, terms expressing some concepts are not available in use.

[1]

Thus, the translation of economic terms is the task of providing the most correct translation, taking into account the peculiarities of the current realities of the economy in countries. [3]

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## ҚАЙҒУ СИНОНИМИК ҚАТОРИГА КИРУВЧИ ЭМОЦИЯ КОНЦЕПТЛАРИНИНГ МЕТАФОРИК ИМКОНИЯТЛАРИ

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**Annotatsiya.** Мақолада қайғу синонимик қаторига кирувчи эмоция концептларининг метафорик имкониятлари қорақалпоқ ва инглиз тилларида кўриб чиқилади. Жумладан, инглиз тилидаги *in sadness* ва *with sadness* иборалари семантик ва структура жиҳатдан бир-бирига жуда яқин турса-да, лекин уларнинг қўлланишида маълум даражада фарқ мавжудлиги кузатилади. Шу билан бирга қорақалпоқ тилидаги қайғу эмоцияси шеърий матнда ўзига хос равишда воқеаланаши итиборга олинади.

*Калим сўзлар: тушинча, қайғу, эмоция, матн, синоним*

## THE METAPHORICAL POSSIBILITIES OF EMOTIONAL CONCEPTS INCLUDING SYNONYM OF SADNESS

**Annotation.** The article examines the metaphorical possibilities of emotion concepts, which are synonyms of grief, in Karakalpak and English languages. For example, although the English expressions *in sadness* and *with sadness* are semantically and structurally very close to each other, it is observed that there is a certain difference in their usage. At the same time, it is noted that the emotion of sadness in the Karakalpak language occurs in a unique way in the poetic text.

*Key words: concept, sorrow, emotion, text, synonym*

Алоҳида бир синонимик гуруҳни ташкил қилувчи эмоция метафораларининг табиати бир хил эмаслиги аниқ. Ушбу гуруҳдаги



эмоционал мазмунга эга бирликлар, биринчи навбатда уларнинг турли матнларда фаоллашувида намоён бўлади. Жумладан, инглиз тилидаги *in sadness* ва *with sadness* иборалари семантик ва структура жиҳатдан бири-бирига жуда яқин турса-да, лекин уларнинг қўлланишида маълум даражада фарқ мавжудлиги кузатилади. Зеро, *in sadness* жумласи кўпроқ бадий матнда маъкул кўрилади. Эмоционал ҳолатларнинг лисоний воқеланиши сабабларини тадқиқ қилган илимларнинг фикрича, *in* предлоги воситасида ҳосил бўлган иборалар ифодалаётган кучлироқ ёки шиддатлироқ ҳис-туйғуни ифодалайди (Radden 1998). Бизнинг кузатувчиларимиз ҳам ушбу фикрни тасдиқлайди, чунки қайғу эмоцияси бадий матнда ҳақиқатдан ҳам шиддатли кўриниш олади.

Айтиш жоизки қорақалпоқ тилида ҳам қайғу эмоцияси шеърий матнда ўзига хос равишда воқеаланади ва бундан концептуаллашувни тез суръатда кечиши маълум бўлади. Қиёсланг:

Ярым олсе, көбейеди ўайым,  
Сени көрип, кетти мениң қолайым,  
Айрылмас қайғыға түстим найлейин  
Бул қайғыға жардем еткил ақ боз ат.

[“Ақ боз ат” Қарақалпақ поэзиясының антологиясы, 1956]

Айрылмас басына қайғы салыңғлар,  
Өтер болдым бул дуньядан эрманда,

[“Қырк қыз” Қарақалпақ поэзиясының антологиясы, 1956]

Бундан кўринадики, шиддатлилиқ турли эмоцияларни тавсифлаш учун асосий кўрсаткич вазифасини ўташи мумкинлиги ҳеч қандай гумон туғдирмайди.

Бизнингча ушбу кўрсаткичдан эмоция концептларини фарқлашда ҳам фойдаланиш мумкин. Мисол учун, *sadness*, *sorrow*, *grief*, *depression* ва қорақалпоқ тилидаги “қайғы”, ғам, муң, уўайым, тушунчаларининг метафорик концептуаллашувида ушбу ҳолат аниқ намоён бўлади.

Г. Радден ушбу қатордаги концептларнинг метафорик кўчимларни ҳосил қилиш меъёрини аниқлаш учун қайси турдаги когнитив метафоралар ҳосил бўлишини инобатга олишни таклиф қилади. Унинг қайдича, контейнер ёки идиш схемаси (container schema) воқеланиши бошқа схемаларникидан фарқ қилади [Radden 1998:276].

Дарҳақиқат, идиш ичидаги жой олган жонзотларнинг ҳаракати чегараланган, бу эса идиш схемаси асосида концептуаллашаётган эмоциянинг шиддати юқори бўлади, уларнинг таъсир кучи яққол сезилади. Ҳамроҳлик схемасида эса, аксинча, маълум турдаги ассоциациялар воқеланади. Шунинг учун ҳам, идиш схемаси камровида концептуаллашган эмоциялар ташқи куч сифатида эътироф этилса, ҳамроҳлик кўринишидаги бирликлар концептуаллашувида ички эмоциялар фаоллашади ва улар ҳис-туйғу соҳиблари назоратида бўлади [Op.cit.,282]. Бошқача айтганда, бу ҳолатда ҳис-туйғу соҳибининг ҳаракати чекланмайди. Демак, ҳамроҳлик схемасида эмоция янада шиддатли кўриниш олади.

Шундай қилиб, эмоция ва уни ҳис этаётган шахс тавсифланаётган метафорик ибораларда икки хил муносабатлар акс топади: а) эмоция идиш шаклида метафорик англашинилишида шахснинг ҳаракат қилиш қобилияти тасвирланади; б) эмоция жисмоний объект сифатида тасвирланганида эса шахснинг ҳаракати чекланмайди. Биринчи ҳолатда метафорик идрок этилаётган эмоциянинг шиддати иккинчисиникидан кўра шиддатлироқ эканлиги маълум бўлади.

Инглиз ва қорақалпоқ тилларидаги матнлардан олинган қуйидаги мисолларни қиёслаймиз:

- a) We are able to enter into their sufferings so that they are no longer alone in their grief and pain [ARG 629, BNK];
- b) During my first few days in the refuge. I feel myself descend into depression [EGO 1747, BNC];
- c) Айназар енди жалғыз емес, сонша ўақыттан берли ишине жутыпы жүрген аўыр қайғысына хәмдәртлес болдық.

d) Сол муң күнлер оны уллы уўайым-қайғыға салды.

Ушбу мисолларнинг барчасида контейнер (идиш) метафорик кўчим схемаси фаоллашаётгани аниқ, улар ўртасидаги фарқ фақат ифодаланаётган эмоциянинг ҳаракатчанлик даражасида намоён бўлади. Инглиз тилшуноси А. Стефанович anger, fear, happiness, sadness, disgust эмоционал метафоралар таҳлилига бағишланган ишида эмоционал тушунчалар одатда жисмоний бирлик ёки макон/контейнер метафораларда иштирок этишини қайд этган. Унинг кузатишича, назорат қилиш имкони мавжуд бўлган эмоциялар асосан моддий объект сифатида тасаввур қилинса, назорат қилиниши қийин бўлган эмоциялар эса контейнер схемасидаги метафорик кўчимга кўпроқ учрайди [Stephanowitsch 2006:95].

Инглиз тилида контейнер моделидаги метафоралар out of мураккаб предлоги ёрдамида ҳам ҳосил қилиниши мумкин:

Meeting people who are going through the same experience will help you out of your depression [A70 1131,BNC].

Мазкур мисолда ҳам шахснинг қайғули ҳолатда эканлиги тасвирланмоқда.

Шундай қилиб, биз таҳлилга тортган синонимик қатор аъзоларининг бирикувчанлик имкониятлари қарийб бир хил бўлса-да, лекин уларнинг мўлжали ва йўналишида маълум фарқлар мавжуд. Бинобарин, sadness/қайғы бошқаларга нисбатан камроқ салбийлик коннотациясига эга ва шу боис бошқа эмоциялар билан кўпроқ бирика олади. Бу, ўз навбатида, бирикувчанлик хусусияти шиддатлиликка қарама- қарши туришидан хабар беради.

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## THE POETIC WORLD OF CHARACTERS IN ABDULRAZAK GURNAH'S MEMORY OF DEPARTURE

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**Annotation.** This study involves with the works of the Zanzibari-born author Abdulrazak Gurnah whose fiction is devoted to the narrative of exile, migration and issues of self-identity. Gurnah uses inventive structures as an investigative frame to involve with his emotional topic. He depicts identity crisis through his narratives. Each of his works creates a diverse aesthetic appeal through historical contexts. The character narrates about the sense of frustration, identity crisis and homelessness that Gurnah himself most probably would have experienced as teenager in his life. It creates new path of struggle on which he travels to attain maturity as a protagonist in the novel.

**Keywords:** *colonialism, poverty, protagonist, sophistication, independence, post-colonial world, self-identity, struggle.*

**Annotatsiya.** Ushbu tadqiqot Zanzibarda tug'ilgan yozuvchi Abdulrazzak Gurnaning asarlarini o'z ichiga oladi, uning badiiy adabiyoti surgun, migratsiya va o'zini o'zi anglash masalalariga bag'ishlangan. U o'z hikoyalari orqali shaxsiyat inqirozini tasvirlaydi. Uning har bir asarida tarixiy kontekst orqali rang-barang estetik joziba aks etadi va qahramon umidsizlik hissi, shaxsiyat inqirozi va uysizlik haqida hikoya qiladi, Gurnah o'zi o'smirlik davrida boshidan kechirganlari asar qahramoni tasviriga ko'chgan. U romanda bosh qahramon sifatida komillikka erishish uchun sayohat qiladigan yangi kurash yo'lini yaratadi.

**Kalit so'zlar:** *mustamlakachilik, qashshoqlik, bosh qahramon, murakkablik, mustaqillik, mustamlakachilikdan keyingi dunyo, o'zini o'zi anglash, kurash.*

**Аннотация.** Это исследование связано с произведениями Занзибарского автора Абдулразака Гурны, произведения посвящены повествованию об изгнании, миграции и проблемам самоидентификации. Гурна использует изобретательные структуры в качестве исследовательской рамки для вовлечения в свою эмоциональную тему. Он изображает кризис идентичности через свои рассказы. Каждая из его работ создает разнообразную эстетическую привлекательность через исторический контекст. Персонаж рассказывает о чувстве разочарования, кризисе личности

и бездомности, которые сам Гурна, скорее всего, испытал бы в подростковом возрасте. Это создает новый путь борьбы, по которому он идет, чтобы достичь зрелости как главный герой романа.

**Ключевые слова:** *колониализм, нищета, главный герой, изоциренность, независимость, постколониальный мир, самоидентификация, борьба*

A brief overview of the novel *Memory of Departure* is a novel about Hassan and Muslim kid from apostle city in an anime country in Africa, where his future is not sustained the story of this novel, which will be discussed deeper by us. Later on, tells the story about Hassan's travel to Nairobi to visit his uncle for financial aid the memory of departure is a novel made by Abdulrazak Gurnah. He won a Nobel prize in literature in the year 2001. This year memory of departure was his first novel then we go to the themes. The two most prominent themes in the novels are was colonialism and poverty. [1] The reason, why we think that these two are the most prominent theme will be discussed later on along with our interpretation of the novel and details. We are dividing the characters into two categories which are main characters and secondary characters. In this article we have identified three main characters. First is Hassan Omar the novel's main protagonist as well as the character, whose point of view is told in the novel, Hassan is a boy who lived in a coastal town in Africa. He is the second eldest in this family with an older brother and two younger sisters. The novel *Memory of Departure* follows the story of Hassan's visit to Nairobi to meet his uncle. The second character we identify as a main character is Ahmed bin Khalifa, who is Hasan's uncle from his mother's side. Ahmed is told to live a wealthy life in Nairobi with his daughter in the novel. He is often referred to as one Ahmed, which means boss or master Ahmed reflecting his wealth and power. We also identify him as the novel's antagonist character.

The third and last main character that we identify is Salma Ahmed's only daughter who lives with him in Nairobi. Ahmed is very protective of Salma but he still lets her have a job at a local bookstore and visit her friends. Apart from the three main characters, we have also identified some secondary characters whose roles in the novel are significant, although not as significant as the three main

characters. First is Ali a servant working at Ahmed and Salma's house. Ali was told to have worked for Ahmed for a very long time. His family also lives nearby Ahmed's house. Second there was Mariam Salma's friend, whom she has known ever since the two girls were children. Mariam was a student at Nairobi university and throughout the story Salma and Hassan made visits to her room in the university. The next secondary characters are all of whom are Hassan's siblings, Syed is his older brother as well as the eldest son in his family Sakiya is the third child and the first daughter and Syed is the youngest of the four siblings. Each of Hassan's siblings have their own characteristics. Syed was violent and he beat Hassan often but the two still stuck together despite being labeled as a bully. Sakiyah was a charming girl and she was told to behave older than her own age the youngest Saida was told to be able to withdraw herself from the upheavals at home. She was also described to be dreamy and inattentive. Some other secondary characters that we identified are Hassan's parents his father was a violent person, who beat his son and wife. He also has a habit of drinking and sleeping with prostitutes. On the other hand, Hassan's mother was depicted as a woman, who lived miserably or in pain. She used to be a beautiful country girl, who then married Hassan's father and then endured abuse during her marriage despite all the hardships she had gone through in her life. She loved her children and wanted the best for them.

The novel mostly takes place in Hassan's hometown an unnamed town in coastal Africa. The town is depicted as a place with an uncertain future and seemingly degraded morals career choice. [2] In the town was limited the best an educated person could do. In the town was becoming a bank clerk or a teacher this limited choice is one of the reasons that prompted Hassan to make his trip to Nairobi speaking about Nairobi. The novel also uses Nairobi as a setting specifically in chapter 4. The time setting for the novel is in post-independent Africa approximately in the years 1964. We thought so because the novel mentioned about the film my fair lady being at the cinema and that film was released in 1964. The ending of the novel was set four years later in 1968 as stated

in the letter Hassan wrote for Salman. The novel's choice of setting which is a newly independent place in Africa in post-independence time allows the novel to provide readers with postcolonial issues prevalent in society. [3] At that time, this is what is our interpretation from the book memory of departure we found a couple of themes that is correlate to post-colonialism that happen in the novel. The first one is the life of the people, who is living in the poor class, what we mean by this that Hassan was born in an unspecified city in Africa. As stated, before which they just announced their independence since it is stated that a couple of times in the book about a city called Dar es salaam Hassan's hometown, which at the time was the capital of an African country or state called this brings us to the next point, which is the colonial history, because we could already interpret the country which was Tanganyika. We could also learn that the colonizers were the British with further research, we could find that at the time financial won their independence from the British empire to become a free nation moving on to the independence. Knowing the independence from the British empire we could also know that the year of independence of Talantia was the year of 1961, but Panagia itself is only a country for a couple of years, which is the end of the story in 1964. [4] At the time the European was still looked up for their sophistication and the fact they were the colonizers moving on to the next point the promise of freedom. After their independence all the nations were hopeful for the freedom. However, after the day of their independent. Independence the society seems to revert back to the oppressive systems that ruled over people during the time of polytonalism and the last point is the act of leaving Hassan wanted to go to the university out of Africa for his education that is better than the one in Africa or history this suggests that the place, he lives in is not yet capable to educate people and giving the chance to a better life, that is why in the story he was striving to get a visa. We will take a look at the details in the book that shows called colonialism aspect the first example is in chapter three, when the narrator Hassan Omar tells the reader that in his town all citizens department of population the department then would issue an identification card that includes name age address and race if the citizens fail to do. So, they will

be arrested this identification card is also used to make the ones, who own it to do volunteer work in town. From this example, we see that the population in Hudson's town is categorized by the race one of the many aspects of the of post-colonialism. In the cultural sector another example is in chapter four when Hassan and Salma. Ahmed's daughter chatted Hassan had just arrived in Nairobi and met Muhammed's family and in this excerpt, we provided Salma and Osama asked Hasan about Lebanese town. If there was any discrimination there the colonized population was racist towards those who are not black it is as if they are paying back what they experienced during the colonized days there was also racism against black people that Hassan experienced which is shown in chapter six. In his letter to Salma, Hassan worked in a boat for an Australian boss and he was called racial slurs. These examples also show how in post-colonial society [5] there is still a categorization of the colonial subject both by the colonizer and the colonized the next example is how the Europeans or white people are considered civilized ones. in chapter five when Hassan arrived at his house and her mother welcomed her, they both chatted and Hassan's mother offered him a drink. They talked about how coffee with milk is how civilized people drink quote that they drink coffee with milk and sugar in it. You should try it it's what civilized people drink this way of thinking shows how Hassan saw that colonizers are civilized and his people are not there is an imposition of western culture in how people in the city lives and Omar sees this through his uncle's way of living. Another example is that we noticed how Hassan becomes aware or triggered when someone or himself speaks in English. in chapter four when he first met Salma, he unconsciously introduced himself in English in quote her eyes twinkled "I realized I had spoken in English and this happened again in the same chapter, when someone called mom and daddy and Hassan thought daddy, she had used the English word. There is a habit of Hasan that we see he always addresses every time. Another character speaks in English and in the narrative the word quote in English appears frequently though it was not stated explicitly, there is an impression that Hassan had about the people in the city. They are more modern and influenced by western culture speaking in



English is a rare occasion for Hassan since the other characters or people in this town mostly speak in their own language that phrase stands out the most and this shows how colonization also appears and how people use language and the last example is violence. In this book is a reflection of violence during colonial times violence appears in this novel a few times. For example, when Hassan's father beat Saeed. Hassan's deceased brother for taking money in a dustbin that belongs to someone else not only did he beat kick and bite him but Hassan's father also threatened him in the first place. Another example of violence is when Ahmed hit Salma for hanging out with Hassan until late at night. He also threatened to kill Hassan if it was not for their family relationship. The violence that we see in the book reflects and parallels the cycle of violence that's perpetuated from colonial times into post-independence. In conclusion, all the post-colonialism legacy in the story is depicted through the cultural aspect. So, now we move on to the ending of the story, so, what we have is that the story ends with an open ending because the characters features are still uncertain what do we mean by this well, we do not know whether Hassan finally succeeds in a seventh endeavor to get a proper job or if it fails just like the last six prizes. In general, open endings are used so that readers can make their own interpretations or even make up their own endings on how the story ends, but in the particular context of memory of departure the open ending expresses uncertainty especially the uncertainty of Hassan's faith then we put that in the wider context of a postcolonial society and we see that the way this ending is written reflects the faith or even the doom of formerly colonized peoples and their civilizations and culture. Here are the final thoughts of our analysis, first is that the novel's description is very vivid. It does not hold back on its description of places and how people are including the uglier sights and smells of the setting and the darker desires of its people. Second, we see that the vague ending allows readers to come up with their own thoughts about postcolonial reality in other words, how we interpret such an open-ended ending reflects our own thoughts and feelings about post-colonialism, whether it reflects enduring hope for a better future or the ignorance of a doomed one as a point of reflection for our own biases

and personal experiences in a post-colonial world. Third, it reveals life and poverty and how poverty origin is from colonialism so much of our perceptions of poverty is really just surface level, but this plot goes deep into the personal lives of those, who actually live in it be it the ugly side for the beautiful side their sorrows and happiness as well as their wants and needs. Additionally, we see that poverty is something that was perpetuated by the colonial structures and the setting that has endured even after its independence and how society is still ruled by an elite that's protected by a police force. Lastly, it shows the failed promises of independence. So, the story describes the time of independence as such a celebratory time where people expected everything to be better than before and there would be a unity of people is based on tolerance, these do not exist. In the setting at the time of the plot and it seems that they will not be existing any time. In this near future, this is a pattern that happens in many other formerly colonized places and nations instead of freedom and welfare. The society continues the oppressive power structures that was built during colonial time, so that is all, we have to tell. We hope you find our article insightful.

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## FENTEZI VA FANTASTIK ASARLAR VA ULARNING O`ZIGA XOS JIHATLARI

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**Annotatsiya.** Maqolada inson xayoloti mahsuli bo'lgan fentezi va fantastika fenomeniga munosabat bildirilgan. Bu ikki dunyoning ichki ko'rinishi, o'xshash va farqli jihatlari ilmiy nazariyalar yordamida asoslangan. Muallif fikrlari tadqiqotchi va yozuvchilar qarashlari asosida ilmiy dalillangan. Fentezi va fantastika leksik birliklari haqida adabiyotshunoslik va tarjimaga oid lug'atlarga tayangan holda ma'lumotlar berilgan. Har bir fenomenning tarkibiy qismi va ularning o'ziga xos turlari ajratib ko'rsatilgan.

**Kalit so'zlar:** *fenomen; fentezi; fantastika; janr; internet; mif; texnogen; sehrgarlik; motiv; obraz.*

Bugun xayolimizda sodir bo'layotgan har qanday voqea-hodisani bir necha yillar, asrlardan so'ng ro'yobga chiqishiga tobora ishonib bormoqdamiz. Bunga sabab globallashuv jarayonida rivojlanib borayotgan yaratuvchanlik va ijodkorlikka bo'lgan inson munosabatining ortib borishidir. Shunday ekan, adabiyotimizga ham o'ziga xos usul va uslub, yo'nalishlar kirib kelmoqda. O'zlashtirilgan bu yo'nalishlar asarda qo'llanib, aks ta'sirini berayotgan xos elementlar ko'pchilik adabiyotshunos olimlar bahsmunozaralarini yuzaga kelishiga sabab bo'lmoqda. Shulardan biri — zamonaviy ommaviy madaniyatda o'ziga xoso'rin tutgan fentezi fenomenidir. Zamonaviy ommaviy madaniyatda fentezi o'ziga xos tushunchani hosil qiladi va uning matnda aks etishi muhim ahamiyatga ega. Bu tushunchaning ommaviy nutqda paydo bo'lishi esa XX asrning 80-90 yillariga to'g'ri keladi va hozirgi kunda bu tushuncha ancha ommalashgan leksik birlikdir. Internet tarmog'ida ham fentezini nomoyon qiluvchi turli saytlar jumladan, “Ardana-Kulichkax”, elektron jurnallaridan: “Arxiv Kubikusa”, “Aktivnaya organika”, “Mir fantastiki”) va boshqalarni ko'rishimiz mumkin. Shuningdek, ko'p kompyuter o'yinlari fentezi motivlarini o'z ichiga olgan kitoblar — “Vlastelin kolets (Uzuk hukmdori)”, “Garri Potter”, “Geroy mecha i magii” (“Qilich va sehrgarlik qahramonlari”) asosida yaratilgan.

Fentezi asarlari asosida turli filmlar suratga olindi va bir vaqtning o'zida film motivlari "Zvyozdnaya pil", "Eragon" ("Yulduzlar changi", "Eragon"), kabi kitoblar yozildi (2,169). Fentezi termini ustidan shu vaqtgacha ko'p ilmiy izlanishlar olib borilgan. Biroq uning asl mohiyati haqida aniq xulosalar yo'q. Bu tushuncha bo'yicha manbalarda turli fikrlar mavjud. Shuningdek, bu tushunchaga janr sifatida ham qaralgan. Bu janr XIX asrda yaratilgan Jon Ruskinning "The King of the Golden River" (1851) ("Oltin daryo qiroli"), Uiliam Meikpis Tekerining "The Rose and the Ring" (1855) ("Atirgul va uzuk"), Charliz Kingslining "The Water Babies" (1863) ("Suv go'daklari") va Luis Kerolning "Alice in Wonderland" (1865) (Alisa mo'jizalar mamlakatida) kabi bolalar uchun fentezi asarlar keng tarqaldi (3, 461). Bugungi zamonaviy adabiyotida ham fentezi asarlariga bo'lgan qiziqish tobora oshib bormoqda. R. Tolkien ijodi muxlislari ya'ni, fentezi klub a'zolari mavjud. Shu bilan birga, adabiy fentezi madaniyatning bir ko'rinishi sifatida adabiyotga bog'liq. Fentezi olami o'ziga xos olam bo'lib, inson ruhiyatini sehrgarlik olami sari yetaklaydi. Biz uni o'rganishimiz davomida oldimizda turadigan muammolardan biri uning mazmun-mohiyatiga oydinlik kiritishdadir deb qaraymiz. Shunga muvofiq, zamonaviy adabiyotshunoslikda fentezi tushunchasi asosiy muammolardan biri sanaladi.

Yuqorida ta'kidlanganidek, ilmiy izlanuvchilarning bir qismi fenteziga janr sifatida qarashadi. Fentezi tushunchasini ko'plab olimlar o'zining ilmiy izlanishlarida turlicha nomlar bilan ataganlar. Masalan, M. S. Galigna (4, 161) va Ye. N. Kovtun (7, 308) fenteziga janr, A. Karelin fantastikaga "janr ostidagi janr", A. I. Osipov yo'nalish sifatida qarab, shu nom bilan ataganlar. Fentezi haqidagi izohlar keltirilgan lug'atlar "Collins Cobuild English Language Dictionary" (10, 1704), "Longman Dictionary of English Language and Culture" (8, 1620) maqolalarda janrga aloqadorligi haqidamfikrlar aytilmagan. Turli tadqiqotchilar ham fentezi ma'noviy chegarasiga oydinlik kiritish olmaganlar.

G'arb adabiyotshunoslari ishlarida fentezi termini XX asrning 70- yillarida qo'llanila boshladi. Ularning tadqiqot ishlarida fantastik xarakterlardan kelib chiqqan fenteziga nisbattan turli yondashuvlarga duch kelamiz: "yuqori fentezi"

ya'ni kitobxonning oldida xayoliy yoki uydirma dunyoni shakllantiradigan asarlar hamda “quyi fentezi” — borlig'imizga ilohiylikni olib kiruvchi asarlar. Shuningdek, fentezining muammoli vaziyatiga qarab: “qahramonlik fentezi”, “gotik fentezi”, “nasroniycha fentezi”, “madaniylashgan fentezi” kabi ko'rinishlari mavjud (1, 582). Aytish mumkinki, fentezi odatda, hayoliy uydirmalarga olib keladi. Bunday holda shaxs ongida borliqdagi haqqoniyat va sir-sinoat o'rtasida shubha paydo qiladi. Bazi olimlarimizning qarashlarida fentezi fantastik adabiyotning bir ko'rinishi bo'lib, u xayoliy irratsional xarakterdagi syujetga asoslanadi. “Fentezi olami xuddi bizning olamga “qaerdadir yoki qachondir” paralel olam kabi, shartli borliqda sodir bo'lgan, geografik va vaqt aniqligidan mahrum bo'lgan hodisadir” (1, 582). Fentezi asarlaridagi o'ziga xoslik, odatda, ularning mazmunmohiyatiga qarab aniqlanadi. Fentezining o'z ichiga qamrab olgan jihatlarni quyidagi diagramma asosida ko'rsatib o'tamiz.

### **FENTEZI**

- Asosan, ertak va mifologik (arxetipik) motivlarga asoslangan (ajdarholar, insjinslar, devlar, uchar gilamlar v.x.).
- Ilm-fandan holi bo'lgan, ya'ni sehrgarlik kuchiga asoslangan hodisalar. (Misol: ko'rinmas odamning o'zi yaratgan moddasi orqali emas, balki ustiga sehrlil yopinchiqni yopish orqali ko'rinmas holatga kelishi.)
- Texnikadan holi bo'lgan, qisqa qilib aytganda texnikasiz hissiyot va boshqa barcha sehrgarliklarga asoslanadi. (Misol: ko'rinmas hayvonlar, tabiat qonunlari, ya'ni quyosh, momaqaldiraq yoki bulutlarning obrazga kirishi.)

Yuqoridagi tasvirdan shuni ko'rishimiz mumkinki, fentezi o'zining namoyon qilishdagi xususiyatlarida dastlabki o'rinda sehrgarlik, ertak va afsona motivlarini qamrab olgan. Shu jihatdan afsonalarda paydo bo'luvchi mifologik obrazlar fentezining asosiy qurolidir. Shu joyda “mifologik” tushunchasiga va uning turlariga izoh berib o'tamiz. Mifologik tassavurlar olamning yaratilishi, o'simlik va hayvonot dunyosining yuzaga kelishi, odamzotning paydo bo'lishini xayoliy uydirma vositasida izohlasa-da, mif o'z ijodkorlari tomonidan bo'lib o'tgan voqealar bayoni sifatida baholangan. M. I. Steblin-Kamenskiyning

ta'kidlashicha, “mif, bu – muayan voqelik bayoni bo'lib, unda hikoya qilingan voqea-hodisa nechog'li uydirma bo'lmasin, yaratilgan va yashab kelayotgan joyida u hamisha haqiqat, real voqelik ifodasi sifatida qabul qilingan. Albatta, mifni o'rganadigan tadqiqotchi undagi uydirmaga ishonmaydi. Shuning uchun ham mif bugungi kunda haqqoniy hayotiy voqelik ifodasi sifatida anglashilmaydi. Shu tariqa tadqiqotchining mif haqidagi o'z tassavuri ya'ni “mif — uydirmadir” degan qarash yuzaga keladi. Yaratilgan va ommalashgan joyida mif aslida real voqelik ifodasi deb tushunilgan (11, 4–5).

Fantastika va fentezi deyarli bir xil olamda ya'ni inson xayolotida paydo bo'ladi, lekin bu xayolning reallik tomon borishi, ya'ni asarlar voqealari rivojida ular o'rtasidagi muayyan chegaraviy farqlarni tushunib yetishimiz mumkin. Bu borada fantastika leksik birligiga izoh berib o'tamiz. Fantastika tushunchasiga ham ko'plab lug'atlarda ta'riflar keltirgan. Fantastika (yun. phantastike – taxayyul san'ati) — haqiqatda mavjud bo'lmagan, taxayyul kuchi bilan tasavvurdagina yaratilgan narsa-hodisalar tasviri, shunga asoslanuvchi adabiy asarlar jami (5, 343). Xayoliy bo'lgan, ya'ni tassavurda hosil bo'lgan voqealarning asarlarga ko'chishi odatda fantastik asarlarining paydo bo'lishiga sabab bo'ladi. Mashhur olim Todorovning aytishicha, fantastika bu g'ayri tabiiy kuchlarga ishonish yoki ishonmaslik o'rtasidagi shubhalanish onlaridir. U juda nozik adabiy shakl bo'lganligi uchun, uni bir joydan ikkinchi joyga ko'chirish juda oson. Fantastika noaniqlik bilan shug'ullanadi. Fantastika g'ayritabiiy voqeahodisalar bilan yuzlashadigan, tabiat qonunlarini biladigan inson tassavuridagi shubhadir (2, 25). Insonning g'ayriytabiiy kuchlarga ishonishi — azaldan mavjud. Qadim ajdodlarimiz xayolotining mahsuli bo'lgan fantastik obrazlar ularning o'zlari tomonidan shartli obraz emas, balki ayni haqiqat deb tushunilgan. Bu xil tushunish ajdodlar ongida uzoq vaqtlar saqlangan bo'lsa-da, uning muttasil susayib borgani kuzatiladi. Ayni chog'da, fantastika faqat tassavur mahsuli emas, uning zamirida mavjud reallikning izlari sezilib turadi, zero, xayol shu mavjudlikdan kuch olgan holda parvoz qiladi.

Fantastik va fentezi asarlardagi o'ziga xos xususiyatlar odatda ularning mazmun-mohiyatiga nisbatan sezilarli tarzda aniqlanadi. Bunda fantastikaning asosiy farqlanuvchi jihatlarini quyidagi diagramma asosida ko'rsatib o'tamiz.

## FANTASTIKA

- Bizga ma'lum bo'lgan olam qonunlari buzilishi haqidagi tasavvur. Bunday tasavvurli voqealar odatda bizning olamda sodir bo'lmagan yoki sodir bo'lishi kutilayotgan bo'lishi mumkin. (Kelajakda mars sayyorasida insoniyatning yashash taxmini.)
- Fizik, ximik yoki biologik qonuniyatlarning buzilishi yoki sayyoralardagi yuz beruvchi voqealar.
- Texnogen janr sifatida nomoyon bo'ladi. Uning yordamida va insoniyatning aqlzakovati bilan ilmfanda ancha yutuqlarga erishildi. (Dastlab samolyotlar, endilikda uchar avtomobillar.)

Yuqoridagi diagramma asosida shuni aytishimiz mumkinki, fantastika real voqelikda sodir bo'lish ehtimollari yuqori darajada sezilib turuvchi voqealarning in'ikosidir. Xulosa qilib aytganda, fentezi va fantastika tushunchalarining umumiy o'ziga xos tomonlari har ikkisi ham shaxs xayolotida paydo bo'luvchi jarayonlar hisoblanib, ularning ichki dunyosida esa bu ikki olamning ba'zi bir farqli jihatlarini aniqlay olishimiz mumkin. Buning uchun shaxs o'zinig ongida bu ikki dunyoning ichidagi asosiy obrazga aylanishi va ularni his qila olishlari darkor.

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## ФУНКЦИОНИРОВАНИЕ НЕОЛОГИЗМОВ И ВЛИЯНИЕ НА НАЦИОНАЛЬНЫЙ ЯЗЫК В УСЛОВИЯХ ИНТЕРФЕРЕНЦИИ КУЛЬТУР

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**Аннотация.** В статье исследуется лингвокультурная специфика понятийных сфер, которые образуют неологизмы современного английского языка. Полученные выводы позволяют установить и сравнить комплекс основных понятий, отражающих культурные ценности, а также изменения в жизнедеятельности соответствующих социумов. Обосновывается концепция двуязычного лингвокультурологического словаря неологизмов, содержащего национально культурные особенности единиц новой лексики иностранного языка.

**Ключевые слова:** культура, неологизмы, лингвокультурология, глобализация, неология.

**Annotatsiya.** Maqolada zamonaviy ingliz tilining neologizmlarini tashkil etuvchi kontseptual sohalarning lingvistik va madaniy o'ziga xosligi ko'rib chiqiladi. Maqola madaniy qadriyatlarini, shuningdek, tegishli jamiyatlar hayotidagi o'zgarishlarni aks ettiruvchi asosiy tushunchalar to'plamini aniqlash va solishtirish imkonini beradi. Neologizmlarning ikki tilli lingvokulturologik lug'ati tushunchasi asoslab berilgan bo'lib, unda chet tilining yangi lug'at birliklarining milliy-madaniy xususiyatlarini o'z ichiga oladi.

**Kalit so'zlar:** madaniyat, neologizmlar, madaniy tilshunoslik, globallashuv, neologiya.

Культуру можно рассматривать как сложное явление, имеющее материальный, духовный и социальный компоненты. Когда мы говорим о



взаимодействии культур, мы имеем в виду отношения между большими группами (культурами и субкультурами). В условиях современного развития культурные связи реализуются в различных сферах жизни человека - туризме, спорте, личных отношениях и др. Кроме того, социальные, политические и экономические изменения, произошедшие в мире за последние годы, привели к масштабным миграциям, миграции и скрещиванию народов. В результате этих процессов большинство людей преодолевают ранее разделявшие их культурные барьеры. Они вынуждены знакомиться с другими культурами и смешиваться с ними. Поэтому взаимодействие культур реализуется через отношения между индивидами. Межкультурная коммуникация – это взаимодействие, общение между представителями разных культур, включающее в себя опосредованное общение между людьми, а также опосредованные формы общения (язык, речь, письмо, электронное общение)[10].

Культура является одним из основных понятий межкультурной коммуникации. Поэтому уместно рассмотреть онтологию культуры, ее семиотические и другие особенности.

Э. Сепир описывает культуру как «...набор социально унаследованных практических навыков и представлений, описывающих наш образ жизни» [9, 185].

Согласно другой трактовке Э. Сепира, «культура есть набор ценностей, реализуемых обществом» [9, 193], «...культура сопоставляется с поведением» [9, 207].

Что мы понимаем под культурой? Одно из первых определений слова культура в научной литературе дал Э. Тейлор, который определил культуру как знания, верования, искусство, законы, нравы, обычаи, умения и навыки, приобретенные человеком, членом общества. понимал поведение как комплекс, включающий [4].

Обобщая вышеизложенное, культуру можно определить следующим образом: культура – это совокупность всех форм деятельности субъектов,

основанных на системе норм, ценностей, идеалов, примеров и ориентиров, которые взаимодействуют с другими культурами, унаследованной памятью сообщества. в котором живет. Итак, каждый человек не наследует культуру, а усваивает ее и становится представителем определенной культуры.

Язык является зеркалом культуры, в котором отражено не только реальное социальное самосознание, окружающее человека, но и его менталитет, национальный характер, образ жизни, традиции, обычаи, нравы, а также совокупность ценностей и мировоззрения [10].

Язык является не только основным средством общения в обществе, он также выполняет функцию общения и в то же время позволяет передавать культурное наследие от одного поколения к другому через функцию обработки.

Язык неразрывно связан с культурой общества и является одним из показателей его развития и совершенства. Любой исторический период, переживаемый народом, меняет его и накладывает отпечаток на национальный менталитет. По мере развития материальной и духовной жизни человека меняется и развивается язык, отражающий положительный опыт познания народа и ошибки в жизни человека, жизненные принципы, нравственные нормы, нравственные представления, понимание и оценку окружающей действительности.

Автор лингвистической концепции В. Гумбольдт выделяет следующие теоретические закономерности о взаимообусловленности языка и культуры [1].

- 1) материальная и духовная культура воплощается в языке;
- 2) язык – «душа народа» и его задача – фиксировать, сохранять и отражать накопленные цивилизацией знания;
- 3) язык является важнейшим фактором формирования образа мира, отражающего реальность, не принадлежащую языку.

Мнение В. фон Гумбольдта о том, что «язык отражает дух народа», можно увидеть в трудах узбекского языковеда Н. Махмудова, своеобразно

продолженное: «...в языке народные обычаи, быт, хозяйственные ситуации, короче говоря, отражает богатство нации. Знать язык того или иного народа — значит понимать все его существование. Понимание значения и сущности того или иного национального языка означает понимание истории и будущего этого народа. Язык есть бесценное и священное богатство народа, это и долг, и обязанность каждого коренного чада народа быть стойким в своем языке и верным своему языку» [2].

Антропоцентричность языка является основной идеей современной лингвистики. В центре всего, что описывается словами, находится человек - он сам и все, что воспринимается им как его окружение, его круг. С позиции антропоцентрической парадигмы человек изучает мир, познавая себя, свою теоретическую и предметную деятельность, в основе этой парадигмы лежит перенос интересов исследователя с объектов познания на предмет, т. е. язык в человеке и анализируется как человек в языке.

По мнению Н.Л.Шамне, мы считаем, что человеческий опыт и деятельность важны в формировании национальной культурной сферы. Согласно этому подходу, каждая культура определенным образом объединяется на основе всеобщности и индивидуальности. Специфические признаки определенной культуры описываются в научной литературе как «язык культуры», то есть понятие, идея, образ и другие смысловые структуры, существующие или возникающие в сознании человека, понимаются как система символов, согласовывать значимые формы и их отношения [8]. Любое новое слово есть результат человеческой деятельности и может иметь культурную силу.

Лингвистика является одним из основных, ведущих направлений среди лингвистических исследований. Опираясь на дух языка, те или иные явления, связанные с языковой ментальностью (своеобразие), он изучает национально-культурные специфические закономерности построения речевого общения. Он показывает национальный дух, отраженный в языке. Эта область языкознания связана с философским мышлением, национальным

характером и менталитетом. Он представляет собой знание, имеющее национально-культурный характер, структуру комплекса речевого общения [7].

По мнению В. В. Воробьева, «сегодня лингвокультурология — это изучение совокупности выделенных и организованных определенным образом культурных ценностей, живых коммуникативных процессов образования речи и восприятия, опыта языковой личности и национального менталитета. что это новая филологическая наука, изучающая и систематически описывающая языковую картину мира...» [5, 18].

В. Н. Телия определяет лингвокультурологию как часть этнолингвистики, посвященную изучению и описанию соответствия между языком и культурой в их синхронном взаимодействии. Предметом лингвокультуры являются принципиальные вопросы, связанные с меняющейся стороной связи языка и культуры: изменением языка и его компонентов в результате динамики культуры, а также языковой реализацией культурных смыслов предопределенной культуры, изменения в его структуре и деятельности» [6, 217].

Лингвистический подход в неологизме тесно связан с когнитивным подходом, а «когнитивисты» в свою очередь стремятся изучить структуру знания, отражающую неологизмы и их влияние на языковое и концептуальное мировоззрение члена языкового сообщества. Хотя оба подхода находятся в стадии разработки и концептуально не сформированы, они являются перспективными направлениями лингвистических исследований.

Принимая во внимание, что в языкознании преобладает антропоцентрическая парадигма и большинство новых слов появляется в общественно-политической, научно-технической и культурной сферах человеческой деятельности, на современном этапе развития языкознания, языковых и социокультурных процессов, а также отдаленные области знаний изучаются в их функциональных отношениях. Необходимость обучения

очевидна. Необходимость разработки лингвокультурологического подхода объясняется тем, что состав неологизмов формируется под влиянием не только языковых, но и культурологических факторов.

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### ENHANCING ENGLISH LANGUAGE TEACHING FOR UNIVERSITY STUDENTS: UNVEILING THE CORE CHALLENGES

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**Annotation:** This research article by Malokhat, a student at Webster University, explores the challenges and issues in teaching English to university students. The article discusses various teaching methodologies, the importance of English in the global context, and highlights specific problems such as varying proficiency levels, limited resources, and teacher training. It also offers solutions and recommendations for improving English language teaching practices at the university level.

**Keywords:** *English language teaching, university students, teaching methodologies, proficiency levels, resources, teacher training, global context.*

**Annotatsiya:** Bu tadqiqot maqolasi Webster Universitetining talabasi Malokhat tomonidan universitet talabalari uchun ingliz tilini o'qitishdagi muammolarni va qiyinchiliklarni o'rganadi. Maqolada turli o'qitish metodlari, ingliz tilining global kontekstdagi ahamiyati muhokama qilinadi va xususan turli darajadagi malakalarni oshirish, cheklangan resurslar va o'qituvchilar tayyorligi kabi muammolarga ahamiyat beriladi. Shuningdek, universitet darajasidagi ingliz tili o'qitish amaliyotini yaxshilash uchun echimlar va tavsiyalar taklif etiladi.

**Kalit so'zlar:** *Ingliz tili o'qitish, universitet talabalari, o'qitish metodlari, malaka darajalari, resurslar, o'qituvchi tayyorligi, global kontekst.*

**Аннотация:** В этой научной статье, автором которой является студентка Уэбстерского университета Малохат, рассматриваются проблемы и трудности преподавания английского языка студентам университетов. В статье обсуждаются различные методики преподавания, важность английского языка в глобальном контексте, и освещаются конкретные проблемы, такие как различные уровни владения языком, ограниченные ресурсы и подготовка преподавателей. Также предлагаются решения и рекомендации по улучшению практики преподавания английского языка на уровне университетов.

**Ключевые слова:** *преподавание английского языка, студенты университета, методики преподавания, уровни владения, ресурсы, подготовка преподавателей, глобальный контекст.*

### **Introduction** - The Context of Teaching English to University Students:

With globalization, English has become a lingua franca, making its learning pivotal for university students to thrive in a multifaceted and interconnected world. However, teaching English at university level is beset with numerous challenges that need to be addressed for effective language acquisition.

#### The Importance of English in Higher Education:

English is not just a subject, but a medium of instruction and a key for global communication. For university students, proficiency in English is vital to access global knowledge, engage in academic research, and enhance employability in the international job market.

#### Challenges in Teaching English to University Students:

##### 1. Linguistic Diversity and Proficiency Levels:

University classrooms are often diverse with students having different linguistic backgrounds and varying proficiency levels in English. This diversity makes it challenging for educators to cater to each student's needs effectively.

#### 2. Inadequate Exposure and Practice:

In many cases, students have limited opportunities to use English outside the classroom. This lack of practice impedes their ability to develop fluency and communicative competence.

#### 3. Over-reliance on Traditional Teaching Methods:

Some educators continue to employ traditional teaching methods focused on grammar-translation, which often fails to develop students' speaking and listening skills.

#### 4. Technological Limitations:

Although technology can play a significant role in language learning, not all institutions have the resources to incorporate modern technology into their curriculum.

#### 5. Student Motivation and Anxiety:

Students may lack motivation to learn English or may experience language anxiety, especially in speaking activities. This can hinder their participation and engagement in the class.

#### 6. Large Class Sizes:

Managing large classes can be daunting, making it difficult for educators to provide individual attention and feedback to students.

#### Strategies for Addressing Challenges:

##### 1. Differentiated Instruction:

Educators should employ differentiated instruction strategies to address the diverse needs and proficiency levels of students.

##### 2. Encouraging Language Immersion:

Creating an immersive language environment where students are encouraged to use English for communication can enhance their language skills.

##### 3. Incorporating Communicative Language Teaching (CLT):

Shifting focus towards communicative language teaching can help in developing students' speaking and listening skills.

#### 4. Leveraging Technology:

Where possible, incorporating technology such as language learning apps, online resources, and multimedia can enhance the learning experience.

#### 5. Building Student Motivation:

Employing engaging activities, real-life scenarios, and positive reinforcement can boost student motivation.

#### 6. Smaller Group Activities:

Breaking larger classes into smaller groups for activities can enable more personalized feedback and instruction.

#### Conclusion:

Addressing the challenges of teaching English to university students necessitates a multi-faceted approach that encompasses differentiated instruction, modern teaching methodologies, technology integration, and strategies for building student motivation. Through such an approach, educators can play a critical role in enhancing the English language proficiency of university students, which is indispensable in today's globalized world.

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## THE PLACE OF MODERN LINGUISTICS IN THE ANTHROPOCENTRIC PARADIGM

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**Abstract:** This article discusses the set of anthropocentric, functional, cognitive paradigms of modern linguistics, with special emphasis on the study of language in humans and humans in language.

**Keywords:** *language, anthropocentric paradigm, culture, linguoculturology, national language, language owners.*

In accordance with the objective nature of language, in the anthropocentric paradigm, man is given the main place, and language is the main element that makes up the human personality. In recent years, the directions of cognitive linguistics and linguoculturology formed within the framework of this paradigm in modern linguistics are rapidly developing, focusing on the cultural factor in language and the linguistic factor in man.<sup>8</sup> Below we will try to distinguish between these two directions, citing some factors and examples.

Cognitive linguistics studies language as a cognitive mechanism in its transformation and codification. Linguoculturology studies the interaction and influence of culture and language, language as a phenomenon of culture. These two directions of the anthropocentric paradigm are characterized by the dyad of

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<sup>8</sup> Mahmudov N. Searching for ways of perfect study of the language... // *Uzbek language and literature*. - Tashkent, 2012. - No. 5. - P. 3-16.

"language and man". In addition, the terms "concept" and "world image" have a special meaning and importance in these areas of linguistics.

In cognitive linguistics, a concept is understood as an operational structural unit of memory, a mental lexicon, conceptual systems, and the entire image of the world reflected in the human mind. In other words, concepts are reflected as units that summarize human knowledge. Thus, in cognitive linguistics, the dyad "language and man" changes to the triad "language-man-consciousness".

"Culture" comes from the Latin word *cultura*, (the verb *colo, colere*), which means care, education, development; means to treat rituals with respect. Since the 13th century, the concept of culture has acquired a new meaning, meaning everything that has arisen as a result of human activity and its purpose-oriented considerations.

Issues of interaction between language and culture F.I. Buslayev<sup>9</sup>, A.N. Afanasyev<sup>10</sup>, A.A. Potebnya<sup>11</sup> researched by V. Humboldt's opinion "Language is the spirit of the people, the way of life and its existence" is widely spread. According to the scientist, "Language is an obvious presence of culture, it is able to direct a person to culture. Language is a culture's view of existence and itself (culture)"<sup>12</sup>.

At the end of the 20th century, four linguistic and cultural schools were formed in Moscow<sup>13</sup>:

1. Linguistic-cultural school founded by Y.S. Stepanov. His methodology is close to the concept of E. Benveniste. The main goal of the school is to study cultural constants diachronically. In this, the content of the texts composed in different periods is compared, and it is done from the perspective of an external observer, not the owner of the language.

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<sup>9</sup> Буслаев Ф.И. Русский быт и духовная культура. Сост. и отв. ред. О. А. Платонов. Москва: Институт русской цивилизации, 2015. – 1008 с.

<sup>10</sup> Афанасьев А.Н. Поэтические воззрения славян на природу. В 3-х т. Т.1. Москва: Изд-во Индрик, 1994. – 801 с.

<sup>11</sup> Потебня А. А. Мысль и язык. – Киев: СИНТО, 1993. – 192 с.

<sup>12</sup> Гумбольдт В. Язык и философия культуры. Москва: Прогресс, 1985. – 452 с.

<sup>13</sup> Маслова В. А. Лингвокультурология: Учеб. пособие для студ. высш. учеб. заведений. – Москва: Издательский центр «Академия», 2001. – С. 30.

2. N.D. Arutyunova school. Representatives of this school study universal cultural terms taken from texts belonging to different eras and peoples. These cultural terms are also studied from the perspective of outside observers rather than actual native speakers.

3. V.N. Teliya School. In Russia and abroad, it is known as the Moscow School of Linguistic-Cultural Analysis of Phraseologisms (MSLCFraz). V.N. Teliya and his students study the essence of language from the point of view of the reflections of a living language speaker, that is, it is a direct look at the knowledge of cultural semantics through the subject of language and culture. This concept is close to A. Vejbitskaya's position of imitating the speaker's mental state (semantic analysis algorithm of language - *lingua mentalis*).

4. School of linguo-cultural studies established by V. Vorobyev, V. Shaklein and others at the People's Friendship University of Russia. Representatives of this school supported the concepts of E.M. Vereshagin and V.G. Kostomarov and worked based on them. According to V.V. Vorobyov, linguocultural science has a number of similarities with various fields of humanities such as ethnolinguistics, sociolinguistics, cultural studies, country studies. He recognizes linguoculturalism as a special scientific status, says that according to its tasks, linguoculturalism is significantly similar to linguocultural studies, and despite this, he shows a number of its unique features<sup>14</sup>.

As mentioned above, the end of the last century and the beginning of the new century are characterized by significant changes and new trends in language learning. At the same time, the interest in learning different system languages has increased significantly. This study led to the creation of a new branch of linguistics - linguoculturalology. "Language is closely related to culture: it appears with it, develops together with it and expresses it"<sup>15</sup>. With this idea, V.A. Maslova drew attention to the emergence of a new field - linguistic and cultural studies.

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<sup>14</sup> Воробьев В.В. Лингвокультурология. – Москва: Изд-во РУДН, 2008. – С. 24.

<sup>15</sup> Маслова В.А. Лингвокультурология: Учеб. пособие для студ. высш. учеб. заведений. – Москва: Издательский центр «Академия», 2001. – С. 9.

Language is not merely related to culture, it develops organically with culture and reflects culture. In addition, language preserves culture, with the help of language, spiritual and cultural works of a real, objective nature are created. I. Gerder "Four main phenomena of human activity: language, culture, society and national spirit are connected with each other. Language is related to culture by its origin and it evolves along with society. The organic connection of the language with the culture makes it an important component of the national soul is enough<sup>16</sup>.

By language and culture, it is usually (correctly) meant to explain this or that culture through language or, on the contrary, to explain this or that language through the study of culture, to be more precise, the meaning of culture in linguoculturology “not the level achieved in intellectual-spiritual or economic activity (speech culture)”, but “the set of achievements of human society in the production, social and spiritual-educational life (cultural history, Uzbek culture)” means.

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<sup>16</sup> Xudoyberganova Z.N., Mamarajabov B.B. Til va madaniyat: o'zaro munosabat va o'zaro ta'sir masalasi // Zamonaviy ta'lim / Современное образование, – Т., 2016, – № 1. – Б. 30-34.

**LINGUOCULTURAL STUDY OF ANTHROPNYMS IN IRRELATIVE  
LANGUAGES  
(ON THE MATERIAL OF ENGLISH AND UZBEK EPICS)**

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**Abstract.** The article analyzes some of historical anthroponyms taken from Uzbek and English epics from linguocultural viewpoint. The aim of the research is to investigate linguocultural peculiarities of English and Uzbek anthroponyms in some epics and reason of using them paying attention to the national and cultural matters. Methods of the research: descriptive method, comparative analysis, cognitive –conceptual analysis, linguo-cultural analysis. The scientific novelty of the dissertation is explained by the following. Linguocultural analysis of anthroponyms in dictionaries, novels, short stories has been studied by linguists in almost all languages. Of course, linguists who interested in personal names have not overlooked folklore also, for example, we can find a linguocultural analysis of anthroponyms used in proverbs, idioms, and phrases, but the analysis of anthroponyms in epics comparing with irrelative languages is always neglected. The practical value of the work is in the fact that its materials, results and conclusion can be helpful for the teachers, students of the English philology in teaching and learning the courses like practical and written English, comparative typology of English and Uzbek languages, linguoculturology, lexicology of the English and Uzbek languages, translation and so on.

**Key words:** *anthroponymic analysis, linguocultural problem, anthroponymic formula, culture and relationship of anthroponyms.*

«Anthroponymy (from the Greek. Anthropos - a person and onym - a name) – section onomastics, studying anthroponyms - own numerical people: personal names, patronymics (patronymic or other naming by the father), surnames, generic names, nicknames and pseudonyms (individual or group), kryptonims (hidden names). Also anthroponyms have been studied in literary works, the names of heroes in folklore, in myths and fairy tales. Anthroponymics distinguishes between folk and canon personal names, as well as various forms of the same name: literary and dialectal, official and unofficial. Every ethnos *in every*

*era has its own anthroponymics - a register of personal names. The aggregate anthroponyms is called anthroponymy”*<sup>17</sup>.

*We take the more common view according to which anthroponyms - names of persons - proper names. The Linguistic Encyclopedic Dictionary emphasizes: “An anthroponym, especially a personal name, differs from many other names own (onyms) by the nature of the individualization of the object: each the object of the nomination (person) has a name. The name registry is limited. Names personal are repeated, which forces to give additional naming. The official naming of a person in a developed society has its own name formula: a certain order of anthroponyms and names common nouns (ethnonyms, names of kinship, specialty, occupation, titles, titles, ranks, etc.) ”*<sup>18</sup>.

*It should also be emphasized that anthroponyms differ from others. types of proper names (toponyms, zoonyms, cosmonyms, etc.) leading role in cultural linguistics.*

*Anthroponymy - a section of onomastics that studies anthroponyms – namespeople and their individual components, as well as their origin, evolution, patterns of their functioning and development. Anthroponymics as a science emerged from onomastics in the 1960s and 1970s. Before that, instead of the term «anthroponymics» used the term «onomastics». There are several types of anthroponyms: personal name - name when birth; nickname in the game or social network; patronymic - naming by father, grandfather, etc .; surname - generic or family name; andronym - a woman's name, nickname or surname of her husband; mononym - full names consisting of one word; nickname - an additional name given to a person by people around him; kryptonym - hidden name.*

Special mention is made of proper noun system of the language in the mentioned period onomastics, which aims to study, the direction called onomasiology is also passed a rapid development way. Initially, onomastics departments and even onomastics centers were opened at the Russian language

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<sup>17</sup>Живоглядов А.А. Семантико-стилистический потенциал английской ономастики: автореф. дисс...канд. филол. наук. – М., 1987. – 15 с.

<sup>18</sup> The same as 33

Institute, gradually at the Institute for the Study of Language and Literature. Articles began to be published dedicated to the problems of onomastics, books were published. Moscow, which is currently under investigation distributed to the former republics special plan on anthroponomical investigation. Such plan was sent to the Academy of Sciences, Uzbekistan Language and Literature institute. So, Uzbek linguists are in the process of study problems of onomastics in the last century from the 1960s onwards, special attention began to be paid. E. Begmatov “Uzbek anthroponymy”, T. Nafasov Kashkadarya region studied toponymy, and S. Karaev studied historical names.

In the last decades, much linguistic research work has been done on lexical-semantic features of Uzbek anthroponyms, nominative and the motivational basis of anthroponyms and in terms of sociolinguistic specific problems. Much attention was paid to practical problems and a number of our books have been published. Problems of Uzbek onomastics was widely discussed at a number of international and national research conferences. Including Gulistan (1986), Karshi (1989), Urgench (1991) and others.

In general Uzbek onomastics, including anthroponymy has accumulated great experience in study. These are theoretical study of anthroponyms, also applies to practical problems. However, a number of theoretical and practical problems of Uzbek anthroponyms are waiting their scientific basis and in-depth study. For example, semantics of anthroponyms and motivation, scientific principles of classification, study of anthroponyms in relative and irrelative languages, anthroponomical principles of chronology, Uzbek historical anthroponymy, various styles of anthroponyms, especially socio-linguistic, national-cultural, philosophical-ethnic, interpretation of anthroponyms, lexicography of spelling so on.

Unfortunately, there is no any research work which summarizes the achievements all Uzbek nomastics, including Uzbek anthroponymy problems and proper nouns in the Uzbek language. However, almost 60-year development of

Uzbek onomastics can provide sufficient information for the work<sup>19</sup>. In fact, it is possible to determine language history, customs and traditions, social lifestyle of a people through studying people's names. L.B.Boyko in his thesis analyzes the name of a person as an integral part of his being. Representing a member of society, the anthroponym is conceptualized through the characteristics and assessments inherent in a person - it can be kind and honest; the name can act as the equivalent of an award or other material value: it can be done how (in English - to be worthy of one's name; one can make a name for him / herself) or mud (one's name is mud).

There is, perhaps, no person who is indifferent to his own name. On our name we react in the same way as to the sound of our native speech in a foreign language environment - almost instinctively. It's hard to imagine the person did not correct the one who mistakenly called him by a false name:

*-Oh, there you do not confuse my name!*(A. Akhmatova). Sensitivity to sounding (and spelling) one's own name is another confirmation the fact that it is an integral part of a complex whole – linguistic personality. Those who got a difficult to pronounce surname always react sharply to its distortion. The special role of the name in the self-consciousness of the individual poses difficult tasks for translators as well. There is a known case of long-term proceedings in the European Court of Justice on the claim of an employee who worked in Germany a citizen of Greece - Christos Konstantinidis, who was not satisfied with the sound of the name in the proposed in accordance with the standard transliteration<sup>20</sup>. As we stated above our current work studies anthroponyms with the connection of language and culture. D.D.Usova in her candidate dissertation discusses this phenomena adopts the understanding of the term 'culture', implying, in addition to linguistic culture, and other forms of its existence; in a broad sense - culture as a text and a megatext. A look at language and culture assynergistically interacting

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<sup>19</sup> Begmatov E.A. O'zbek tili antroponimikasi. Ўзбекистон Республикаси Фанлар академияси "Фан" нашриёти Тошкент – 2013.– 5b

<sup>20</sup> Бойко Л.Б. К вопросу о роли антропонима в лингвокультуре. Вестник Балтийского федерального университета им. И. Канта. 2013. Вып. 2. С. 13—21.



substances are presented today relevant and can serve as one of the basic starting principles consideration of the material of individual linguoculture in the chosen one for this work vein. From the standpoint of the achievements of modern science, understanding language as constituent 'subject' of culture allows the consideration of verbal signs in the linguistic and cultural aspect, which is manifested in a tendency to expanding the subject area of onomastics to include in its scope cultural knowledge. Given the intersection of scientific interests onomastics and cultural linguistics, it seems possible to use linguocultural approach to the study of onymic vocabulary, including the number of poetry names, considering their cultural content together with phonetic and semantic specifics as stylistic potential for formation of the author's text. Setting to treat language as the constitutive factor of culture makes it possible to move on to the question functioning in the language of the writer as a model of linguoculture<sup>21</sup>.

*Linguocultural analysis of anthroponyms in Uzbek epics.* Linguoculturology is a science which deals with the relation between language and culture, its formation and development<sup>22</sup>. It is close to culturology and linguistics on learning object, but it can be distinguished by meaning and significance. The science deals with description of people's culture on language, determining language mentality and nationality. In this research work we try to mind about anthroponyms which are considered linguo-cultural unit. In fact, it is possible to determine language history, customs and traditions, social lifestyle of a people through studying people's names. S.E. Kenjaeva, in her candidate's thesis, divides Uzbek names into three groups, such as devote names, define names and wish names<sup>23</sup>. Professor T. Januzakov divides Kazakh names on lexico-semantic way into ten groups. O. Sayimbetov also divided Karakalpak people's names into three groups<sup>24</sup>. There are many anthroponyms on devote names in Uzbek folklore. Memorative or devote names mean terms of a certain people's mind related to historical concepts and to

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<sup>21</sup> Усова Н.В. Имя собственное как феномен лингвокультуры. автореф. дисс. . канд. филол. наук. –М., 2019. 15 с.

<sup>22</sup> Krasnyx V.V. Ethnopsycholinguistics and linguo culture. Moscow: The course lecture. ITDGK, Gnozis, 2002

<sup>23</sup> Kenjaeva S.E. Semantic and sociological analysis of Uzbek anthroponyms. title ... diss. Autoref. Tashkent, 2011. p-17

<sup>24</sup> Sayimbetov O.T. The proper male names in the Karakalpak language. Nukus: Science, 2000. P-59

give the names of honourable people in history to their children. This can be learned through the following statements:

1. Totem names.

The use of totem names in people is one of the complex matters of linguoculturology. The origination of totemism among Turkic peoples is related to the formation of clan tribes. Ancient peoples believed different animals, birds, plants, writings and phenomenons as magic power and worshipped them. A.M.Zolotarev shows that 20 tribes of Siberian peoples worshipped such kind of animals, mainly bear, eagle, tiger, swan, goose, snake and bull.

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## XXI АСР ДЕТЕКТИВ ЖАНР ХУСУСИЯТЛАРИ ВА БАДИИЙ ЎЗИГА ХОСЛИГИ ТАЛҚИНИ

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**Аннотация.** Мазкур мақолада америка детективи ривожига замирида, бир томондан эскириб қолган детектив шакли принципларига риоя қилиш устуворлиги, бошқа томондан эса мавжуд бўлган ананавий шаклга янги, ўз услубини қўшиш устувор аҳамият касб этиши атрофлича таҳлил қилинган.

**Калит сўзлар:** *детектив, жанр, сюжет, триллер, изқувар, бадиий, таҳлил, қиёсий, маҳфий жумбоқ, адабий асар, тергов, жасорат, содиқлик, ёвузликни жазолашга интилиш, мақсадга эришиш йўлида қурбонликка тайёр бўлиш*

Детектив асарнинг моҳияти унинг асосий мавзуси бўлмиш жиноят ва унинг фош бўлишига қаратилади. Детектив ёзувчи ва танқидчилар қўшимча мураккаб сюжет тафсилотлари, ишқий муносабатлар ва ўта ёрқин характерларнинг қўшилишига қарши бўлишган. Детектив тарихи чуқур ва ҳар томонлама воқеяликни, ўта ҳиссий муаммоларини ифодаласлиги керак, айнан шу нарсалар сюжет мувозанатини ва бетакрорликни яъни интеллектуал ўйин нормаларини бузиши мумкин<sup>25</sup>. Масалан, Стивен Ван Дайн детектив асар яратиш жараёнида “жиноятни фош қилиш” деб аталмиш интеллектуал ўйинга китобхонни жалб қилиш учун турли қоидаларни ишлаб чиқади ва умумлаштиради.

Детектив жанр оммабоплигининг тобора ошиб бориши ҳамда китобхонни ушбу жанрга қайта ва қайта мурожаат қилишининг сабаблари кўп: инсондаги ноиложлик ҳиссининг ўрнини тўлдириб боришга интилиш, ўзидаги қўрқув ҳиссини енгиш, айбдорлик ҳиссини юмшатиш, ўз гуноҳидан тозаланиш ҳисси билан ёниш, инсондаги ақлий салоҳият чақириғига жавобан курашувчанлик ҳиссини уйғотиш, синчков характерли инсонларни кузатишга

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<sup>25</sup>Sayers D. L. The Omnibus of Crime //The Art of Mystery Story: a Collection of Critical Essays. N. Y., 1992. P. 81.

ва мутолаага бўлган хошиш; кундалик шаҳар ҳаётида инсонни улуғловчи олий ҳис-туйғуларга диққат билан разм солишга интилиш, ақлий беллашувда иштирок этиш, воқеалар ривожини аниқлаш, инсоннинг кенг фикр юритиш борасида ўз имкониятларидан фойдаланиш ҳамда жумбоқларни топишга интилишидир. Жон Кавелти бутун дунё китобхонлари орасида детективнинг оммавийлиги сабабларига мурожаат қилар экан унинг куйидаги хусусиятларини айтиб ўтади: детектив ғоявий тўсиқларни ифодалашдаги мослашувчанлиги (эгилювчанлиги), буржуа демократиясининг индивидуаллашган ғоялари ва кадриятлари, яъни ҳар бир инсоннинг адолатга бўлган ҳуқуқини глобализация шароитида тарқатишда ифодалаш имкониятини беради<sup>26</sup>.

Кўпгина қадимий афсона қаҳрамонлари хусусиятлари замонавий детектив

персонажлариникига мос тушади – жасорат, содиқлик, ёвузликни жазолашга интилиш, мақсадга эришиш йўлида қурбонликка тайёр бўлиш – детективни “қаҳрамон персонажнинг энг сўнги мадад нуқтаси”<sup>27</sup> сифатида таърифлаш имкониятини беради. Ёвузлик табиати сюжетдан-сюжетга ўзгариб туради, лекин барча детектив асарлар замирида ётадиган ғоя ўзгармайди, ўзгармас томони изқувар – қаҳрамон жиноятчини қонун олдида жавоб беришига мажбурлайди. Чунки Баҳодир Холиқов тўғри таъкидлаганидек, “Детектив инсон сифатида интеллектуал салоҳияти баланд, билимли, малакали, ўз ҳаётини принципларига содиқ шахс; жиноятни фош этишда ўз услубини ярата оладиган изқувар; ўзигагина хос сифат ва характерга эга инсондир”<sup>28</sup>.

Детектив асар ҳикоя қилиниши ўзининг белгиланган қоидалари асосига бўйсуниб давом этади ва ўзининг аниқ тузилишини ифодалайди. Умберто

<sup>26</sup> Haycraft H. Murder for Pleasure //The Art of Mystery Story: a Collection of Critical Essays / ed. by H. Haycraft. New York: Carroll and Graf Publ., 1992. P. 158–177.

<sup>27</sup> Фрэй Д. Н. Как написать гениальный детектив : пер. с англ. СПб.: Амфора, 2005. С. 8.

<sup>28</sup> Холиқов Б. Детектив романларда воқеликнинг бадиий талқинини тизимли моделлаштириш (Марио Пьюзонинг “Чўқинтирган ота” (“The Godfather”) ва Тоҳир Маликнинг “Шайтанат” асарлари мисолида) филология фан. фалсафа доктори дис. Б. 161

Эко таъкидлаганидек, детектив тузилиши ва шакли ҳар хил турдаги иккиламчи маълумотлар билан бойиб бориши мумкин, асосий мавзусидан чекиниши мумкин, лекин аниқ белгиланган сюжет тузилиши шаклида албатта – қахрамоннинг ёвузлик устидан ғалаба қозониши шарт<sup>29</sup>. Классик детектив ҳикоячилигининг адабий формулалари орасидан биз изқуварни гавдалантириш, тергов қилиш услублари ва фаолият олиб бориш ҳудудига алоҳида эътибор қаратамиз. Айнан шу учала усул XX аср ёзувчилари (Дэшил Хэммет, Рэймонд Чандлер, Эд Макбейн, Жон Гришем) томонидан қайта талқин қилинган, айнан шу қайта талқин қилиш АҚШ детектив адабиёти ривожига улкан ҳисса қўшди.

Детектив жанр оммалашишининг сабаблари ҳамда хусусиятларини тадқиқ қила туриб, Наталия Ильина “детектив жанр ёки асар бу ҳам адабий асар, ҳам “ўйин”га ўхшайди, деган хулосага келади. “Ўйин” деганда китобхоннинг кузатувчанлик имкониятини оширувчи ҳамда ушбу “ўйин”да иштирок этувчиларнинг фикрлаш доирасини кенгайтира оладиган фойдали ўйин деб қараш лозим”<sup>30</sup>. Унинг фикрича “детектив жанри санъати бу “қундалик хаётимизда содир бўладиган ҳодисалар, муайян инсонларнинг феъл-атворларини ишонарли тарзда очиб бериш имконини берувчи қобилятдир”<sup>31</sup> Жулиан Симонс ҳам китобхонларни айнан детектив асарларни севиб мутолаа қилишларига сабабчи бўладиган бир неча омилларни санаб ўтади. Инсондаги психоаналитик алоқаларни тадқиқ этар экан, муаллиф 1957 йилда Чарльз Райкрофтнинг “Psychology Quarterly” журналида берилган мақоласини келтириб, Педерсен-Кроггнинг фикрича ёзувчидаги детектив асарларнинг яратилиши унда болаликдаги кўрқинч ва илк таассуротларининг таҳлилидан бошланишини айтиб ўтади. Детектив асар мутолаачиси болалик чоғларида уни қийнаган кўрқинч ва

<sup>29</sup> Eco U. Narrative Structures in Fleming //The Poetics of Murder: Detective Fiction and Literary Theory. San Diego, N. Y., London: Harcourt Brace Jovanich, 1983. P. 97.

<sup>30</sup> Ильина Н. Что такое детектив? // Н. Ильина // Белогорская крепость : сатирическая проза : 1955– 1985 // Н. Ильина. – Москва : Советский писатель, 1989. – С. 320–330., с. 320.

<sup>31</sup> Ильина Н. Что такое детектив? // Н. Ильина // Белогорская крепость : сатирическая проза : 1955– 1985 // Н. Ильина. – Москва : Советский писатель, 1989. – С. 320–330., с. 328.

қизиқишларини “терговчи” сифатида қондира бошлайди ва шу тарзда “у болалик чоғларида онгига ўрнашиб олган кўрқинч, айбдорлик ҳамда ночорлик ҳисларини тўлдиришга ҳаракат қилади”<sup>32</sup>. Жулиан Симонс Уистен Хью Оден томонидан илгари сурилган яна бир диний мазмундаги мисолни келтира туриб, шундай дейди: “Детектив асарларда инсондаги айбдорлик ҳиссини енгиллаштирадиган қандайдир сеҳрли куч бор. Сабаби биз ҳар қадамда қонун ўз ҳукмини ўтказадиган жамиятда яшаймиз. Нима сабабдан биз детектив жанрга мурожаат қиламиз, чунки унда айбсиз экани муқаррар бўлган инсон айбдорга айланиб, аксинча, асл жиноятчи ҳеч

қандай гумонлардан ҳоли яшайверадиган ва биз севгини қораловчи қонун сифатида эмас, балки ҳақиқий севги сифатида англашиладиган тасаввурий гуноҳлардан ҳоли бўлган дунёда бир муддат яшаб, кундалик ҳаёт ташвишларидан чекинамиз”<sup>33</sup>.

Бундан ташқари, Оден ва Фуллерлар томонидан илгари сурилган фикрларни давом эттириб, шундай дейди: “Детектив асарни ўқишдан олинадиган завқни авваллари ибтидоий жамиятларда инсонлар ўз гуноҳлари ва бошига тушган балолардан қутулиш учун амалга оширадиган анъаналар билан тенглаштириш мумкин.

Шунингдек, детектив жанрининг таназзули сабабларини эса “айбдорлик ҳиссини сусайиши” билан таққослайди”: “Дин нуқтаи назаридан инсон ўз гуноҳқорлигини англаган жойда иблисни қувиб соладиган изқуварга ҳеч қандай иш қолмайди”<sup>34</sup>.

Инсондаги детектив асарни ўқишга бўлган майл унинг “қоронғуликдан ёруғликка” интилишдаги имкониятига боғлиқ. Бундан мақсад, авваламбор,

<sup>32</sup> Симонс Дж. Из книги “Кровавое убийство” // Как сделать детектив / пер. с англ., франц., нем., исп. ; сост. А. Строев ; ред. Н. Португимова – Москва : Радуга, 1990. – С. 225–246., с. 230.

<sup>33</sup> Симонс Дж. Из книги “Кровавое убийство” / Дж. Симонс // Как сделать детектив / пер. с англ., франц., нем., исп.; сост. А. Строев ; ред. Н. Португимова – Москва : Радуга, 1990. – С. 225–246., с. 231–232.

<sup>34</sup> Симонс Дж. Из книги “Кровавое убийство” // Как сделать детектив / пер. с англ., франц., нем., исп.; сост. А. Строев; ред. Н. Португимова – Москва : Радуга, 1990. – С. 225–246., с. 233.

жиноятни фош этиш ҳамда маҳфий жумбоқни ечишдир. Машхур ёзувчи Эдгар

Понинг ўйлашича, детектив асарнинг бадиий завқи ва фойдаси инсонни зулматдан ёруғликка ва ноаниқликдан аниқлик сари доимий равишда ҳаракатланишидир.

Сергей Михайлович Эйзенштейн бу ҳолатни “Яратганнинг марҳаматига” эришиш билан тенглаштиради. Бунда, юқорида келтирилган ҳолатни ёвуз кимсани имкони йўқ бўлган вазиятлардан қутулиб чиқиб кетишига ундаш сифатида кўриш мумкин.

Хулоса қилиб айтганда изкувар асл ҳақиқатни рўёбга чиқаради, “ёки бутун бир детектив асар шунга ишора қиладики, инсонни гумроҳлик “жаридан”, ёлғон ва чалғитувчи кўчалардан қутқаради, ва ниҳоят “Худонинг марҳамати” билан жиноятнинг асл манзарасини намоён қилади<sup>35</sup>. Бу ҳолатда, муаллифнинг фикрича детектив асар Минтавр ҳақидаги афсонага ўхшаб, унинг бирламчи вазифаси билан боғланиб қолади. Шу тарзда, детектив асарлар адабиёт майдонида ўзларининг мустаҳкам ўринларига эга.

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<sup>35</sup> Эйзенштейн С. Трагическое и комическое, их воплощение в сюжете // Вопросы литературы. 1968. № 1. С. 107. с. 100

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## GAMIFICATION AS A TOOL TO REDUCE OCCUPATIONAL STRESS AMONG HIGHER EDUCATION TEACHERS IN UZBEKISTAN

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**Abstract.** This purpose of this work is to describe the ways and results of occupational stress among teachers. Furthermore, this study aims to prove that gamification as a tool to reduce occupational stress among higher education teachers in Uzbekistan. In the part, quantitative and qualitative research methodologies will be applied to find out the level of teacher stress measuring by the Likert scale 1...5 numbers and the survey questionnaire will be designed and given by social websites (networking system) such as facebook, instagram and telegram an face-to-face form. The experiments with Focus group and experiment group will be carried out among 150 teachers and 150 students of three universities in Tashkent such as WIUT, TIAME and KIUT in May, 2023. Furthermore, it also presents the proper solutions which are actual in current days such as gamification. The project leaders and members will go to experiment areas and carry out the experiment with teacher initiated games and student initiated games. The funding for experiment will be given by USA embassy in Tashkent. The results of this experiment is expected to be published in a high rank journal and the list of games with explanations will be published as a book or manual for other teachers and future students.

**Keywords:** *teacher stress, gamification, occupational stress, emotional intelligence.*

**Introduction and Motivation.** Stress is considered a global problem of 21st century. Almost everybody who works with people in the offices experience the symptoms of stress. There are such professions such as teachers, doctors and office workers come across with stress and stressful situations at their work places. Teaching is one of the most greatly respectful but challenging professions in the world because most teachers complain that they have some acute health issues such as headaches, backpains, depression, fatigue, stomachaches. Selye (1956) defined stress as the wear and tear on the body. It damages teacher's self-esteem, self-efficacy, resilience and lead to physical and psychological illnesses. Initially, stress hormones stimulate the immune system, but after the stressful situations it



suppresses the immune system, leaving the body open to a wide variety of psychological and physical illnesses and their symptoms.

According to Work Cover State of Queensland “Occupational stress pertains to the physical, mental, and emotional reactions of teachers who perceive that their work demands exceed their abilities and/or their resources (e.g. time, access to help/support) to do the work” (2019. p.10). Definitely, teachers have lots of work at their institutions such as planning the lesson, designing the lesson materials and handouts, delivering the lesson, giving feedback during and after the lesson, assessing homework, communicating with students who have difficult characters (mischievous students) and many other problems.

Quick and Demetria (2016) stated that occupational stress is a known health risk for a range of psychological, behavioral, and medical disorders and diseases. They also described stress as directly linked to the top leading causes of death in the world, such as cardiovascular disease being the prominent cause for both men and women. If teachers are asked about their health, they will complain they have so many terrible illnesses because of their work responsibilities, they have to deal with bureaucracy - doing paper work, students’ late self-study submissions. Moreover, some teachers work under pressure while writing academic articles for publication in Web of Science or Scopus-based higher impact factor journals in order to increase their work place’s (institution’s) local and world rank among other universities and other additional duties which lead to them suffer from occupational stress at Higher education institutions in Uzbekistan.

According to Fiorilli et al. (2019) there are solutions such as developing emotional intelligence which may help them reorganize their priorities so that they can reduce chronic stress as well as incorporate a few new healing strategies to help combat acute stress. One of the solutions to reduce episodic stress is to switch the class into flipped classys, increase student engagement in the student-centered-classes. According to Kholmatov’s study (2022) implementing teacher initiated humour as a means of stress relieving for teachers during the class may dramatically reduce teacher stress during the class and assessment week. Sangkyun

Kim et al. (2018) say implementing teacher initiated learning games (educational games) or student initiated games are also very productive to make the class more interactive and diminish teacher stress.

Karl M.Kapp (2012) also state that educational games are very helpful to increase teacher self-efficacy and keep balance between work and personal life. Have control over their emotions not to have much fatigue at work. It is necessary to provide educators with training on how to maintain a balance between work demands and duties, and personal and social-life time, on how to set realistic targets in order to fulfill them, on how to communicate and sustain supportive relations in the workplace. The government and university authority should support teachers financially and mentally to reduce their stress by helping them with article publications and career development. They can minimize their workload for teachers who do research and give some financial support until they defend their PhD work.

If there are supportive and helpful relations in the workplace and practicing coping and empowering techniques may help teachers significantly in reducing anxiety and in dealing with occupational stress. If teachers do not have stress issues they will have job satisfaction and develop their self-esteem. The students who they work with will also have good prosperity and grades with excellent achievements. There are many interactive games to use while teaching English language. Below we can see the most widely used interactive games which are very stress relieving and increase student engagement.

- 1 Who am I? Or What am I?
- 2 Information Gap
- 3 Running dictation or clapping dictation
- 4 Bingo
- 5 Jeopardy
- 6 Folding stories
- 7 Four Truths and a lie
- 8 Treasure island
- 9 Broken telephone line
- 10 Finding the places
- 11 Talk show

12 Quiz show

**2. Research question and objectives** (around 100 words)

While doing this research I would like to find the answers to these questions:

- whether teacher occupational stress will influence their self-efficacy and resilience among teachers at higher education establishments in Uzbekistan;

Whether teachers in Uzbekistan know about emotional intelligence and gamification;

- whether having emotional intelligence will cope with their occupational stress;

- whether implementing teacher initiated games will overcome occupational stress more or less;

- whether implementing student initiated games will overcome occupational stress more or less;

*Research objectives are:*

*-to find out the level of teacher stress in three university teachers by carrying out the survey and questionnaire with some questions;*

*-to help teachers to develop emotional intelligence: self-efficacy and resilience;*

*-to establish a team #helpTeachers to help teachers in Uzbekistan to overcome their occupational stress by developing emotional intelligence;*

*-to make a team of experts (psychologists and other teachers who have experts maybe from foreign countries, if we have enough funding to ask them come to our university) who can give advice to teachers to cope with their stress and other occupational problems;*

*-to develop the team #helpTeachers in social websites such as facebook, instagram and others;*

*-to develop a website and mobile application where teachers can find more useful information how to reduce their occupational stress and develop their games independentl;*

*-to organize #helpTeacher mini briefings, meeting, and others;*

*-to develop games which as modified by teachers and students;*

*-to collect all games and publish a book or at least manual for future teachers;*

**3. Methodology:** (around 500 - 800 words)

- research philosophy is postivism,
- the role of theory (deductive);
- types of research is mono / multi-method quantitative;
- research strategies are survey with questions by Liker's numbers 1...5, and experiment with gamification initiated by teachers in FGD and games initiated by students)
- Hypothesis 1. Teacher occupational stress has a great impact on teacher resilience
- Hypothesis 2. Having emotional intelligence can cope with occupational stress.
- Hypothesis 3. Teacher initiated games can increase student engagement during the lesson and reduce teacher stress, increase student motivation.
- Hypothesis 4. Student initiated games can increase student engagement and reduce teacher stress and increase student motivation.
- Step 1. To carry out a survey and find the level of teacher stress and self-efficacy. Survey questions will be designed by Likert scale 1...5 numbers and give some questions about the reasons of stress, what they do to reduce it etc
- Step 2. To analyze the survey results and have a discussion with team members
- Step 3. Carry out experiment to increase student engagement while implementing gamification during the EFL classes. There will be two groups; focus group and experiment group. They should develop gamification during the classes. Teacher modified games send student modified games
- Step 4. For a month to go and observe the groups.

- Step 5. We need some funding to reward the students and teachers who will have taken active participation during the project
- Step 6. To publish the results of the project as an article in high ranking scientific journals and of course to publish a book with EFL interactive games which will be designed by teachers and students

#### **5. Data collection details** (around 300 words)

- In this research both Primary and secondary data will be implemented
- Data collection instruments: Likert scale 1...5 to find out teacher stress and survey questions to find out the reasons of teacher stress.
- Focus group discussion questions to know the results of the process 'Gamification' before, while and after
- Draft of research instruments, i.e. questionnaire questions is given in Appendixes 1, 2, 3,4

#### **6. Stakeholder analysis** (around 300 words)

- The primary stakeholders of my research are Higher education teachers and students will benefit my findings and teacher stress will be reduced and students engagement will be influenced, i.e. students will independently design games and implement it during the lesson. The outcomes of the work will increase teacher self-efficacy and well-being. They will have emotional intelligence which is important to keep balance between getting overwhelmed and controlling the process in order to be resilient;

- academic audience (i.e. Journal readers), policymakers, households/consumers, grant funding agencies etc. I have applied for USA small grants, and hope to have the grant to carry out my research. If I carry out my experiment and help teachers to control and reduce their stress, not only teachers but also students will have productive lessons. Furthermore, university administration will have a good profit from well-organized and fruitful classes. If teachers do not have stress, they will not have health issues; headaches, fatigue, depression, and they will not have to take a sick leave a lot. It can save a lot. It can save their money for medicine or recreation.

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**Appendix 1:** Likert scale 1...5 numbers to know the teacher stress level

Stress level	Score
No stress	1
Mild stress	2
Moderate stress	3
Much stress	4
Extreme stress	5

**Appendix 2.** Questions in Focus group discussion

1. *What games do you like to have during the English classes?*
2. *What problems do you come across while having games in English classes?*
3. *Do you design games yourself or you borrow it from resources such as books or the internet?*
4. *How do you manage mixed groups while implementing games in teaching particular topic?*
5. *How do you assess your students when you conduct a lesson with games?*
6. *What games are really productive in teaching writing skills?*
7. *What instructions do you give to your students when they should make (design) games on their own?*
8. *How do assess students design games? What assessment criteria is productive and transparency?*

**Appendix 3. The list of questions to find out teacher stress reasons**

- 1 What do you do when you get stressed?
- 2 What makes you get stressed?
- 3 Do you think that female teachers are more likely to suffer from psychosocial pressures than male teachers, why?
- 4 How do you keep your self-efficacy and resilience?
- 5 How often do you use teaching interactive games during your lessons?
- 6 What changes do you notice when you use games during the classes?
- 7 Are there any advantages of using games in the classes?
- 8 Are there any disadvantages of using games in the classes?

**Appendix 4. The list of games which are employed in the research**

- 1 Who am I? Or What am I?
- 2 Information Gap
- 3 Running dictation or clapping dictation
- 4 Bingo
- 5 Jeopardy
- 6 Folding stories
- 7 Four Truths and a lie
- 8 Treasure island
- 9 Broken telephone line
- 10 Finding the places
- 11 Talk show
- 12 Quiz show

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**“Foreign language learning and teaching: new approaches and innovations”**  
 (Xorijiy tillarni o‘zlashtirish va o‘qitish: yangi yondashuvlar va innovatsiyalar)  
**mavzusidagi xalqaro ilmiy-amaliy konferensiya**  
**MATERIALLARI TO‘PLAMI**  
**2023 yil 19-iyun**

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**“Tashkent Institute of Irrigation and Agricultural Mechanization Engineers”  
National Research University**

The international scientific-practical conference

**FOREIGN LANGUAGE LEARNING AND TEACHING: NEW APPROACHES  
AND INNOVATIONS**

**Date: June 19, 2023**

## Conference program outline



**10:50 - 11:00** Registration

### Welcoming remark

**11.00 – 11.15** prof. **Bakhodir Mirzayev** – Rector, TIIAME MTU  
prof. **Gulnoza Sabirova** – Head of Teaching Theory and Methodology  
Department,  
TIIAME MTU

### Keynote presentations

- 11.20 – 11.35** **Dr. Zahra Zarrati** – Associate professor, Tashkent State Islamic Republic of Iran  
University of Economics (TSUE)  
*‘Education for Global Citizenship’*
- 11.40 – 11.55** **Dr. Mike Riley** – Professor, Deputy Director, Norwich Institute of United Kingdom  
Language Education  
*‘Lessons for the Developing ELT Teacher’*
- 12.00 – 12.15** **Dr. Azizkhon Rakhmanov** – Associate professor, Uzbekistan Uzbekistan  
State World Languages University  
*‘Рефлексия на уроках иностранного языка: Инструмент для эффективного обучения и самосовершенствования’*
- 12.20 – 12.35** **Dr. Feruza Izzat** – PhD, Antalya Bilim University Turkey  
*‘Using Kagan structures in language teaching’*
- 12.40 – 12.55** **Dr. Barnokhon Samatova** – Professor, “Tashkent Institute of Irrigation and Agricultural Mechanization Engineers” Uzbekistan  
National Research University  
*‘Ingliz tilini o‘zlashtirishning motivatsion omillari’*
- 12.55 – 13.15** **Question – answer**  
Closing ceremony (Feedback & Suggestions)



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THE INTERNATIONAL SCIENTIFIC CONFERENCE  
**FOREIGN LANGUAGE LEARNING AND  
 TEACHING: NEW APPROACHES AND  
 INNOVATIONS**



**OUR SPEAKERS**



**Dr. Zahra Zarrati**  
Islamic Republic of Iran



**Dr. Mike Riley**  
United Kingdom



**Dr. Azizkhon Rakhmanov**  
Uzbekistan



**Dr. Feruza Izzat**  
Turkey

**19 JUNE**  
**11.00-13.00**  
**TASHKENT**  
**2023**

**DISCUSSION  
 ON**

1. Foreign language education and innovative teaching methods
2. Distance learning: new approaches and opportunities
3. Language, culture, and their interpretation



TEACHING THEORY  
 AND METHODOLOGY  
 DEPARTMENT

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