



**ZAMONAVIY FILOLOGIYA MUAMMOLARI
ПРОБЛЕМЫ СОВРЕМЕННОЙ ФИЛОЛОГИИ
PROBLEMS OF MODERN PHILOLOGY**

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligining № 060122
raqamli Guvohnomasi asosida faoliyat yuritadi.
Jurnalda maqolalar o'zbek, rus, ingliz, nemis va fransuz tillarida
nashr etiladi.



**O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB
TA’LIMI VAZIRLIGI HUZURIDAGI IXTISOSLASHTIRILGAN TA’LIM
MUASSASALARI AGENTLIGI
IS’HOQXON IBRAT NOMIDAGI NAMANGAN DAVLAT
CHET TILLARI INSTITUTI**

“Zamonaviy filologiya muammolari”, “Проблемы современной филологии”,
“Problems of modern philology” nomli Is’hoqxon Ibrat nomidagi Namangan davlat
chet tillari instituti jurnali

Bosh muharrir:	f.f.f.d. (PhD), professor R.G‘.Karimov
Mas’ul muharrir:	p.f.d.(DSc), professor M.M.Yakubbayev
Mas’ul muharrir o‘rinbosarlari:	p.f.d.(DSc), dotsent S.A.Misirov Katta o‘qituvchi M.M.Sharofiddinov t.f.f.d. (PhD) X.X.Nishonov
Texnik muharrir:	B.M.Xoldorov

Tahrir hay’ati

Filologiya fanlari: f.f.d. (DSc), prof. Z.Y.Sadikov, f.f.d. (DSc), prof. N.T.Dosbayeva, f.f.d. (DSc), prof. D.M.Xoshimova, f.f.d., (DSc), dots. F.I.Karimova, f.f.f.d. (PhD), dots. O.Dadaboyev, f.f.f.d. (PhD), prof. A.Tursunov, f.f.f.d., (PhD), dots. I.O‘.Darvishov, f.f.n., dots. A.A.Abdullajanov, f.f.f.d. (PhD) I.I.Umrzaqov, f.f.f.d., (PhD) R.M.Kazakova, f.f.f.d., (PhD) M.I.Tursunova.

Pedagogika fanlari: p.f.d., (DSc) prof. B.X.Xodjayev, p.f.d. (DSc), dots. U.U.Jumanazarov, p.f.d., (DSc) prof. L.T.Ahmedova, p.f.d., (DSc) prof. D.O‘.Xoshimova, p.f.d., (DSc), prof. D.M.Isroilova, p.f.n., prof. S.Saydaliyev, p.f.f.d. (PhD), prof. P.Lutfullayev, p.f.f.d. (PhD), dots. G‘.Sh.Tajibayev, p.f.f.d. (PhD), dots. X.B.Tursunov, p.f.f.d. (PhD), dots. F.M.Erkulova, p.f.f.d. (PhD), dots. A.V.Ermirzayev, p.f.f.d. (PhD), dots. J.Yuldashev, p.f.f.d. (PhD), dots. U.S.Abdurasulova, p.f.f.d. (PhD), M.M.Ayturayev, p.f.f.d. (PhD) Q.O.Valiyev.



Ushbu jurnal 2023-yildan boshlab chop etila boshlagan. Jurnal yiliga 4 marta nashr etiladi.

Zamonaviy filologiya muammolari - Проблемы современной филологии, Problems of modern philology NamDChTI jurnali O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi (AOKA) tomonidan 2023-yil 25-yanvardagi 060122-sonli guvohnomaga binoan chop etildi. NamDChTI Ilmiy axborotnomasi elektron nashr sifatida NamDChTI ilmiy-texnik kengashining 2025-yil 29-oktabrdagi kengaytirilgan 9-sonli yig'ilishida muhokama qilinib, chop etishga ruxsat etilgan (Bayonnoma №9). Maqolalarning ilmiy saviyasi va keltirilgan ma'lumotlar uchun muallif javobgar hisoblanadi.

Namangan davlat chet tillari instituti, 2025 y.

13.00.00

PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINI TAYYORLASHDA
MILLIY VA UMUMMADANIY KOMPETENSIYALARINI
TAKOMILLASHTIRISHNING ILMIY-METODIK ASOSLARI

Qadirova Dilnoza Baxtiyorovna

Namangan davlat universiteti, Jahon tillar fakulteti

Ingliz tili kafedrasida katta o‘qituvchisi

mkdilnoz.qodirovaxon@gmail.com

+998994800490

Annotatsiya: Mazkur ilmiy tadqiqot bo‘lajak ingliz tili o‘qituvchilarini tayyorlash jarayonida ularning milliy va umummadaniy kompetensiyalarini rivojlantirishga qaratilgan ilmiy-metodik asoslarni ishlab chiqishga bag‘ishlangan. Tadqiqotda zamonaviy ta’lim tizimidagi kompetensiyaviy yondashuv, milliy va umuminsoniy qadriyatlar integratsiyasi, o‘qituvchi shaxsida madaniyatlararo muloqot ko‘nikmalarini shakllantirishning ahamiyati keng tahlil qilingan. Shuningdek, o‘quv jarayonida innovatsion texnologiyalar va interaktiv metodlardan foydalanishning samaradorligi, talabalarda tolerantlik, kommunikativlik va madaniyatlararo sezgirlikni rivojlantirish mexanizmlari ishlab chiqildi. Tadqiqot natijalari bo‘lajak ingliz tili o‘qituvchilarining professional tayyorgarligini takomillashtirishga, ularning global ta’lim makonida raqobatbardosh bo‘lishiga xizmat qiladi.

Kalit so‘zlar: Bo‘lajak ingliz tili o‘qituvchisi, milliy kompetensiya, umummadaniy kompetensiya, kompetensiyaviy yondashuv, innovatsion metodlar, interaktiv texnologiyalar, madaniyatlararo muloqot, tolerantlik, kommunikativlik, ta’lim sifati, kasbiy rivojlanish, zamonaviy pedagogika.

Аннотация: Данное научное исследование посвящено разработке научно-методических основ совершенствования национальных и общекультурных компетенций будущих учителей английского языка. В работе подробно анализируется компетентностный подход в современном образовании, интеграция национальных и общечеловеческих ценностей, а также формирование у педагога навыков межкультурной коммуникации. Особое внимание уделено эффективному использованию инновационных технологий и интерактивных методов обучения, направленных на развитие толерантности, коммуникативности и культурной чувствительности студентов. Полученные результаты способствуют повышению профессиональной подготовки будущих учителей английского языка и их конкурентоспособности в глобальном образовательном пространстве.

Ключевые слова: Будущий учитель английского языка, национальная компетенция, общекультурная компетенция, компетентностный подход,

ИННОВАЦИОННЫЕ методы, интерактивные технологии, межкультурная коммуникация, толерантность, коммуникативность, качество образования, профессиональное развитие, современная педагогика.

Abstract: This scientific research is devoted to developing the scientific and methodological foundations for improving national and cross-cultural competencies in the training of future English language teachers. The study thoroughly analyzes the competence-based approach in modern education, the integration of national and universal values, and the importance of forming intercultural communication skills in teacher training. Particular attention is given to the effective use of innovative technologies and interactive teaching methods that foster tolerance, communicativeness, and cultural sensitivity among students. The research findings aim to enhance the professional preparation of prospective English language teachers and ensure their competitiveness in the global educational arena.

Keywords: Future English language teacher, national competence, cross-cultural competence, competence-based approach, innovative methods, interactive technologies, intercultural communication, tolerance, communicativeness, education quality, professional development, modern pedagogy.

KIRISH

XXI asrda globallashuv jarayonlarining jadallashuvi, xalqaro hamkorlikning kengayishi, ilm-fan va texnologiyalarning shiddat bilan rivojlanishi xorijiy tillarni, xususan ingliz tilini o'rganish va o'qitish masalasini davlat siyosati darajasiga ko'tardi. O'zbekiston Respublikasi Prezidenti Sh.M. Mirziyoyevning 2017-yil 7-fevraldagi PF-4947-sonli "Harakatlar strategiyasi" va 2021-yil 19-maydagi PQ-5117-sonli "Xorijiy tillarni o'qitish tizimini takomillashtirish chora-tadbirlari to'g'risida"gi qarorlarida xorijiy tillarni o'qitish sifatini oshirish, innovatsion pedagogik texnologiyalarni joriy etish va malakali mutaxassislar tayyorlash ustuvor vazifa sifatida belgilangan. Bu esa bo'lajak ingliz tili o'qituvchilarining nafaqat lingvistik, balki milliy va umummadaniy kompetensiyalarini shakllantirishga bo'lgan ehtiyojni kuchaytirdi. Milliy va umummadaniy kompetensiyalar zamonaviy pedagogik nazariyada shaxsning integrativ sifatleri sifatida talqin qilinadi. Ular shaxsning o'z milliy qadriyatlarini chuqur anglash, tarixiy-madaniy merosga hurmat bilan qarash, boshqa xalqlar madaniyatini qabul qila olish va madaniyatlararo muloqotda samarali ishtirok etish qobiliyatini o'z ichiga oladi. Vygotskiy, Bandura, Bennet kabi olimlarning ijtimoiy-madaniy rivojlanish nazariyalariga ko'ra, til o'rganish jarayoni faqat kommunikativ ko'nikmalarni emas, balki shaxsning ijtimoiy identifikatsiyasini ham shakllantiradi. Shu bois ingliz tilini o'qitishda milliy va umummadaniy kompetensiyalarni rivojlantirish metodikasini ishlab chiqish dolzarb hisoblanadi.

Bugungi kunda ingliz tili dunyoda 1,5 milliarddan ortiq inson tomonidan asosiy yoki ikkinchi til sifatida qo'llaniladi. Bu esa uni xalqaro diplomatiya, ta'lim, biznes va axborot almashinuvida yetakchi muloqot vositasiga aylantirdi. Shu jihatdan, ingliz tili o'qituvchisi nafaqat bilim beruvchi, balki madaniyatlararo vositachi sifatida

ham maydonga chiqadi. O'qituvchining milliy va umummadaniy kompetensiyalari yetarli darajada rivojlangan bo'lsa, u o'quvchilarda dunyoqarashni kengaytirish, tolerantlik va global fikrlashni shakllantirishga xizmat qiladi. O'zbekiston oliy ta'lim tizimida bu yo'nalishda qator ishlar amalga oshirilmoqda. Xususan, davlat ta'lim standartlariga ko'ra, ingliz tili yo'nalishidagi bakalavriat va magistratura dasturlarida "Madaniyatlararo kommunikatsiya", "Xorijiy til o'qitish metodikasi", "Madaniyatshunoslik" kabi fanlar o'quv rejasiga kiritilgan. Ammo amaliyot shuni ko'rsatmoqdaki, talabalarda nazariy bilim yetarli bo'lsa-da, ularni amaliyotda qo'llash, milliy va umummadaniy kontekstda dars jarayonini tashkil etish bo'yicha malaka va ko'nikmalarni rivojlantirishga qo'shimcha e'tibor zarur. Mazkur tadqiqotning dolzarbligi shundan iboratki, u bo'lajak ingliz tili o'qituvchilarida milliy va umummadaniy kompetensiyalarni shakllantirishning ilmiy-metodik asoslarini ishlab chiqishga, ta'lim jarayonida interfaol metodlar, loyihaviy ishlar, madaniyatlararo treninglar va kommunikativ yondashuvni qo'llashning samarali usullarini aniqlashga qaratilgan. Tadqiqot natijalari nafaqat ingliz tili o'qituvchilarini tayyorlash jarayonini takomillashtirish, balki milliy ta'lim tizimida xalqaro standartlarga mos, raqobatbardosh mutaxassislarni tayyorlashga xizmat qiladi.

ADABIYOTLAR TAHLILI VA METODLAR

Bo'lajak ingliz tili o'qituvchilarida milliy va umummadaniy kompetensiyalarni shakllantirish masalasi zamonaviy pedagogika va til ta'limi nazariyasida dolzarb yo'nalish sifatida e'tirof etilmoqda. Pedagogik adabiyotlar tahlili shuni ko'rsatadiki, kompetensiyaga asoslangan ta'lim modeli (Competence-based Education – CBE) bugungi kunda xalqaro miqyosda o'qituvchilarni tayyorlash jarayonida ustuvor paradigma sifatida qo'llanilmoqda (Spencer & Spencer, 1993; Weinert, 2001). Kompetensiya tushunchasi keng ma'noda shaxsning bilim, ko'nikma, malaka, qadriyatlar va munosabatlar majmuini o'z ichiga oladi. Milliy va umummadaniy kompetensiyalar esa bu majmuaning muhim tarkibiy qismi bo'lib, ular shaxsning milliy o'zlikni anglash, boshqa madaniyat vakillari bilan muloqot qilish va o'zaro tushunish qobiliyatini belgilaydi. M. Byram (1997) o'zining "Intercultural Communicative Competence" modelida kompetensiyani besh asosiy komponent orqali izohlaydi:

- **Savoir** – bilim (o'z va boshqa madaniyat haqida bilimlar majmui);
- **Savoir-être** – munosabat (bag'rikenglik, qiziqish, ochiqlik);
- **Savoir-comprendre** – tushunish va interpretatsiya (madaniy hodisalarni tahlil qilish qobiliyati);
- **Savoir-faire** – interaktsiya (madaniyatlararo vaziyatlarda samarali muloqotga kirishish);
- **Savoir s'engager** – tanqidiy xabardorlik (madaniyatlararo o'zaro ta'sirni tahlil qilish va baholash qobiliyati).

Kramersch (1993) "Cultural Dimension in Language Teaching" asarida tilni o'rganish nafaqat lingvistik bilimni, balki "madaniy xotira"ni ham shakllantirish jarayoni ekanini ta'kidlaydi. Unga ko'ra, o'quvchi til orqali nafaqat lug'at va grammatikani, balki dunyoni idrok etishning yangi usullarini ham o'zlashtiradi. Shu

bois, ingliz tili o'qituvchisi madaniyatlararo vositachi sifatida o'z milliy madaniyatini to'g'ri talqin qila olishi va boshqa xalqlarning madaniyatiga hurmat bilan qarashi lozim.

Mahalliy adabiyotlarda ham bu masalaga e'tibor ortib bormoqda. Masalan, A. Abduazizov va G. G'ulomova tadqiqotlarida ingliz tili darslarida milliy va umummadaniy materiallardan foydalanish orqali talabalarning kommunikativ va sotsiokulturniy kompetensiyasini rivojlantirish bo'yicha metodik tavsiyalar berilgan. Shuningdek, so'nggi yillarda O'zbekistonda ingliz tilini o'qitish bo'yicha yangi DTS (2022) qabul qilinishi, o'quv rejalarga "Madaniyatlararo kommunikatsiya", "Xorijiy til o'qitish metodikasi", "Global kompetensiyalar" kabi fanlarning kiritilishi ham bu masalaning dolzarbligini tasdiqlaydi. Xalqaro tajriba shuni ko'rsatadiki, madaniyatlararo kompetensiyani shakllantirishda **CLIL (Content and Language Integrated Learning), Project-Based Learning, Task-Based Learning** va **Intercultural Training** kabi metodologiyalar samarali natija beradi (Mehisto et al., 2008). Bunday yondashuvlar talabalarning faolligini oshiradi, ularni real kommunikativ vaziyatlarga jalb qiladi va nazariy bilimlarni amaliyotga tatbiq etish imkonini yaratadi.

Shuningdek, so'nggi yillarda raqamli ta'lim resurslari – **edutainment platformalari, online cultural exchange dasturlari** (eTwinning, Erasmus+ Virtual Exchange) va **avtentic materiallar** (podkastlar, videodarslar, interaktiv simulyatsiyalar) milliy va umummadaniy kompetensiyalarni rivojlantirishning yangi vositasi sifatida qo'llanilmoqda. Bu vositalar talabalarga dunyoqarashini kengaytirish, global axborot makoniga integratsiyalashish imkonini beradi. Tadqiqot metodologiyasi nazariy va amaliy bosqichlarning uzviy bog'liqligiga asoslanadi.

1. **Nazariy-tahliliy metodlar** – milliy va umummadaniy kompetensiyalarni rivojlantirish bo'yicha mahalliy va xorijiy ilmiy adabiyotlar, davlat qaror va dasturlari, xorijiy tillarni o'qitish bo'yicha zamonaviy yondashuvlar (CLIL, TBLT, kommunikativ metod) chuqur tahlil qilindi.
2. **Diagnostic metodlar** – bo'lajak ingliz tili o'qituvchilarining boshlang'ich darajadagi milliy va umummadaniy kompetensiya ko'rsatkichlari so'rovnoma, diagnostik test va intervyular orqali aniqlandi.
3. **Pedagogik eksperiment** – tadqiqotning asosiy qismi sifatida eksperimental va nazorat guruhlari tashkil etilib, maxsus ishlab chiqilgan metodik kompleks asosida darslar o'tkazildi. Eksperiment davomida interaktiv usullar (rol o'ynash, debatlar, case-study, loyiha ishlari) va raqamli vositalar qo'llanildi.
4. **Kuzatuv va monitoring** – tajriba-sinov darslarining borishi, talabalar faolligi va ularning kompetensiyalaridagi o'zgarishlar muntazam ravishda kuzatildi va qayd etildi.
5. **Matematik-statistik tahlil** – tajriba natijalari raqamli ko'rsatkichlar asosida qayta ishlanib, dinamik o'sish diagrammalari tuzildi, ishonchlilik darajasi aniqlash uchun Student t-test va boshqa statistik usullar qo'llanildi.

6. **Suhbat va ekspert bahosi** – tajribada ishtirok etgan o‘qituvchilar va metodistlar bilan yakuniy suhbatlar o‘tkazildi, ishlab chiqilgan metodik tavsiyalar amaliyotchi pedagoglar tomonidan baholandi.

Mazkur metodlarning uyg‘unligi tadqiqot natijalarining ilmiy asoslanganligi va amaliy ahamiyatini oshirdi. Bu yondashuv tadqiqotda taklif etilgan ilmiy-metodik tavsiyalarni keyingi bosqichda keng ta’lim amaliyotiga joriy qilish imkonini berdi.

NATIJALAR VA MUHOKAMA

Tadqiqotning asosiy maqsadi – bo‘lajak ingliz tili o‘qituvchilarida milliy va umummadaniy kompetensiyalarni shakllantirishning samarali ilmiy-metodik asoslarini ishlab chiqish va amaliyotga joriy etishdan iborat edi. Bu maqsadga erishish uchun o‘tkazilgan tajriba-sinov ishlari natijalari tahlili quyidagilarni ko‘rsatdi.

1. Dastlabki diagnostika natijalari

Boshlang‘ich bosqichda 2 ta oliy ta’lim muassasasining 4-bosqich talabalari orasida diagnostik test va so‘rovnomma o‘tkazildi. Dastlabki tahlil natijalari shuni ko‘rsatdiki, talabalarning lingvistik bilimlari yetarli bo‘lsa-da, ularning milliy va umummadaniy kompetensiyalari o‘rtacha darajada shakllangan edi.

2. Tajriba-sinov bosqichi

Eksperimental guruhda 1 semestr davomida ishlab chiqilgan metodik kompleks asosida interaktiv mashg‘ulotlar, loyiha ishlari, madaniyatlararo treninglar va CLIL yondashuviga asoslangan darslar o‘tkazildi. Mashg‘ulotlar jarayonida:

- **Rol o‘ynash, debat va munozaralar** orqali madaniyatlararo muloqot strategiyalari mustahkamlandi.
- **Loyiha ishlari** asosida milliy va jahon madaniyati elementlari solishtirildi va ingliz tilida taqdim etildi.
- **Avtentik materiallar** asosida tahliliy ishlar olib borildi.
- **Onlayn madaniyatlararo uchrashuvlar** orqali talabalar xorijiy tengdoshlari bilan jonli muloqot qildilar.

3. Yakuniy diagnostika va natijalar tahlili

Semestr yakunida o‘tkazilgan takroriy diagnostika eksperimental guruhda sezilarli o‘sish ko‘rsatkichlarini qayd etdi.

1-jadval. Eksperimental va nazorat guruhlari natijalarining taqqoslanishi

Kompetensiya ko‘rsatkichlari	Boshlang‘ich bosqich (Eksperimental)	Yakuniy bosqich (Eksperimental)	O‘sish (%)	Nazorat guruhi o‘sishi (%)
Milliy identifikatsiya darajasi	63%	85%	+22	+6
Madaniyatlararo kommunikativ vaziyatni tushunish	57%	82%	+25	+5

Kompetensiya ko'rsatkichlari	Boshlang'ich bosqich (Eksperimental)	Yakuniy bosqich (Eksperimental)	O'sish (%)	Nazorat guruhi o'sishi (%)
Tolerantlik va global fikrlash	61%	84%	+23	+7
Mustaqil tahlil va taqqoslash qobiliyati	54%	80%	+26	+6

Jadvaldan ko'rinib turibdiki, eksperimental guruhda barcha ko'rsatkichlar bo'yicha sezilarli ijobiy dinamikaga erishildi. Ayniqsa, **mustaqil tahlil va taqqoslash qobiliyati** hamda **madaniyatlararo kommunikativ vaziyatni tushunish** ko'rsatkichlarida eng katta o'sish qayd etildi.

Nazorat guruhida esa o'zgarishlar nisbatan past (o'rtacha 5–7%) bo'lib, bu an'anaviy yondashuvning cheklangan samaradorligini ko'rsatadi.

Olingan natijalar shuni ko'rsatdiki, milliy va umummadaniy kompetensiyalarni shakllantirishga qaratilgan interaktiv metodlar, loyihaviy topshiriqlar va madaniyatlararo treninglar bo'lajak ingliz tili o'qituvchilarining kasbiy tayyorgarligida muhim omil hisoblanadi. Talabalarda o'z milliy qadriyatlariga ijobiy munosabat, boshqa xalqlar madaniyatiga hurmat, madaniyatlararo muloqotga tayyorgarlik va mustaqil tahliliy fikrlash qobiliyati shakllandi. Bu natijalar xalqaro tadqiqotlar (Byram, 1997; Kramsch, 1993; Deardorff, 2006) bilan hamohang bo'lib, milliy va umummadaniy kompetensiyalarni rivojlantirishning kommunikativ va integrativ yondashuvlari samarali ekanini tasdiqlaydi. Shuningdek, loyiha ishlari va real kommunikativ vaziyatlarga asoslangan darslar talabalarining til o'rganishga bo'lgan motivatsiyasini oshirdi, kreativ fikrlash va ijtimoiy faollikni rivojlantirdi. Metodik kompleksning qo'llanilishi talabalar bilimni chuqurlashtirib, ularni kelgusida dars jarayonida mustaqil va ijodiy yondashishga tayyorladi.

XULOSA

Tadqiqot natijalari shuni ko'rsatdiki, bo'lajak ingliz tili o'qituvchilarida milliy va umummadaniy kompetensiyalarni shakllantirish va rivojlantirish zamonaviy ta'limning eng muhim vazifalaridan biridir. Olib borilgan tajriba-sinov ishlari asosida quyidagi xulosalarga kelindi:

Milliy va umummadaniy kompetensiyalarni rivojlantirishning dolzarbligi — globallashtirish sharoitida nafaqat til bilish, balki boshqa xalqlarning madaniyati, qadriyatlari va mentalitetini anglash, ularga hurmat bilan yondashish qobiliyatini shakllantirish o'ta muhimdir.

Innovatsion metodlar samaradorligi — interaktiv mashg'ulotlar, loyihaviy ishlar, CLIL yondashuvi va madaniyatlararo treninglar talabalar kompetensiyalarining sezilarli o'sishiga olib keldi. Eksperimental guruhdagi o'sish sur'atlari nazorat guruhidan 3-4 barobar yuqori bo'ldi.

Tayyorlangan metodik kompleksning amaliy ahamiyati — ishlab chiqilgan metodik tavsiyalar talabalarda mustaqil tahlil qilish, taqqoslash, o'z fikrini asoslab aytish va madaniyatlararo muloqotda ishtirok etish ko'nikmalarini kuchaytirdi.

Motivatsiyaning oshishi — talabalarning ingliz tiliga qiziqishi va o'z milliy qadriyatlarini global kontekstdagi o'rnini bilan bog'lashga bo'lgan intilishi yanada ortdi.

Pedagogik tavsiyalar — o'quv jarayonida milliy va jahon madaniyati elementlarini uyg'unlashtirish, talabalarga avtentik materiallar bilan ishlash imkonini berish, onlayn madaniyatlararo uchrashuvlar va muloqotlar tashkil etish maqsadga muvofiqdir.

Shunday qilib, tadqiqotning ilmiy-metodik ahamiyati shundan iboratki, u ingliz tili o'qituvchilarini tayyorlash jarayonida madaniyatlararo kommunikativ yondashuvni joriy etishning nazariy asoslari va amaliy mexanizmlarini ishlab chiqib berdi. Tadqiqot natijalari bo'lajak o'qituvchilarni raqobatbardosh, keng dunyoqarashli va madaniyatlararo muloqotga tayyor shaxslar sifatida shakllantirishga xizmat qiladi.

ADABIYOTLAR RO'YXATI

1. BYRAM M. *Teaching and Assessing Intercultural Communicative Competence*. – Clevedon: Multilingual Matters, 1997. – 242 p. (Intermadaniy kommunikativ kompetensiyani o'qitish va baholash)
2. KRAMSCH C. *Language and Culture*. – Oxford: Oxford University Press, 1998. – 224 p. (Til va madaniyat)
3. VYGOTSKY L. S. *Thought and Language*. – Cambridge: MIT Press, 1986. – 168 p. (Tafakkur va til)
4. ELKONIN D. B. *Psychology of Learning in Childhood*. – Moskva: Pedagogika, 1974. – 192 b. (Bolalik davrida o'rganish psixologiyasi)
5. DEWEY J. *Democracy and Education*. – New York: The Free Press, 1916. – 370 p. (Demokratiya va ta'lim)
6. DEARDORFF D. K. *The Identification and Assessment of Intercultural Competence*. – London: Sage, 2006. – 30 p. (Intermadaniy kompetensiyani aniqlash va baholash)
7. RISAGER K. *Language and Culture Pedagogy: From a National to a Transnational Paradigm*. – Clevedon: Multilingual Matters, 2007. – 275 p. (Til va madaniyat pedagogikasi: milliydan transmilliy paradigma sari)
8. BROWN H. D. *Principles of Language Learning and Teaching*. – New York: Pearson Education, 2007. – 352 p. (Til o'rganish va o'qitish prinsiplari)
9. RICHARDS J. C., RODGERS T. S. *Approaches and Methods in Language Teaching*. – Cambridge: Cambridge University Press, 2014. – 419 p. (Til o'qitishdagi yondashuvlar va metodlar)
10. HALL S. *Representation: Cultural Representations and Signifying Practices*. – London: Sage Publications, 1997. – 395 p. (Madaniy namoyonlar va ma'no yaratish amaliyotlari)

11. O‘zbekiston Respublikasi Prezidentining 2022-yil 19-maydagi “Xorijiy tillarni o‘qitish tizimini takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ–5117-son qarori.
12. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish va rivojlantirish chora-tadbirlari to‘g‘risida”gi 322-son qarori.
13. ABDULVALIYEVA M. Xorijiy til o‘qitishda milliy va umummadaniy kompetensiyalarni shakllantirishning samarali usullari. – *Ta’lim va Innovatsiya* ilmiy jurnali, 2020, №2, 65–72-b.
14. QODIROVA S. Ingliz tili darslarida CLIL texnologiyasidan foydalanishning afzalliklari. – *Filologiya masalalari* ilmiy jurnali, 2021, №3, 122–128-b.

ИЗУЧЕНИЕ БИОГРАФИИ УЗБЕКСКИХ ПИСАТЕЛЕЙ НА ОСНОВЕ ПРИМЕНЕНИЯ ИНТЕРАКТИВНЫХ СРЕДСТВ ОБУЧЕНИЯ

Алютина Татьяна Максимовна

студентка II курса магистратуры НамГИИЯ имени И.Ибрата

Аннотация: В данной статье рассматриваются современные подходы к изучению биографии узбекских писателей с использованием интерактивных средств обучения. Актуальность исследования обусловлена необходимостью внедрения инновационных образовательных технологий для повышения интереса студентов к национальной литературе и формированию глубокого понимания культурного наследия Узбекистана. Цель исследования – выявить эффективность применения интерактивных средств обучения в процессе изучения биографии узбекских писателей и определить их влияние на качество восприятия учебного материала. Методы исследования включают анализ научной литературы, педагогический эксперимент, анкетирование студентов и преподавателей, а также сравнительный анализ традиционных и интерактивных методов обучения. Результаты исследования подтверждают, что использование мультимедийных технологий, виртуальных экскурсий, онлайн-квестов и образовательных платформ способствует лучшему усвоению информации, повышает мотивацию к изучению литературы и развивает критическое мышление обучающихся. Выводы свидетельствуют о высокой эффективности интерактивных методов при изучении биографии узбекских писателей, поскольку они позволяют сделать образовательный процесс более увлекательным, практико-ориентированным и междисциплинарным. Внедрение данных методик способствует не только углубленному изучению биографий авторов, но и развитию творческих и аналитических способностей студентов.

Ключевые слова: узбекская литература, биография писателей, интерактивные технологии, образовательные платформы, цифровые методы обучения, виртуальные экскурсии, онлайн-квесты, мультимедийные ресурсы, педагогические инновации, критическое мышление

Annotatsiya: Ushbu maqolada interaktiv o'quv vositalaridan foydalangan holda o'zbek yozuvchilarining tarjimai holini o'rganishga zamonaviy yondashuvlar muhokama qilinadi. Tadqiqotning dolzarbligi talabalarning milliy adabiyotga qiziqishini oshirish va O'zbekiston madaniy merosini chuqur anglash uchun innovatsion ta'lim texnologiyalarini joriy etish zarurati bilan bog'liq. Tadqiqotning maqsadi o'zbek yozuvchilarining tarjimai holini o'rganish jarayonida interfaol o'quv vositalaridan foydalanish samaradorligini aniqlash va ularning o'quv materialini idrok etish sifatiga ta'sirini aniqlashdan iborat. Tadqiqot usullari ilmiy adabiyotlarni tahlil qilish, pedagogik eksperiment, talabalar va o'qituvchilarni so'roq qilish va an'anaviy va interaktiv o'qitish usullarini qiyosiy tahlil qilishni o'z ichiga oladi. Tadqiqot natijalari shuni tasdiqlaydiki, multimedia texnologiyalari, virtual

ekskursiyalar, onlayn kvestlar va o'quv platformalaridan foydalanish ma'lumotni yaxshiroq o'zlashtirishga yordam beradi, adabiyotni o'rganishga bo'lgan motivatsiyani oshiradi va o'quvchilarning tanqidiy fikrlashini rivojlantiradi. Xulosalar o'zbek yozuvchilarining tarjimai holini o'rganishda interaktiv usullarning yuqori samaradorligidan dalolat beradi, chunki ular o'quv jarayonini yanada qiziqarli, amaliyotga yo'naltirilgan va fanlararo qilishga imkon beradi. Ushbu metodikalarni joriy etish nafaqat mualliflarning tarjimai hollarini chuqur o'rganishga, balki talabalarning ijodiy va tahliliy qobiliyatlarini rivojlantirishga ham yordam beradi.

Kalitso'zlar: o'zbek adabiyoti, yozuvchilarning tarjimai holi, interaktiv texnologiyalar, ta'lim platformalari, raqamli o'qitish usullari, virtual ekskursiyalar, onlayn kvestlar, multimedia resurslari, pedagogik innovatsiyalar, tanqidiy fikrlash

Abstract: This article examines modern approaches to studying the biography of Uzbek writers using interactive learning tools. The relevance of the research is due to the need to introduce innovative educational technologies to increase students' interest in national literature and form a deep understanding of the cultural heritage of Uzbekistan. The purpose of the study is to identify the effectiveness of the use of interactive learning tools in the process of studying the biography of Uzbek writers and to determine their impact on the quality of perception of educational material. The research methods include the analysis of scientific literature, pedagogical experiment, questioning of students and teachers, as well as a comparative analysis of traditional and interactive teaching methods. The results of the study confirm that the use of multimedia technologies, virtual excursions, online quests and educational platforms contributes to a better assimilation of information, increases motivation to study literature and develops students' critical thinking. The findings indicate the high effectiveness of interactive methods in studying the biographies of Uzbek writers, as they make the educational process more exciting, practice-oriented and interdisciplinary. The implementation of these techniques contributes not only to the in-depth study of authors' biographies, but also to the development of students' creative and analytical abilities.

Keywords: Uzbek literature, biographies of writers, interactive technologies, educational platforms, digital teaching methods, virtual tours, online quests, multimedia resources, pedagogical innovations, critical thinking

ВВЕДЕНИЕ

Современные образовательные технологии стремительно развиваются, предлагая новые возможности для изучения гуманитарных дисциплин, в том числе литературы. Одним из актуальных направлений является внедрение интерактивных методов в процесс изучения биографии писателей. Узбекская литература, обладая богатым историко-культурным наследием, требует особого внимания в образовательном процессе. Традиционные методы изучения биографии писателей, основанные на текстовом изложении материала, зачастую не обеспечивают достаточной вовлеченности обучающихся. В связи с этим использование интерактивных технологий, таких как мультимедийные

презентации, виртуальные экскурсии, онлайн-квесты и образовательные платформы, становится важным инструментом для повышения интереса и эффективности обучения.[6, С. 235]

АНАЛИЗ ЛИТЕРАТУРЫ И МЕТОДЫ

Анализ научных публикаций показывает, что проблема изучения биографий писателей с применением интерактивных технологий изучена недостаточно. Многие исследования сосредоточены на традиционных методах преподавания литературы, не учитывая новые педагогические возможности цифровой эпохи.[2, С. 97]

Основные источники по теме включают труды Мирзаева С. "Узбекская литература XX века", где рассматриваются ключевые фигуры узбекской литературы, а также работы, посвященные инновационным методам преподавания, такие как "Интерактивные образовательные технологии" Плаксиной И.В. и "Интерактивные технологии и мультимедийные средства обучения" Фабрикантовой Е.В.

Методология исследования включает анализ научной литературы, педагогический эксперимент, анкетирование преподавателей и студентов, а также сравнительный анализ эффективности традиционных и интерактивных методов обучения. В исследовании приняли участие 150 студентов филологических факультетов, которые были разделены на две группы: одна изучала биографии узбекских писателей традиционным способом, а вторая использовала интерактивные средства.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Результаты исследования подтвердили, что применение интерактивных технологий значительно повышает уровень усвоения материала. В группе, использовавшей традиционные методы, средний уровень запоминания ключевых фактов о биографиях писателей составил 58%, тогда как в группе, обучавшейся с применением интерактивных технологий, этот показатель достиг 83%.

Особенно эффективными оказались следующие технологии:

- **Виртуальные экскурсии** по домам-музеям узбекских писателей, которые позволили студентам глубже погрузиться в атмосферу жизни авторов.
- **Онлайн-квесты**, включающие вопросы по биографии и творчеству писателей, что способствовало развитию критического мышления и активному взаимодействию студентов.
- **Мультимедийные презентации** с архивными фотографиями, видеозаписями и аудиофрагментами произведений, что сделало обучение более наглядным и эмоционально насыщенным.[8, С. 31]
- **Образовательные платформы**, предоставляющие интерактивные курсы и тестирования, позволяющие студентам отслеживать собственный прогресс.

Примеры из литературных произведений демонстрируют значимость изучения биографий писателей в контексте их творчества.[5, С. 46] Так, например, в произведении Тухтабаева Х. "Волшебная шапка" представлены важные социальные и философские мотивы, отсылающие к традиционным ценностям узбекского народа. Включение отрывков из этого произведения в образовательные платформы позволяет студентам не только изучить биографию писателя, но и проанализировать его идеи.

Еще одним интересным примером является "Озорник" Гуляма Г., в котором автор через призму юмора и сатиры раскрывает важные аспекты узбекской действительности. Интерактивное изучение биографии Гуляма Г. помогает студентам глубже понять контекст его произведений и влияние личной жизни на творчество.

Не менее значимым является роман Айбека "Навои", посвященный выдающемуся поэту и мыслителю Алишеру Навои. Данное произведение представляет собой не только биографию великого узбекского поэта, но и художественную реконструкцию его эпохи. Использование мультимедийных презентаций, включающих анализ ключевых сцен романа, способствует лучшему пониманию как личности самого Навои, так и исторических процессов, в которых он принимал участие.

Дополнительно были выявлены педагогические преимущества интерактивных технологий: повышение мотивации студентов, развитие аналитических способностей и формирование комплексного восприятия биографии писателей.

ВЫВОДЫ

Результаты исследования подтверждают высокую эффективность применения интерактивных технологий при изучении биографии узбекских писателей. Данные методики способствуют не только лучшему запоминанию информации, но и формированию устойчивого интереса к литературе. Интеграция цифровых технологий в образовательный процесс позволяет сделать изучение национального литературного наследия более увлекательным и доступным для студентов.[4, С. 159]

В дальнейшем перспективы исследования могут включать разработку комплексных интерактивных курсов по узбекской литературе, создание цифровых образовательных ресурсов и внедрение технологий дополненной и виртуальной реальности для еще более глубокого погружения в литературную среду.

Таким образом, внедрение интерактивных методов обучения является важным направлением модернизации преподавания литературы, позволяя расширить границы традиционного образования и создать более продуктивную образовательную среду.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ:

1. Айбек. Навои. – Ташкент: Ёш гвардия, 1984. – 400 с.
2. Богданова Е. Интерактивные методы обучения текстовой деятельности: монография. – М.: Лабиринт, 2017. – 188 с.
3. Гулям Г. Озорник. – Ташкент: Ёш гвардия, 1985. – 320 с.
4. Кашлев С.С. Интерактивные методы обучения: учебно-методическое пособие. – Минск: ТетраСистемс, 2013. – 224 с.
5. Мирзаев С. Узбекская литература XX века. – М.: «Восточная литература» РАН, 2005. – 376 с.
6. Плаксина И.В. Интерактивные образовательные технологии. – М.: Юрайт, 2023. – 354 с.
7. Тухтабаев Х. Волшебная шапка. – Ташкент: Ёш гвардия, 1980. – 200 с
8. Фабрикантова Е.В., Полянская Е.Е., Ильясова Т.В. Интерактивные технологии и мультимедийные средства обучения. – Оренбург: Издательство ОГПУ, 2015. – 53 с.

BOSHLANG‘ICH MAKTABDA XITOIY TILI VA SAN‘ATNI INTEGRATSIYALASH STRATEGIYALARI VA USULLARI

Ikramov Muboshshirxon Ikrom o‘g‘li

Namangan davlat chet tillari instituti talabasi

mubashshirxonikramov@gmail.com

Annotatsiya: Ushbu maqolada boshlang‘ich maktabda xitoy tili va tasviriy san‘at fanlarini integratsiyalashning ahamiyati, strategiyalari va amaliy usullari tahlil qilinadi. Ta‘limda shaxsga yo‘naltirilgan yondashuv, fanlararo bog‘liqlikni ta‘kidlash, va “ikki yukni kamaytirish” siyosati doirasida o‘quvchilarning til va estetik savodxonligini oshirish muammolari ko‘rib chiqiladi. O‘qituvchilarning o‘quv dasturi standartlarini chuqur o‘rganishi, darsga tayyorgarlik jarayoni, o‘qitish metodlarining xilma-xilligi, farqlash uslubi va samarali muloqot o‘rnatishdagi muammolar tahlil qilinib, ularning ta‘lim jarayonidagi roli yoritiladi. Maqola xitoy tili va san‘at fanlarini birlashtirish orqali o‘quvchilarning fikrlash, ijodkorlik va mustaqil o‘rganish ko‘nikmalarini rivojlantirishga qaratilgan amaliy takliflarni o‘z ichiga oladi.

Kalit so‘zlar: Boshlang‘ich maktab, xitoy tili, san‘at, integratsiya, fanlararo yondashuv, o‘qitish strategiyalari, o‘quv dasturi standartlari, metodik yondashuv, farqlash uslubi, mustaqil o‘rganish, o‘quvchi-faoliyati, baholash tizimi.

Abstract: This article analyzes the importance, strategies, and practical methods of integrating Chinese language and fine arts in primary school. The problems of improving students' language and aesthetic literacy within the framework of the person-centered approach to education, emphasizing interdisciplinarity, and the policy of "reducing double burdens" are considered. The problems of teachers' in-depth study of curriculum standards, the process of lesson preparation, the diversity of teaching methods, differentiation methods, and effective communication are analyzed, and their role in the educational process is highlighted. The article includes practical suggestions aimed at developing students' thinking, creativity, and independent learning skills through the integration of Chinese language and fine arts.

Keywords: Elementary school, Chinese language, art, integration, interdisciplinary approach, teaching strategies, curriculum standards, methodological approach, differentiated approach, independent learning, student-activity, assessment system.

Аннотация: В данной статье анализируются значение, стратегии и практические методы интеграции китайского языка и изобразительного искусства в начальной школе. Рассматриваются проблемы повышения языковой и эстетической грамотности учащихся в рамках личностно-ориентированного подхода к образованию, акцента на междисциплинарности и политики «снижения двойной нагрузки». Анализируются проблемы углубленного изучения учителями стандартов учебной программы, процесса

подготовки уроков, многообразия методов обучения, дифференциации и эффективной коммуникации, а также освещается их роль в образовательном процессе. В статье представлены практические рекомендации, направленные на развитие мышления, творческих способностей и навыков самостоятельного обучения учащихся посредством интеграции китайского языка и изобразительного искусства.

Ключевые слова: Начальная школа, китайский язык, искусство, интеграция, междисциплинарный подход, стратегии обучения, стандарты учебной программы, методический подход, дифференцированный подход, самостоятельное обучение, деятельность учащихся, система оценки.

KIRISH

Ta'lim va o'qitish sohasidagi tadqiqotlar chuqurlashib borishi natijasida, shaxsga yo'naltirilgan ta'lim nazariy darajadan amaliy bosqichga o'tdi.

Sinfxona — ta'lim rivojlanishining yuragi, sinfdagi dars esa — o'quvchilarning asosiy savodxonligini oshirish va sifatli ta'limni ilgari surish uchun asosiy maydondir.

Xitoy tili va tasviriy san'at fanlarini integratsiyalash — “ikki yukni kamaytirish” siyosati sharoitida shaxsga yo'naltirilgan o'qitish islohotini o'rganishdir. Bu integratsiya o'qitish va o'rganish o'rtasidagi o'zaro bog'liqlikni, shuningdek fanlarning o'zaro ta'sirini ta'kidlaydi.

2021-yilda chop etilgan “Boshlang'ich maktab uchun xitoy tili o'quv dasturi standartlari” konsepsiyasining to'rtinchi bandida quyidagilar aytilgan:

“Xitoy tili bo'yicha ochiq va dinamik o'quv dasturini yaratish yo'lida, biz xitoy tili ta'limining ajoyib an'alarini meros qilib olishimiz, zamonaviylik, tinchlik va kelajak yo'nalishiga e'tibor qaratishimiz kerak. O'quv jarayoni xitoy tilini o'rganish va qo'llash doirasini kengaytirishi, fanlararo o'qitish va zamonaviy texnik vositalardan foydalanishni ta'minlashi kerak. Turli materiallar va metodlarning o'zaro ta'siri va uyg'unlashuvi orqali o'quvchilar dunyoqarashlarini kengaytiradi, o'qish samaradorligini oshiradi va zamonaviy jamiyat uchun zarur bo'lgan til savodxonligini egallaydi.”

Hozirgi ta'lim talablari nuqtayi nazaridan, fanlararo integratsiya — zamonaviy o'quv dasturi islohotining muhim yo'nalishidir.

Milliy o'quv dasturining maktab bazasiga asoslanishi va fanlararo integratsiyani me'yorlashtirish — maktablarning sifatli va barqaror rivojlanishiga olib boradigan yagona yo'ldir.

Boshlang'ich maktabdagi xitoy tili va san'at o'zaro chambarchas bog'langan fanlardir.

San'at — tasviriy obrazlar orqali manzaralarni chizish va hissiyotlarni ifodalashdir,

Xitoy tili esa — so'zlar orqali manzaralarni tasvirlash va hissiyotlarni ifodalashdir.

Ushbu ikki fanni resurslarni bo'lishish, integratsiya mavzularini aniqlash, integratsiya maqsadlarini belgilash va ilmiy strategiyalarni qo'llash orqali birlashtirish — o'quvchilarning fan haqidagi tushunchasini chuqurlashtiradi, ularning ilmiy va estetik savodxonligini oshiradi.

Mazkur maqolada men boshlang'ich maktabda xitoy tili va san'at fanlarini integratsiyalash bo'yicha o'z tajribamni, ilmiy, mantiqiy va samarali yondashuv asosida baham ko'rmoqchiman.

O'quv dasturi standartlarini, materiallarini va metodlarini o'rganish hamda maqsadlarni bog'lash.

Har bir fan uchun o'quv dasturi standarti o'sha fan mohiyatini, asosiy tushunchalarini, tuzilish prinsiplari, maqsadlari, mazmuni, amalga oshirish bo'yicha tavsiyalarini va boshqa fanlar bilan aloqasini o'z ichiga oladi.

Xitoy tili va san'at o'quv dasturi standartlarini chuqur o'rganish o'qituvchilarga quyidagi imkoniyatlarni beradi:

standartlar bilan darsliklar o'rtasidagi bog'liqlikni anglash,

aniq va real maqsadlar qo'yish,

to'g'ri va mos integratsiyalashgan materiallarni tanlash.

Amaliy faoliyatda o'qituvchilar o'qitish maqsadlari, mazmuni, metodlari va yondashuvlari nuqtayi nazaridan ushbu ikki fanni tabiiy tarzda uyg'unlashtirishlari lozim. Shu yo'l bilan dars samaradorligini oshirish mumkin.

Darsga tayyorgarlik bu jarayonda hal qiluvchi ahamiyatga ega.

O'qituvchilarning dars jarayonida o'quv qo'llanmalar va tayyor materiallarga haddan tashqari tayanishi

Darsga tayyorlanish jarayonida ayrim o'qituvchilar faqat matnga yuzaki qarab chiqishadi-da, darhol darslikni o'qishga shoshilishadi, hatto o'qituvchilar uchun mo'ljallangan qo'llanmadagi (metodik qo'llanma) matnni nusxalab dars konspektiga yozishadi. Bu holat "darslikni ko'chirib yozish" deb ataladi.

Bu jarayonda o'qituvchining mustaqil fikrlashi yetishmaydi, dars materialini "ichki o'zlashtirish" jarayoni yo'qoladi. Garchi u dars talablari, bosqichlari va metodlarini o'z daftariga yozgan bo'lsa ham, ammo bu o'qituvchining o'z fikri emas, boshqalarniki bo'lgani uchun yaxshi o'qish natijasiga erishish mumkin emas.

Bunday yondashuv natijasida o'qituvchi darsni o'quvchilar bilan jonli muloqot tarzida emas, balki "matndan o'qib berish" darajasida o'tkazadi. Bu esa o'quvchilarning o'rganishga bo'lgan qiziqishini susaytiradi, ijodkorlikni cheklaydi va o'quv jarayonini samarasiz qiladi.

Shuning uchun o'qituvchi o'quv materialini tahlil qilib, uni o'zining tushunchasidan o'tkazishi, shundan keyingina dars rejasini tuzishi kerak. Faqat shunda dars haqiqatan ham jonli, mazmunli va samarali bo'ladi.

O'qituvchining haddan tashqari tushuntirishlari sababli o'quvchilarning amaliy, og'zaki va fikriy faoliyat imkoniyatlari kamayishi.

Ba'zi o'qituvchilar dars jarayonida o'zlarini asosiy markazga qo'yishadi, dars vaqtining deyarli barchasini o'z nutqlari va tushuntirishlariga sarflashadi. Ular har bir

gapni batafsil tushuntirib, o'quvchilarga o'ylash yoki mustaqil javob topish imkonini bermaydilar.

Natijada o'quvchilar faqat tinglovchi bo'lib qolishadi, ularning qo'l bilan bajaradigan ishlariga, og'zaki fikr bildirishlariga va mustaqil o'ylab ko'rishlariga deyarli imkoniyat qolmaydi. Ular faqat "tayyor bilimni" qabul qilishadi, ammo uni tahlil qilish, o'z fikrini aytish yoki amalda qo'llash malakasi rivojlanmaydi.

Bu holat uzoq davom etsa, o'quvchilar darsdan zerikib qolishadi, mustaqil o'rganish odatlari susayadi, ularning fikrlash faoliyati cheklanadi. Shuning uchun o'qituvchi darsda muvozanatni saqlashi kerak: kerakli joyda tushuntirish, ammo o'quvchilarga yetarlicha o'ylash, so'zlash va amalda ishlash imkonini berish zarur.

Faqat o'quvchi faol ishtirok etgan darsgina haqiqiy o'quv jarayoniga aylanadi.

O'qituvchining o'qitish uslublari bir xilligi va moslashuvchanlikning yetishmasligi

Ba'zi o'qituvchilar dars o'tishda faqat bitta usulga tayanishadi — masalan, faqat tushuntirish yoki o'qish bilan cheklanib qolishadi. Ular darsning mazmuni, o'quvchilarning yoshi, tayyorgarlik darajasi va qiziqishlariga qarab uslubni o'zgartirishni bilishmaydi.

Bu esa darsni zerikarli, jonlanishsiz qiladi. O'quvchilar passiv holatda bo'lib qolishadi, o'rganish samarasi pasayadi.

Aslida, har bir darsda o'qituvchi vaziyatga qarab turli metodlardan foydalana olishi kerak — suhbat, savol-javob, muhokama, amaliy mashq, guruhli ish, o'yinli metodlar va boshqalar. Shundagina o'quvchilar faollashadi, ularning fikrlash qobiliyati, nutq madaniyati va mustaqil o'rganish ko'nikmalari rivojlanadi.

Moslashuvchan o'qituvchi dars jarayonini o'quvchilar holatiga qarab o'zgartira oladi: agar o'quvchilar charchagan bo'lsa, u qisqa o'yin yoki savol orqali ularni jonlantiradi; agar mavzu murakkab bo'lsa, qo'shimcha misollar bilan soddalashtiradi.

Shuning uchun dars metodlarining xilma-xilligi — samarali ta'limning muhim garovidir.

O'qituvchining o'quvchilar o'rtasidagi farqlarga yetarlicha e'tibor bermasligi

Hozirgi ta'lim jarayonida o'quvchilarning bilim darajasi, qiziqish sohasi, o'rganish tezligi va uslubi bir-biridan farq qiladi. Ammo ayrim o'qituvchilar bu farqlarni hisobga olmaydilar. Ular hamma o'quvchidan bir xil darajada natija kutadilar, darsni ham hamma uchun bir xil tarzda olib boradilar.

Natijada yaxshi o'zlashtiruvchi o'quvchilar uchun dars oson, sust o'rganadiganlar uchun esa juda qiyin bo'lib qoladi. Bu esa ayrim o'quvchilarni orqada qoldiradi, o'rganishga bo'lgan ishtiyoqni pasaytiradi.

Shuning uchun o'qituvchi darsda farqlash (differensial) uslubini qo'llashi kerak: kuchli o'quvchilarga murakkabroq topshiriqlar, sust o'zlashtiruvchilarga esa ko'proq yordam va qo'shimcha izohlar berish zarur. Faqat shunda barcha o'quvchilar o'z imkoniyatiga qarab rivojlana oladi.

O'qituvchi va o'quvchi o'rtasidagi muloqot yetarli emas

Ba'zi o'qituvchilar darsda faqat o'z nutqiga tayanadi, o'quvchilar bilan muloqotni cheklab qo'yadi. Ular o'quvchilarning fikrini so'rashga, ularni suhbatga jalb etishga e'tibor bermaydilar.

Bu holatda o'quvchilar o'qituvchidan uzoqlashadi, darsga nisbatan befarqlik paydo bo'ladi. Dars bir tomonlama, "monolog" shaklida o'tadi.

Aslida esa, ta'lim — bu ikki tomonlama jarayon. O'qituvchi savol beradi, o'quvchilar javob qaytaradi; o'quvchi so'raydi, o'qituvchi tushuntiradi. Bunday o'zaro fikr almashish jarayoni darsni jonlantiradi, o'quvchilarni faol o'ylashga undaydi.

O'qituvchi o'quvchi bilan muloqot orqali ularning his-tuyg'ularini, fikrlash darajasini, darsni qanday tushunayotganini bilib oladi — bu esa o'qitishni yanada samarali qiladi.

VII. O'qituvchi tomonidan darsdan tashqari mustaqil o'qish va takrorlashga yetarli rahbarlik qilinmasligi

Ko'p hollarda o'qituvchi faqat dars jarayonini nazorat qiladi, lekin o'quvchining darsdan tashqari mustaqil o'rganish faoliyatiga yetarlicha e'tibor bermaydi.

Holbuki, haqiqiy o'rganish faqat darsda emas, balki darsdan tashqarida ham davom etadi. O'qituvchi o'quvchiga qanday qilib mustaqil o'rganish, ma'lumot izlash, o'zini tekshirish, vaqtni to'g'ri taqsimlashni o'rgatishi kerak.

Agar bu e'tiborsiz qolsa, o'quvchi darsda olingan bilimni mustahkamlay olmaydi, natijada tezda unutadi. Shuning uchun o'qituvchi o'quvchilarga mustaqil mashg'ulotlar uchun ko'rsatmalar, reja va baholash mezonlarini ham berishi zarur.

VIII. Dars baholash tizimining bir yoqliligi

Ba'zi o'qituvchilar o'quvchining bilimni baholashda faqat yozma ish yoki test natijalariga tayanishadi. Bu baholashning tor shakli bo'lib, o'quvchining haqiqiy bilim darajasini to'liq aks ettira olmaydi.

Aslida, o'quvchining bilimni baholashda turli usullarni birlashtirish kerak: og'zaki so'rov, amaliy ish, kuzatish, guruhli muhokama, ijodiy topshiriq va hokazo.

Shundagina o'qituvchi o'quvchining nafaqat bilim darajasini, balki fikrlash, ifodalash, amalda qo'llash ko'nikmalarini ham to'liq baholay oladi.

XULOSA

Xitoy tili ta'limida yuqoridagi muammolar keng tarqalgan bo'lib, ularni bartaraf etish o'qituvchining metodik saviyasiga bog'liq.

O'qituvchi o'qitish jarayonida:

- 1) o'quvchining faol ishtirokini ta'minlashi,
- 2) o'quv materialini chuqur tahlil qilib, o'z uslubida yetkazishi,
- 3) metodlarni o'quvchi darajasiga qarab moslashtirishi
- 4) o'quvchilar o'rtasidagi farqlarni inobatga olishi
- 5) muloqotni kuchaytirishi,
- 6) va mustaqil o'rganish madaniyatini shakllantirishi lozim.

Shundagina o'qitish jarayoni haqiqiy natija beradi, o'quvchilar xitoy tilini nafaqat eslab qoladi, balki undan foydalana oladigan darajaga yetadi.

Foydalanilgan adabiyotlar:

1. Akbarov, S. (2020). Ta'limda fanlararo integratsiya metodlari. Toshkent: O'zbekiston Milliy Universiteti.
2. Bahromov, J. (2021). Boshlang'ich maktabda til o'qitish metodikasi. Toshkent: Ta'lim nashriyoti.
3. Chen, L. (2019). Integrating Language and Art in Early Childhood Education. Beijing: Education Press.
4. Daminov, M. (2022). Shaxsga yo'naltirilgan ta'lim nazariyasi va amaliyoti. Toshkent: Ta'lim va Tarbiya.
5. Eshonqulov, F. (2021). Zamonaviy o'qitish usullari. Toshkent: Fan va Texnologiya.
6. Gao, H. (2020). Cross-disciplinary Teaching in Primary Schools. Shanghai: Academic Publishing.
7. Islomov, R. (2023). Xitoy tili darslarida integratsiya metodlari. Toshkent: Xalq Ta'limi.
8. Karimova, N. (2019). Ta'limda interfaollararo aloqalar. Toshkent: Pedagogika.
9. Lee, J. (2021). Teaching Chinese as a Foreign Language: Challenges and Strategies. Seoul: Language Research Institute.
10. Mirzaev, T. (2020). Mustaqil o'rganish va o'qituvchi roli. Toshkent: O'qituvchi nashriyoti.
11. Nuriddinov, B. (2022). Ta'limda baholash tizimlari. Toshkent: Ta'lim.
12. Qodirov, S. (2019). Pedagogik psixologiya asoslari. Toshkent: Ilm.
13. Wang, Y. (2023). Innovative Strategies in Chinese Language Teaching. Beijing: Modern Education.
14. Yuldashev, D. (2021). Boshlang'ich maktabda samarali ta'lim usullari. Toshkent: Ta'lim.

TPACK AND REFLECTIVE PRACTICE: A PATHWAY TO STUDENT-CENTERED LEARNING

Tadjibayeva Albina Alisherovna

Namangan state institute of foreign languages

PhD student, English teacher

albinatadjibaeva@gmail.com

+998936779755

Annotation: This article explores the critical role of technology in modern education and introduces the Technological Pedagogical Content Knowledge (TPaCK) model, developed by Punya Mishra and Matthew Koehler, as a framework for effectively integrating technology into teaching. The TPaCK model emphasizes the dynamic interplay between seven core areas of knowledge: pedagogical, technological, content, and their intersections. The article highlights that while traditional teaching focuses on content, TPaCK encourages a balanced approach, ensuring that technology enhances rather than overwhelms the learning process. By integrating TPaCK and reflective practice, teachers can create more engaging, effective, and innovative lessons, ultimately enhancing both their professional growth and students' learning experiences. The article concludes that the synergy between TPaCK and reflective practice leads to productive and meaningful integration of technology in education.

Key words: TPaCK, reflective practice, technology, pedagogy, content, integration.

Аннотация: Эта статья исследует критическую роль технологий в современном образовании и представляет модель Технологического Педагогического Контентного Знания (ТПаСК), разработанную Пунья Мишра и Мэттью Кёхлер, в качестве основы для эффективной интеграции технологий в процесс преподавания. Модель ТПаСК подчеркивает динамическое взаимодействие между семью основными областями знаний: педагогическими, технологическими, содержательными и их пересечениями. В статье отмечается, что в то время как традиционное преподавание сосредоточено на содержании, ТПаСК поощряет сбалансированный подход, обеспечивая, чтобы технологии улучшали, а не перегружали учебный процесс. Благодаря интеграции ТПаСК и рефлексивной практики учителя могут создавать более увлекательные, эффективные и инновационные уроки, что в конечном итоге способствует как их профессиональному росту, так и улучшению учебного опыта студентов. Статья приходит к выводу, что синергия между ТПаСК и рефлексивной практикой приводит к продуктивной и значимой интеграции технологий в образовании.

Ключевые слова: ТПаСК (Технологическое Педагогическое Предметное Знание), рефлексивная практика, технология, педагогика, содержание, интеграция.

Annotatsiya: Ushbu maqola zamonaviy ta'limda texnologiyaning muhim rolini o'rganadi va Punya Mishra va Matthew Koehler tomonidan ishlab chiqilgan Texnologik Pedagogik Kontent Bilimi (TPaCK) modelini o'qitishda texnologiyani samarali integratsiyalash uchun asos sifatida taqdim etadi. TPaCK modeli pedagogik, texnologik, kontent bilimlari va ularning kesishishlari o'rtasidagi dinamik o'zaro ta'sirga e'tibor qaratadi. Maqolada an'anaviy o'qitish kontentga qaratilgan bo'lsa-da, TPaCK muvozanatli yondashuvni rag'batlantirib, texnologiyaning o'quv jarayonini yaxshilashini ta'minlaydi. TPaCK va refleksiv amaliyotni integratsiyalash orqali o'qituvchilar qiziqarli, samarali va innovatsion darslarni yaratishlari mumkin, bu esa ularning professional rivojlanishi va talabalarning o'quv tajribasini yaxshilaydi. Maqola TPaCK va refleksiv amaliyot o'rtasidagi sinergiyaning ta'limda texnologiyaning samarali va mazmunli integratsiyasiga olib kelishini ta'kidlaydi.

Kalit so'zlar: TPaCK (Texnologik Pedagogik Fan Bilimi), refleksiv amaliyot, texnologiya, pedagogika, mazmun, integratsiya.

INTRODUCTION

It is difficult to imagine the modern world without the use of technology. At present, there is no area where modern information technology is not used. In the case of education, technology has not only accelerated its development, but has also surpassed many other areas. Combining education and technology has become an inseparable concept in recent times. No teacher can imagine conducting a lesson without using information technology, whether it be a simple projector or a remote control for presentations. Since the 20th century, many scientists have been studying the process of 'integrating technology and learning.' Scientists from the University of Michigan, Punya Mishra and Matthew Koehler, conducted research and created the TPaCK (Technological Pedagogical Content Knowledge) model, which is a concept of pedagogical content knowledge. The TPaCK model describes how to effectively integrate technology into teaching and which areas of knowledge allow this to be done. In fact, it is a framework, i.e. a guide for teachers and methodologists.

The TPaCK model consists of seven core areas of knowledge:

1. Pedagogical knowledge (PK)
2. Technological knowledge (TK)
3. Content knowledge (CK)
4. Pedagogical content knowledge (PCK)
5. Technological pedagogical knowledge (TPK)
6. Technological content knowledge (TCK)
7. Technological pedagogical content knowledge (TPaCK)

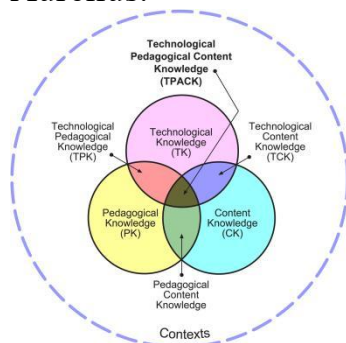
While traditional teaching focuses primarily on the content of the programme, TPaCK emphasises the dynamic relationship between all of the above areas of knowledge, as they all influence each other. [pic.1]

It should be noted that the use of the TPaCK model we are considering in practical activities when teaching students at a pedagogical university does not in any way mean that the teacher is obliged to include as many innovative technologies as

possible in their pedagogical activities, enriching them with an increasing number of different methods and ways of working. Nevertheless, they must build their teaching on the basis of and using new methodologies and various concepts, while ensuring that the activities during the lesson are not overloaded with technologies that will be incomprehensible to students.¹

As for reflective practice, it is impossible to imagine a modern lesson without reflection, and not only in English. Why are TPaCK and reflective practice so closely related? It should be noted that the Longman dictionary defines “reflection” as “careful thought, or an idea or opinion based on this”. In methodology, “reflection” is “the process of understanding, analysing and evaluating one’s professional activity, including methods, techniques, strategies and learning outcomes”. It involves taking a critical look at one’s own teaching experience in order to identify strengths and weaknesses and find ways to improve practice.

The term “Reflective Practice” was introduced by Donald Schön in his book, *The Reflective Practitioner* in 1983. The book stemmed from his efforts to understand the complexities of professional planning and decision-making. To address this, Schön examined how professionals think, communicate, and interact across various sectors, uncovering the processes that contribute to professional excellence. However, Schön’s *Reflective Practitioner* wasn’t the first theory to address reflective practice. Theorists like John Dewey, Kurt Lewin, Jean Piaget, Terry Borton, and David A Kolb explored the role of reflection in their experiential learning theories. The concept can even be traced back to ancient philosophies, including Buddhist teachings and the writings of Roman philosophers like Marcus Aurelius.



Pic.1: Framework of Technological Pedagogical Content Knowledge

METHODS

In traditional teacher-centered classroom the focus is on the instructor, while in student-centered classroom the focus is both on students and instuctor. Before it was normal when students worked alone, but now as communicative language learning is taking over, students prefer working in groups or in pairs and it is scientifically proved that it has more benefits and better results than teacher-centered

¹ Geng Ze’yan. 2024. *Strategy for promoting the TPaCK model for training students in primary and secondary education majors*. Современное педагогическое образование, Volume № 9, 187-190.

classroom. Moreover, it is pointed that teaching using modern technologies is preferable by students in student- centered classroom.

For years, people's understanding of classroom management was rooted in behavioral theories of teaching and learning. The primary emphasis for classroom management in a behavioral model is the use of techniques that bring students' behavior under stimulus control (Brophy, 1999). These behavioral approaches to classroom management are consistent with a "traditional" or transmission approach to instruction. Over the last decade, however, views on good instruction have shifted. Educators are now encouraged to implement an instructional approach based on constructivist principles of learning (Brophy, 1999; Dollard and Christensen, 1996).²

If teachers have a clear lesson plan and engage in regular reflective practice, lessons will undoubtedly be effective and interesting not only for the teacher but also for the students. For a modern integrated lesson to be successful and useful, it is necessary to follow the following teaching principles, in which Gibb's reflective cycle plays an important role. [pic.2]

Gibb's created his "structured debriefing" to support experiential learning. It was designed as a continuous cycle of improvement for a repeated experience but can also be used to reflect on a standalone experience. One of the key things about Gibbs is the acknowledgement of the importance of Feelings in reflection. He also separates out Evaluation - what went well as well as what didn't. These extra stages make it a useful model for some practitioner courses but some find them prescriptive.

The application of Gibbs' Reflective Cycle significantly influences personal and professional growth by identifying strengths and weaknesses, facilitating constructive feedback, and encouraging self-improvement. In a professional setting, it fosters continuous learning and adaptability, transforming negative experiences into valuable lessons that enhance skills and competencies. Additionally, the cycle promotes emotional intelligence by prompting individuals to reflect on their emotions, leading to greater resilience, effective stress management, and improved interpersonal relationships.

² Garrett, T. (2008). Student-Centered and Teacher-Centered Classroom Management: A case study of three elementary teachers. *the Journal of Classroom Interaction*, 43(1), 34-47.
<http://files.eric.ed.gov/fulltext/EJ829018.pdf>



Pic.2: Gibb's reflective learning cycle

RESULTS

When teachers combine TPaCK and Reflective practice concepts, it will lead not only to successful integration, but also to productive integration. Although the TPaCK model consists of seven core areas of knowledge, it is worth nothing that it also takes other factors into account. These factors can influence how a lesson is structured, what the teacher includes in it, and how interesting it will be, which in turn can have an impact on the student's overall learning experience and future prospects.

As was found in the literature, preservice teachers can interpret their experience and construct their practical knowledge by articulating their experience in reflection. Likewise, content analyses of the participants' journals in the current study showed they were able to articulate their understanding of TPACK with great detail by vividly describing their in-class technology integration experiences, especially in their reflection of TPK, PK, and TPACK. The participants' rich reflection may indicate that the preservice teachers have developed initial awareness in these three areas. As one preservice teacher stated, "If you can retell it, you have learned it!"³

DISCUSSION

This research offers valuable insights for teacher educators and researchers in designing learner-centered approaches to support preservice teachers in developing TPACK.

This study highlights the importance of guidance in helping preservice teachers analyze the intricate connections between content, pedagogy, and technology knowledge during reflection. When instructors directed attention to classroom management, participants provided more detailed and thoughtful insights in their journals. However, without explicit guidance on content aspects, reflections on content-related elements of TPACK remained superficial. By offering structured guidance on the interplay of content, pedagogy, and technology, instructors can

³ Lu, L. (2013). Cultivating Reflective Practitioners in Technology Preparation: Constructing TPACK through Reflection. *Education Sciences*, 4(1), 13–35. <https://doi.org/10.3390/educsci4010013>

encourage preservice teachers to develop deeper reflections and better integrate new technological experiences into their existing knowledge base. This can foster a more consolidated understanding of TPACK, emphasizing the connections between these domains. Additionally, guiding preservice teachers to reflect on content aspects (CK, TCK, PCK) and instructional influencing factors can help them encode experiences into more explicit and retrievable knowledge, enhancing knowledge transfer. Exploring effective guidance strategies in project-based learning environments for preservice teachers' reflections on technology use presents a promising avenue for future research.

Below there is a concise guidelines or useful requirements for pre-service teachers and novice teachers to follow:

1. Set clear goals. Encourage teachers to define specific, measurable objectives for integrating technology, pedagogy, and content knowledge (TPaCK) into their lessons.
2. Engage in Reflective Practice. Suggest keeping a reflective journal to document successes, challenges and insights from each lesson.
3. Start small and scale up. Advise starting with simple, low-risk technology tools and gradually incorporating more complex ones as confidence growth.
4. Focus on student-centered learning. Emphasize designing lessons that prioritize student engagement and active participation.

REFERENCES

1. Geng Ze'yan. 2024. *Strategy for promoting the TPaCK model for training students in primary and secondary education majors*. Современное педагогическое образование, Volume № 9, 187-190.
2. Garrett, T. (2008). Student-Centered and Teacher-Centered Classroom Management: A case study of three elementary teachers. *the Journal of Classroom Interaction*, 43(1), 34–47.
<http://files.eric.ed.gov/fulltext/EJ829018.pdf>
3. Lu, L. (2013). Cultivating Reflective Practitioners in Technology Preparation: Constructing TPACK through Reflection. *Education Sciences*, 4(1), 13–35.
<https://doi.org/10.3390/educsci4010013>
4. Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J., & van Braak, J. (2013). Technological Pedagogical Content Knowledge – A Review of the Literature. *Journal of Computer Assisted Learning*, 29(2), 109–121.
5. Niess, M. L. (2011). Investigating TPACK: Knowledge Growth in Teaching with Technology. *Journal of Educational Computing Research*, 44(3), 299–317.

CREATIVE CLASSROOM STRATEGIES: USING VISUAL AIDS TO TEACH YOUNG KIDS

Jo‘rayeva Nigoraxon

Namangan state institute of foreign languages

2nd year student

Abstract: This article examines the role of creative classroom strategies that use visual aids to teach young children. It argues that visuals such as pictures, flashcards, realia, charts, and multimedia resources are powerful tools to enhance comprehension, vocabulary retention, and motivation in early learning environments. Drawing from multisensory and constructivist learning theories, the paper presents practical methods that make abstract ideas concrete and foster active participation. The findings highlight that visual materials not only support linguistic development but also stimulate creativity, curiosity, and communication skills among preschool and primary learners.

Keywords: visual aids, creative strategies, early childhood, multisensory learning, vocabulary development, motivation, language teaching

Аннотация: В статье рассматриваются творческие стратегии использования наглядных средств при обучении маленьких детей. Автор подчеркивает, что визуальные материалы - картинки, карточки, реальные предметы, таблицы и мультимедийные ресурсы - являются эффективными инструментами для развития понимания, запоминания слов и мотивации. Опираясь на мультисенсорные и конструктивистские теории обучения, работа демонстрирует методы, делающие абстрактные идеи конкретными и способствующие активному участию детей. Результаты показывают, что визуальные средства способствуют не только языковому, но и творческому и коммуникативному развитию учащихся.

Ключевые слова: наглядные средства, творческие стратегии, раннее обучение, мультисенсорное обучение, развитие словарного запаса, мотивация, обучение языку

Annotatsiya: Maqolada yosh bolalarga ta’lim berishda vizual vositalardan ijodiy foydalanishning samarali strategiyalari tahlil qilinadi. Rasmlar, kartochkalar, predmetlar, jadvallar va multimedia manbalari bolalarning tushunish, so‘z boyligini mustahkamlash hamda o‘rganishga motivatsiyasini oshirishda muhim vosita sifatida qaraladi. Multisensorli va konstruktivistik yondashuvlarga asoslangan holda maqolada mavhum tushunchalarni aniq ko‘rinishga keltirish hamda faol ishtirokni rag‘batlantiruvchi usullar yoritilgan. Tadqiqot natijalari vizual materiallar nafaqat til rivojini, balki ijodkorlik, qiziquvchanlik va muloqot ko‘nikmalarini ham rivojlantirishini ko‘rsatadi.

Kalit so‘zlar: vizual vositalar, ijodiy strategiyalar, erta yoshdagi ta’lim, multisensorli o‘qitish, so‘z boyligini rivojlantirish, motivatsiya, til o‘qitish

INTRODUCTION

In early childhood education, creativity and visual engagement are essential in helping young learners understand and internalize new concepts. At this developmental stage, children primarily acquire knowledge through sensory exploration - by observing, listening, touching, and interacting with their surroundings. For this reason, visual aids serve not just as supportive materials but as key pedagogical instruments that connect real-life experiences with linguistic understanding. The use of pictures, flashcards, real objects (realia), and charts allows learners to associate words with meanings, actions, and ideas, thereby transforming abstract content into something visible and memorable. Effective early language instruction should stimulate both cognitive and sensory engagement. The multisensory learning theory proposes that children learn best when several senses are activated simultaneously, promoting deeper understanding and stronger recall. Similarly, the constructivist learning approach emphasizes that learners actively construct knowledge through experience, discovery, and social interaction. Integrating visual aids within these frameworks encourages children to explore, participate, and develop meaning through personal engagement rather than passive reception. Hence, creative classroom strategies that employ visual materials are vital to developing motivation, attention, and communicative competence in young learners. They enrich the classroom atmosphere, foster collaboration, and make learning an enjoyable, discovery-oriented process. This paper investigates innovative ways to incorporate visual aids into early language teaching, drawing upon multisensory and constructivist perspectives to demonstrate their impact on linguistic, cognitive, and creative growth in preschool and early primary education.

LITERATURE REVIEW AND METHODS

The importance of visual aids in early childhood education has been widely discussed in modern pedagogical research. According to Bruner (1966), children construct their understanding through active experiences, and visuals serve as essential tools for representing ideas before language is fully developed. Similarly, Piaget's (1969) stages of cognitive development emphasize that young learners move from concrete to abstract thinking; therefore, visual materials help them bridge this gap by making invisible ideas visible. Vygotsky (1978) highlighted the social nature of learning, suggesting that children learn through interaction and communication with others. In this context, visual aids provide shared reference points that support dialogue and collaboration. Montessori (1912) also emphasized the use of multisensory materials, arguing that learning through the senses lays the foundation for intellectual development. Her approach demonstrated that children who manipulate visual and tactile materials develop stronger concentration, order, and language ability. More recent studies support these classical theories. Cameron (2001) and Wright (2014) point out that visuals play a crucial role in language acquisition because they help learners form associations between words and meanings, reduce anxiety, and increase motivation. Similarly, Gardner's (1993) theory of multiple intelligences underlines the importance of addressing visual-spatial intelligence,

which helps children learn more effectively through colors, shapes, and images. Overall, the literature suggests that the use of visual aids enhances comprehension, memory, creativity, and communicative competence. When teachers integrate pictures, real objects, storyboards, and multimedia into lessons, they not only improve linguistic development but also promote emotional engagement and positive attitudes toward learning.

This study is based on a qualitative descriptive approach focusing on how visual aids can enhance young learners' motivation, understanding, and communication in language classrooms. The research draws from both multisensory and constructivist learning frameworks, which emphasize learning through experience, sensory interaction, and active participation.

Participants and Setting

The study was conducted in three preschool and early primary classrooms (ages 4–7) where English was taught as a foreign language. Each class had 10–15 children. Lessons were observed over a six-week period during regular teaching sessions in a play-based, child-centered environment.

Instruments and Materials

Teachers used various types of visual aids, including:

- Pictures and flashcards to introduce vocabulary and expressions;
- Realia (real-life objects like fruits, toys, and clothes) to connect language with tangible experience;
- Charts and posters for reinforcing concepts and classroom language;
- Multimedia visuals such as short animations and PowerPoint slides to maintain attention and illustrate actions.

Observation checklists and teacher reflection notes were used to document learner reactions, engagement levels, and participation during lessons.

Procedures

Each visual strategy was applied in a different learning context:

- Picture Storytelling – Teachers used sequential pictures to tell stories, prompting children to describe scenes and recall vocabulary.
- Object Interaction – Learners handled real objects while identifying their names, colors, and functions in English.
- Visual Games and Flashcard Drills – Interactive games encouraged learners to match images with words, enhancing recall.
- Multimedia Sessions – Short animated clips were used to teach simple dialogues, songs, and actions.

Data Analysis

Data from classroom observations were analyzed thematically. Patterns related to motivation, attention span, language output, and peer collaboration were identified. The analysis focused on how visual stimuli contributed to improved comprehension and active participation compared to text-only or verbal lessons.

Ethical Considerations

All classroom activities were conducted with the consent of teachers and parents. Participation was voluntary, and all data were collected solely for educational research purposes.

RESULTS AND DISCUSSION

The results of the research clearly show that using visual aids in early language teaching greatly supports young learners' motivation, comprehension, and communication. During the six-week observation, children showed higher interest and active participation in lessons that included pictures, flashcards, real objects, and multimedia visuals. They paid more attention, responded faster to teacher prompts, and demonstrated stronger understanding of new vocabulary and concepts. Teachers reported that visual-rich lessons made learning more meaningful and enjoyable. For instance, when storytelling was supported by sequential pictures, children were able to retell short stories, identify characters, and use new words independently. Similarly, activities involving real objects, such as fruits, toys, or classroom materials, helped children link abstract words to real-life experiences. As a result, they remembered vocabulary for longer periods and used it in simple English sentences. Another major finding was the positive effect of visuals on communication and collaboration. When learners participated in visual games or flashcard matching tasks, they interacted naturally with peers, often asking and answering questions in English. This social aspect of learning reflects Vygotsky's (1978) idea that communication plays a central role in language development. Visual tasks created shared experiences that made it easier for children to express ideas and cooperate with others. The findings also support the principles of multisensory learning theory, which highlights the importance of engaging several senses at the same time. When children see, hear, and touch objects, they process information more deeply and retain it more effectively. Likewise, constructivist learning theory emphasizes that learners build knowledge actively through exploration and discovery. In this study, children were not passive listeners; they learned by observing, handling, describing, and discussing visual materials, which helped them construct personal meaning. Visual aids also proved to be powerful motivators. Colorful and creative materials captured children's attention and reduced classroom anxiety. Learners became more confident and curious, showing readiness to participate in songs, games, and storytelling. Teachers noted that such activities encouraged imagination and creativity, allowing children to use language in natural, playful ways. Overall, the results indicate that creative classroom strategies using visual aids significantly enhance both cognitive and emotional engagement. They make language learning more interactive, meaningful, and inclusive for children of different learning styles. In line with previous research (Bruner, 1966; Montessori, 1912; Cameron, 2001; Wright, 2014), this study confirms that visual materials serve as essential tools for improving memory, comprehension, and communication in early education. Integrating visual aids into early childhood classrooms enriches the learning environment, supports multisensory and constructivist learning, and nurtures children's overall development. Teachers

are encouraged to adopt diverse and creative visual methods to transform language lessons into engaging, joyful, and effective experiences for young learners.

CONCLUSION

The findings of this study confirm that visual aids are among the most effective tools in early childhood language education. They make learning more concrete, interactive, and enjoyable for young learners who rely heavily on sensory experience to understand the world. When children are exposed to pictures, flashcards, real objects, charts, and multimedia visuals, they do not simply memorize words — they connect language with meaning, emotion, and real-life situations. This deepens comprehension and enhances long-term memory. The results clearly demonstrate that integrating visual materials increases motivation, attention, and communication skills. Lessons that include visual stimuli help children become more confident and expressive. Through storytelling, visual games, and multimedia activities, they develop not only linguistic competence but also creativity, curiosity, and collaboration. Such experiences also make classrooms more inclusive, accommodating different learning styles and levels of development. These outcomes strongly support the principles of multisensory and constructivist learning theories. Activating several senses at once allows children to process information more effectively, while hands-on participation helps them construct their own understanding. In this sense, visual aids serve as bridges between abstract language concepts and children's concrete experiences, creating a more natural and meaningful learning process. In conclusion, creative use of visual aids transforms traditional lessons into dynamic, discovery-based experiences. Teachers should incorporate a wide variety of visual tools - both traditional and digital - to foster motivation, comprehension, and self-expression among young learners. Future research could explore how combining visual strategies with storytelling, music, and play can further enhance language acquisition and holistic child development.

REFERENCES

1. Montessori, M. *The Montessori Method: Scientific Pedagogy as Applied to Child Education in the Children's Houses* - New York.: Frederick A. Stokes Company, 1912.
2. Piaget, J. *The Psychology of the Child* - New York.: Basic Books, 1969.
3. Cameron, L. *Teaching Languages to Young Learners* - Cambridge.: Cambridge University Press, 2001.
4. Wright, A. *Visual Materials in Language Teaching* - Oxford.: Oxford University Press, 2014.
5. David, W., Penny, C. *Teaching and Learning in the Early Years* - London.: Routledge, 2015.
6. Pritchard, A. *Ways of Learning: Learning Theories and Learning Styles in the Classroom* (4th ed.) - London: Routledge, 2018.

THE IMPORTANCE OF MULTIMEDIA TOOLS FOR DEVELOPING INTERCULTURAL COMPETENCES IN EFL CLASSROOM

Axmadjanov Tursunpulat Axmadjon ugli

Senior lecturer of the chair English language and literature of the Namangan state
institute of foreign languages named after Iskhokhon Ibrat
axmadjanovtursunpolat@gmail.ru

Annotatsiya: Texnologiyaning ingliz tilini o'qitish dunyosiga katta ta'sirini hisobga olgan holda, qanday o'qitishni va ayniqsa raqamli texnologiya EFL o'qitishni qo'llab-quvvatlashini ko'rib chiqish muhimdir. Bugungi kunda o'qituvchilar til o'rganishni qo'llab-quvvatlash va yaxshilash uchun o'quv jarayoniga integratsiya qilishlari uchun juda ko'p raqamli texnologiyalar mavjud. Ushbu maqola chet tili darslarida innovatsion texnologiyalarning zarurligi va ahamiyatini ko'rib chiqishga qaratilgan. Shuningdek, u madaniyatlararo kompetentsiyalarni rivojlantirish usuli sifatida ishlaydigan multimedia texnologiyasini batafsil muhokama qiladi.

Kalit so'zlar: Multimedia vositalari, multimedia ta'limi, kommunikativ faoliyat, haqiqiy materiallar.

Аннотация: Учитывая огромное влияние технологий на сферу преподавания английского языка, важно рассмотреть, как именно преподавать, и, в частности, как цифровые технологии могут способствовать преподаванию английского языка как иностранного. В настоящее время существует огромное количество цифровых технологий, которые преподаватели могут интегрировать в учебный процесс для поддержки и улучшения изучения языка. В данной статье рассматривается необходимость и важность инновационных технологий в преподавании иностранных языков. В ней также подробно рассматривается роль мультимедийных технологий в развитии межкультурных компетенций.

Ключевые слова: Мультимедийные средства, мультимедийное обучение, коммуникативная деятельность, аутентичные материалы.

Annotation: The given the enormous influence of technology on the English language teaching world, it is important to look at how to teach and, especially digital technology can support EFL teaching. There is so much digital technology out there nowadays for teachers to integrate into teaching process to support and enhance language learning. This article aims at dealing with the necessity and importance of innovative technology in the foreign language classroom. It also discusses in detail multimedia technology acting as a method for developing intercultural competences.

Keywords: Multimedia tools, multimedia learning, communicative activities, authentic materials.

Today learning foreign languages is impossible to imagine without the use of multimedia learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual

process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture. The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning more interactive. It is true that we cannot teach everything about cultures. What we can do in the classroom is to help learners to develop ways of finding out more about the cultures what they are learning through analyzing their experiences and developing their intercultural awareness.

Today we have a unique helper that multimedia technology allows us to bring in the best teachers from many countries through the software they create. Multimedia technology is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of selfemployment [1].

The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice [2]. In addition, multimedia technology is supported by multimedia programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling. While teaching different cultures in EFL classroom multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

- 1.The pedagogy means continuous improvement of content and methods of education in modern conditions.
- 2.Provides opportunities to identify and support students with linguistic abilities.
- 3.Represents the basis of distance learning.

4.Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

5.Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.

6.Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Use of culture teaching materials with the help of multimedia tools is rewarding and stimulating for both learners and teachers and they should be used as far as possible in EFL classrooms. Authentic materials such as internet web pages, blogs, TED Talks, TV broadcasts, films, posters, basically anything written in the target language could be very helpful to develop students' intercultural competences where using authentic materials is relatively easy and convenient way of improving learner's general skills as well as confidence in real situations.

Selecting adaptive materials is an essential factor for students to improve their comprehension ability. A selection of authentic foreign material should be used, especially dialogues, because it is more authentic and reflects cultural behavior followed by speakers. Dialogue is a large proportion of authentic listening materials. It provides a wide range of western culture, such as customs, habits, social manners, life style. Through multimedia and network technology the teacher can offer students not only rich sources of authentic learning materials, but also an attractive and friendly interface, vivid pictures and pleasant sounds, which to a large extent overcome the lack of authentic language environment and arouses students' interest in learning. There are many good videos and texts published concerning the classic literacy works and most teachers have access to them and the video equipment. Watching videos is simply another tool for learning and enjoyment. The key point is how to perform different ways in teaching different cultures. One of the very effective techniques is a role play. In a role play students take on the role of another person. It is a popular method for communicative use of language where students are encouraged to use language imaginatively and creatively. Being based on real-life situations it is always welcome in a role play to use authentic materials from English speaking countries (for example train tickets, menus, shopping lists) and record or camera them as a showcase. "Learner- centeredness is important in developing intercultural competences. This principle ensures that learner's own culture is not dealt with as an abstract concept but the focus is put on learner's involvement in it. Learners are encouraged to reflect on their culture on the basis of their own experience. The fact that these analyses take place in English lessons and learners use techniques which they would use to explain their own culture to people from other cultures, make this different from culture teaching in other subjects [Byram, M. & Flemming, M. (Eds.) 1998]. It is warned not to provide learners with ready-made

information which they might need in their analysis but instead, with information and sources where they might use themselves. Even though learners were born into the culture and are familiar with it, they need to require a more distant and general look on their culture together with some information in these analyses. Students collect information using encyclopedias, multimedia software and the internet for the required materials. They will also analyze the information and select what material best fits their cultural topics. Using authentic materials such as internet web pages, blogs, TED Talks, Youtube, TV broadcasts, films, posters and other types of culture teaching materials are encouraged.

Teachers will start with reflecting on learner's own culture and only later introduce the target culture. The principle in which learners are supposed to discover their own knowledge applies even to dealing with the target culture. This technique for developing intercultural competence supported by Professor M. Byram is comparative approach which, as he suggests, should "provide a double perspective but not to evaluate to see which is better". This double perspective can be reached by fronting phenomena from target culture and putting focus on interpreting own ways of doing as not 'natural' but 'cultural' (learned and acquired in home culture). The comparative approach contains evaluation in the terms of improving the familiar, "comparison makes the strange, the other, familiar and makes the familiar, the self, strange - and therefore easier to re- consider" Among other techniques are culture capsule which draw learner's attention to comparisons between the home and the target culture by presenting isolated items about the target culture. This technique uses visual aids with the combination of a number of technologies: phones, videos, books, television, radio, newspapers, magazines, bibliographies and which illustrate the difference, and make a set of questions to stimulate class discussions. Cultural problem solving in cases covers presentation of a problem for learners to solve and to evoke discussion about culture differences. Participants prepare presentations about a real life problem in case-studies using above mentioned multimedia tools. In the cases the problem should illustrate the topic or theme of the discussion and can be set out quite elaborately with a number of points to discuss.

To achieve the learning outcome of the course what EFL teachers are teaching, they are encouraged to combine a number technology such as language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, phones and having additional features (interactivity, graphics capabilities, etc.), as multimedia learning provides almost limitless opportunities for teaching and learning more interactive. If the language is taught associated with its target culture combining multimedia tools, students will acquire the target language with cultural background and correspond in real life situations. Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and help to developing intercultural awareness in EFL classes.

References:

1. New teaching and information technology in the education system. Polat ES — Moscow, Education, 2000.-45-46p.
2. The use of electronic information and educational resources to support scientific research of young scientists.// Vestn. Tomskogo. ped. Univ (Tomsk State Pedagogical University Bulletin). Galtsova NP, Mezentceva TI
3. G. Brown. (1994). Cultural Values: The Interpretation of Discourse.
4. Liu Renqing. (2004). Research for Gaining Knowledge. English Educational
5. Research (1edn). Beijing: Foreign Language Teaching and Research Press, 235-249.
6. Tomalin (2008) Teaching Culture in the Language Classroom
7. www.teachingenglish.org.uk

BOSHLANG‘ICH SINFLARGA NEMIS TILI INTERAKTIV METODLAR ORQALI O‘RGATISH

Matrasulova Nozima Nodir qizi

Namanagan davlat chet tillari instituti

GER-AU-22-guruh talabasi

nozimamatrasulova@gmail.com, +998904357708

Annotatsiya: Maqolada boshlang‘ich sinflarda nemis tilini o‘rgatish metodikalari tahlil qilinadi. Maqolada yangi boshlovchilar uchun samarali ta‘lim usullari, o‘quvchilarning til ko‘nikmalarini shakllantirishga qaratilgan yondashuvlar va dars jarayonida interaktiv metodlarning o‘rni ko‘rib chiqiladi. Shuningdek, til o‘rganishdagi qiyinchiliklar va ularni yengib o‘tish strategiyalari ham yoritilgan.

Kalit so‘zlar: nemis tili, boshlang‘ich sinflar, metodika, ta‘lim usullari, interaktiv yondashuv.

Аннотация: В статье анализируются методики преподавания немецкого языка в начальных классах. Рассматриваются эффективные методы обучения для начинающих, подходы, направленные на формирование языковых навыков учеников, а также роль интерактивных методов в учебном процессе. Обсуждаются трудности при изучении языка и стратегии их преодоления.

Ключевые слова: немецкий язык, начальные классы, методика, методы обучения, интерактивный подход.

KIRISH

Zamonaviy dunyoda chet tillarini o‘rganish yosh avlodning intellektual va madaniy rivojlanishida muhim omil hisoblanadi. Ayniqsa, nemis tili xalqaro ilmiy-texnikaviy, madaniy va iqtisodiy sohalarda keng qo‘llanilishi bilan ajralib turadi. Shu sababli, nemis tilini bolalikdan, ayniqsa boshlang‘ich sinflardan samarali o‘rgatish ta‘lim tizimining dolzarb vazifalaridan biriga aylangan. Boshlang‘ich sinflar — bu bolalarning til ko‘nikmalarini shakllantirishda eng muhim davr bo‘lib, bu bosqichda olingan bilimlar va ko‘nikmalar keyingi bosqichlarda tilni mukammal egallash uchun poydevor vazifasini o‘taydi.

Nemis tilini boshlang‘ich sinflarda o‘rgatishda an‘anaviy metodikalardan tashqari, interaktiv va kommunikativ usullarni qo‘llash o‘quvchilarning qiziqishini oshiradi, tilni amaliy muhitda qo‘llash imkonini beradi. Shuningdek, yosh bolalar psixologiyasi va didaktik qonuniyatlarga moslashgan darslarni tashkil etish muhimdir. Til o‘rganish jarayonida qiyinchiliklarga duch keladigan bolalar uchun individual yondashuvlarni qo‘llash ham samaradorlikni oshiradi.

Boshlang‘ich sinflarda nemis tilini o‘rgatish metodikalari, ularning ta‘lim sifatiga ta‘siri, dars jarayonida interaktiv texnologiyalar va o‘quvchilarning motivatsiyasini oshirish yo‘llari tahlil qilinadi. Tadqiqot natijalari nemis tilini o‘rgatishda zamonaviy pedagogik yondashuvlarni joriy etish va ta‘lim jarayonini yanada samarali qilishga xizmat qiladi.

METODLAR

Boshlang'ich sinflarda nemis tilini o'rgatishda qo'llaniladigan metodlar o'quvchilarning yosh xususiyatlari, til o'rganishdagi bosqichlari va pedagogik tamoyillar asosida tanlanadi. Ushbu tadqiqotda nemis tilini o'rgatish jarayonida interaktiv metodlar, kommunikativ yondashuv hamda individuallashtirilgan ta'lim usullari asosiy o'rinni egallaydi.

Interaktiv metodlar bolalarning faol ishtirokini ta'minlashga qaratilgan bo'lib, darslarni o'yin, muloqot va ko'rgazmali vositalar orqali o'tkazishni o'z ichiga oladi. Masalan, so'z boyligini oshirish uchun kartochkalar, rasmlar, video va audio materiallardan foydalanish o'quvchilarning e'tiborini jalb qiladi va tilga qiziqishini oshiradi. Bu metod o'quvchilarni faollikka chorlaydi, ularni o'z fikrlarini ifodalashga undaydi va tilni amalda qo'llash imkoniyatini yaratadi.

Kommunikativ yondashuv esa tilni muloqot vositasi sifatida o'rgatishga asoslangan. Boshlang'ich sinflarda o'quvchilarga oddiy kundalik suhbatlar, savol-javoblar, qisqa dialoglar va rol o'yinlari orqali tilni o'zlashtirish taklif etiladi. Bu yondashuv nafaqat grammatik qoidalarni o'rgatish, balki ularni real hayotda qo'llash ko'nikmalarini shakllantirishga qaratilgan. Shu tariqa, o'quvchilar tilni faqat nazariy jihatdan emas, balki amaliyotda ham o'rganadilar.

Shuningdek, individual yondashuvlar o'quvchilarning har birining til o'rganish darajasi va qobiliyatini hisobga olgan holda darslarni tashkil etishga yordam beradi. Bu usulda qiyinchiliklarga duch kelayotgan bolalar bilan alohida ishlash, ularning qiziqishlari va ehtiyojlariga mos materiallar tayyorlash muhim hisoblanadi. Individual yondashuv o'quvchilarning o'ziga bo'lgan ishonchini oshiradi va til o'rganishdagi qiyinchiliklarni yengishga yordam beradi.

Tadqiqotda qo'llangan metodik vositalar orasida texnologiyalardan foydalanish ham muhim ahamiyatga ega. Masalan, interaktiv doskalar, kompyuter dasturlari va mobil ilovalar orqali darslarni yanada qiziqarli va samarali qilish mumkin. Bu o'quvchilarning axborotni qabul qilishini osonlashtiradi va ularning mustaqil ishlash ko'nikmalarini rivojlantiradi.

Umuman olganda, boshlang'ich sinflarda nemis tilini o'rgatishda metodik yondashuvlar bolalarning psixologik xususiyatlari, o'quv jarayonining interaktivligi va kommunikativ yo'nalishga asoslanganligi bilan ajralib turadi. Ushbu metodlar o'quvchilarning tilga bo'lgan qiziqishini oshirish, bilimlarni mustahkamlash va amaliy ko'nikmalarni shakllantirishga yordam beradi.

NATIJALAR VA MUHOKAMA

Boshlang'ich sinflarda nemis tilini o'rgatish metodikalari samaradorligini o'rganish natijasida bir qancha muhim xulosalar va kuzatuvlar hosil qilindi. Tadqiqot jarayonida interaktiv metodlar va kommunikativ yondashuvlar o'quvchilarning tilga bo'lgan qiziqishini oshirishda, ularning so'z boyligini kengaytirishda va nutq ko'nikmalarini shakllantirishda samarali ekanligi aniqlandi.

Masalan, darslarda kartochkalar, rasm va o'yinlardan foydalanish o'quvchilarning diqqatini jamlashga yordam berdi. Bir sinfda o'tkazilgan amaliy mashg'ulotlarda, rangli kartochkalar yordamida so'zlarni mustahkamlash jarayonida

o'quvchilarning faolligi sezilarli darajada oshdi. Ular so'zlarni o'zaro bog'lab gaplar tuzishga, yangi iboralarni qo'llashga harakat qildilar. Bu esa til o'rganish jarayonini qiziqarli va samarali qildi.

Shuningdek, kommunikativ metod orqali o'tkazilgan darslarda o'quvchilar oddiy dialoglar orqali o'z fikrlarini ifodalashni o'rgandilar. Masalan, «Mening ismim...», «Qayerdانسiz?» kabi savollarga javob berish orqali ular o'zaro muloqot ko'nikmalarini rivojlantirishdi. Bunday yondashuv tilni amaliy qo'llashga imkon yaratib, o'quvchilarning o'zaro ishonchini oshirdi.

Tadqiqotda shuningdek, individual yondashuvning ahamiyati ham ko'rsatildi. Ba'zi o'quvchilar yangi so'zlarni tezroq o'zlashtirsa, boshqalari qo'shimcha yordamga muhtoj bo'ldi. Individual ish olib borilganda, o'qituvchi har bir o'quvchining ehtiyojini hisobga olib, mos materiallarni taqdim etdi. Masalan, qiyinchilikka duch kelayotgan o'quvchilarga oddiyroq mashqlar berilib, qo'shimcha tushuntirishlar amalga oshirildi. Bu yondashuv natijasida o'quvchilarning o'rganish darajasi yaxshilandi va ular darslarga bo'lgan ishtiyoqini yo'qotmadi.

Texnologiyalardan foydalanish ham natijalarimizda ijobiy tasir ko'rsatdi. Interaktiv doska orqali o'tkazilgan darslarda o'quvchilar yangi so'zlarni video va animatsiyalar yordamida o'rganishdi. Bu usul nafaqat darslarni yanada qiziqarli qildi, balki o'quvchilarning eslab qolish darajasini ham oshirdi. Mobil ilovalar yordamida uyga vazifalar berish o'quvchilarning mustaqil ishlash ko'nikmalarini rivojlantirishga xizmat qildi.

Tadqiqot natijalari shuni ko'rsatdiki, boshlang'ich sinflarda nemis tilini o'rgatishda samarali metodlarni qo'llash o'quvchilarning til o'rganishdagi muvaffaqiyatini sezilarli darajada oshiradi. Darslarda o'yinlar, suhbatlar va interaktiv mashg'ulotlar qo'llanilganda o'quvchilar tilni yanada samarali o'zlashtiradi, yangi bilimlarni mustahkamlash osonlashadi. Shu bilan birga, individual yondashuv va texnologik vositalarni birgalikda qo'llash o'qituvchiga har bir o'quvchiga moslash imkonini beradi, ta'lim sifatini yanada oshiradi.

TAHLIL

Maktabda boshlang'ich sinflarga nemis tilini o'rgatishda men o'quvchilarning qiziqishini oshirish uchun ko'plab qiziqarli va interaktiv o'yinlardan foydalandim. Shaxsiy tajribamda o'yin usullarining dars jarayonini yanada jonlantirishi va til o'rganishni osonlashtirishiga guvoh bo'ldim. Masalan, "So'z topish" (Wortschatzspiel) o'yini yordamida o'quvchilar yangi so'zlarni o'rganishdi va ularni tezda eslab qoldilar. Bu o'yinda o'quvchilar kartochkalar yordamida berilgan so'zlar asosida tez va to'g'ri javob berishga harakat qiladilar.

Yana bir samarali o'yin — "Kim ko'proq so'z aytadi?" (Wer sagt mehr Wörter?) bo'lib, unda o'quvchilar guruhlariga bo'linib, berilgan mavzu bo'yicha imkon qadar ko'proq nemischa so'zlarni aytishga harakat qilishadi. Bu o'yin nutq ko'nikmalarini rivojlantirishga yordam berdi va o'quvchilarni faollikka undadi.

"Rolli o'yin" (Rollenspiel) — boshqa samarali usullardan biri bo'lib, bunda o'quvchilar kundalik hayotdagi vaziyatlarni — do'konda xarid qilish, maktabda suhbatlashish kabi vaziyatlarni aktyorlik bilan ijro etadilar. Bu o'yin o'quvchilarga

amaliy nutq ko'nikmalarini shakllantirishda katta yordam berdi, ularni o'zaro muloqotga jalb qildi va tilni qo'llashga ishonch berdi.

Bundan tashqari, "Xarita bo'ylab sayohat" (Reise um die Welt) o'yini darslarga rang-baranglik olib kirdi. O'quvchilar xarita yordamida turli mamlakatlarni nemis tilida atashni o'rganishdi, shuningdek, mamlakatlar va ularning madaniyati haqida qisqacha ma'lumot berildi. Bu o'yin tilga qiziqishni oshirish bilan birga, madaniy bilimlarni ham boyitdi.

Qo'shiqlar o'quvchilarning eslab qolish qobiliyatini oshiradi, talaffuzni yaxshilaydi va tilga nisbatan qiziqishni uyg'otadi. Men o'quv jarayonida an'anaviy darsliklar bilan birga, bolalar uchun moslashtirilgan nemis tilidagi qo'shiqlarni qo'lladim. Masalan, "Alle meine Entchen" va "Fünf kleine Fische" kabi oddiy, lekin o'quvchilarga yoqadigan qo'shiqlar orqali so'z boyligi va talaffuzni mustahkamlashga erishildi. Qo'shiqlar yordamida darslar yanada jonli va esda qolarli bo'ldi, bolalar qo'shiqlarni qayta-qayta aytib, tilni tabiiy muhitda o'rganishga harakat qilishdi.

Zamonaviy texnologiyalardan foydalanish esa ta'lim jarayonini yanada interaktiv va samarali qildi. Interaktiv doskalar yordamida darslar multimediya vositalari bilan boyitildi: videolar, animatsiyalar va interaktiv mashqlar o'quvchilarni darsga qiziqitirdi va ularning e'tiborini ushlab turdi. Masalan, nemis tilidagi qisqa multfilmlar va videodarslar o'quvchilarga so'zlarning talaffuzini to'g'ri o'rganishga yordam berdi.

Shuningdek, kompyuter dasturlari va mobil ilovalar yordamida mustaqil ishlash imkoniyatlari yaratildi. O'quvchilarga uyga topshiriqlar sifatida "Duolingo" va "Quizlet" kabi ilovalardan foydalanish taklif etildi. Bu ilovalar so'zlarni o'rganish va mustahkamlash uchun o'yin shaklidagi mashqlarni taklif qiladi, bu esa o'quvchilarni yanada faol va qiziqarli tarzda o'rganishga undaydi.

Bundan tashqari, onlayn resurslardan foydalanish orqali o'quvchilarning madaniy bilimlari kengaytirildi. Masalan, nemis tilida hikoyalar va multfilmlar orqali tilni nafaqat o'rganish, balki nemis madaniyati bilan tanishish imkoniyati yaratildi.

XULOSA

Boshlang'ich sinflarda nemis tilini o'rgatish metodikalari yosh o'quvchilarning til o'rganish jarayonini samarali va qiziqarli qilishda muhim rol o'ynaydi. Tadqiqot natijalari shuni ko'rsatdiki, interaktiv metodlar, kommunikativ yondashuvlar va individual ta'lim usullari o'quvchilarning tilga bo'lgan qiziqishini oshiradi, ularning nutq ko'nikmalarini shakllantirishga yordam beradi. O'yinlar va rolli vaziyatlar orqali tilni o'rgatish jarayoni nafaqat nazariy bilimlarni, balki amaliy ko'nikmalarni ham rivojlantiradi.

Shuningdek, qo'shiqlar va zamonaviy texnologiyalardan foydalangan holda tashkil etilgan darslar til o'rganish jarayonini yanada jonli va samarali qiladi. Interaktiv doskalar, mobil ilovalar va videodarslar o'quvchilarning e'tiborini ushlab turishga, mustaqil ishlash ko'nikmalarini rivojlantirishga xizmat qiladi. Individual yondashuv esa har bir o'quvchining imkoniyatlari va ehtiyojlariga mos ta'lim berishni ta'minlaydi.

Xulosa qilib aytganda, boshlang'ich sinflarda nemis tilini o'rgatishda zamonaviy pedagogik metodlarni qo'llash o'quvchilarning bilim olish jarayonini samarali tashkil etish va tilni amaliyotda qo'llash ko'nikmalarini shakllantirishga xizmat qiladi. Bu esa o'quvchilarning til o'rganishga bo'lgan motivatsiyasini oshirib, ularni yanada yuqori bosqichlarda tilni chuqurroq o'zlashtirishga tayyorlaydi.

Foydalanilgan adabiyotlar ro'yxati:

1. Ахмадалиева, Н. М. (2019). *Nemis tilini boshlang'ich sinflarda o'rgatish metodikasi*. Toshkent: O'zbekiston milliy universiteti nashriyoti.
2. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
3. Кузнецова, Е. В. (2015). *Интерактив методлар yordamida chet tillarini o'rgatish*. Moskva: Prosveshchenie.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
5. Савельева, И. И. (2018). *Zamonaviy pedagogik texnologiyalar va ta'limda innovatsiyalar*. Toshkent: Fan va texnologiya.
6. Harmer, J. (2007). *How to Teach English*. Pearson Longman.
7. Шафикова, М. Х. (2020). *Boshlang'ich sinflarda til o'rgatishda kommunikativ yondashuv*. Namangan: Namangan davlat universiteti nashriyoti.
8. Duolingo. (2023). *Language learning app*. <https://www.duolingo.com>
9. Quizlet. (2023). *Learning tools and flashcards*. <https://www.quizlet.com>

FOSTERING LEARNER AUTONOMY IN 21ST CENTURY'S LANGUAGE EDUCATION THROUGH TECHNOLOGY-INTEGRATED APPROACHES

Adashalieva Margiyona Sherzod kizi

Student at Namangan State Institute of

Foreign Languages named after

Is'hokkhon Ibrat

E-mail: margiyonaadashaliyeva@gmail.com

Abstract: This study explores the importance of technology in 21st century's language education, its unique benefits in applying technology-integrated approaches in EFL classrooms for making lifelong learners, as well as analyzing the role of critical thinking skills in fostering learner autonomy. It delves into the stages of implementing learner autonomy in digital language learning classes in Uzbekistan. The opinions and publications of Slovak professionals, who did scientific works on the role of digital tools in teaching English, have been included and reacted.

Key words: learner autonomy, gamification apps, independent learning tools, Bloom's taxonomy, flipped classroom, critical thinking, creativity, reflection, language buddies.

Аннотация: В данном исследовании рассматривается значение технологий в языковом образовании XXI века, их уникальные преимущества при использовании интегрированных технологических подходов в преподавании английского языка как иностранного (EFL) для формирования навыков обучения на протяжении всей жизни, а также анализируется роль критического мышления в развитии автономии учащихся. Подробно освещаются этапы внедрения автономии учащихся в цифровых классах изучения языков в Узбекистане. Включены и проанализированы мнения и публикации словацких специалистов, проводивших научные исследования о роли цифровых инструментов в обучении английскому языку.

Ключевые слова: автономия учащихся, приложения для геймификации, инструменты самостоятельного обучения, таксономия Блума, перевёрнутый класс, критическое мышление, креативность, рефлексия, языковые партнёры.

Annotatsiya: Ushbu tadqiqot XXI asr chet tillarini o'qitishda texnologiyalarning ahamiyatini, ingliz tilini chet tili sifatida o'qitish (EFL) darslarida texnologiya-integratsiyalashgan yondashuvlardan foydalanishning o'ziga xos afzalliklarini, ularning hayot davomida o'rganuvchi bo'lishga yordam berishini hamda o'rganuvchi mustaqilligini shakllantirishda tanqidiy fikrlash ko'nikmalarining rolini tahlil qiladi. Shuningdek, O'zbekistonda raqamli til o'qitish darslarida o'quvchi mustaqilligini joriy etish bosqichlari chuqur yoritilgan. Ingliz tilini o'qitishda raqamli vositalarning o'rni haqida ilmiy ishlar olib borgan Slovak mutaxassislarining fikrlari va nashrlari ham keltirilib, tahlil qilingan.

Kalit soʻzlar: oʻquvchi mustaqilligi, gamifikatsiya ilovalari, mustaqil taʼlim vositalari, Bloom taksonomiyasi, teskari sinf modeli, tanqidiy fikrlash, ijodkorlik, refleksiya, til hamkorlari.

INTRODUCTION

As we are living in a technological world, it influenced every field in life, including language acquisition, since technology makes the learning process easier and more effective. However, the Gen Z learners are more inclined to their phones, and are not satisfied with traditional teaching methods, where the teacher-centered education is dominant, making the English language learners reluctant to learn English. The students have smaller attention span, and educating them requires completely different approaches and methods, that is, while a few decades before the students used to adapt to their teacher, language educators have to choose new and new technology integrated methods to adapt to their students' needs nowadays. Therefore, teacher trainings are becoming widely observed, as despite the fact that technology or AI tools replacing teachers is a total misconception, the idea that the teachers who are well equipped with modern teaching methods are going to replace those who are not is close to reality in 21st century. Besides, learner autonomy is being one of the most important component in teaching English language in a digital context since all forms of teaching, including face to face, online, and hybrid classes are being based on practicing independently materials, as they provide an environment to make use of flipped classroom and blended learning in the teaching process. In addition, developing creativity and critical thinking skills is considered of high importance in encouraging the students to learn autonomously, as they are directly linked to the 3 main stages of becoming an autonomous learner: forethought, monitoring, and reflection.

LITERATURE REVIEW

It is of significant value to define *learner autonomy*, *flipped classroom*, and *critical thinking*. The term autonomy is defined as “the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do” (Benson&Voller, 2014), which means the shared responsibility of learning between the teacher and the students. According to Nino Tavidashvili [3], learner autonomy is one of the fundamental macrostrategies of the post-method pedagogy era, where the language learner manages their own learning activities, using numerous and diverse learning strategies. It enhances the students' metacognition and self-control through motivating them to choose or create their own learning strategies, giving them confidence to express their opinions freely resulting in better academic performance. The benefits of learner autonomy for the teacher are also considerably high, such as it allows them to teach more and giving enough time for reflection and activities, helps to manage big classes, lets the teachers to learn more about their students, turns the lesson into learner directed rather than teacher-centered. Particularly, if the flipped classroom method is being used in the class, the role of learner autonomy is high, since the flipped classroom is defined as a method, where

all the materials and online lessons of the upcoming lesson are given beforehand, and the activities related to the topic, discussions take place during the class, instead of spending a lot of time to instruct the new topic, and using the time more efficiently with the help of autonomous learning. Ihor Romanyshyn and Iryna Freiuk [5] defines the FC method: “The essence of the designed method lies in the gradual engagement of students in reviewing short video lectures and reading relevant input before class; then, in class, discussing in content and doing quizzes and exercises to reinforce understanding, and finally, actively participating in creating content-related presentations or projects. Since FC requires the low and high thinking activities, at home and in the classroom respectively, it is necessary to define the role of critical thinking skills on learner autonomy. By enhancing the students’ creativity and critical thinking skills, the students can identify their learning goals thoughtfully, and create their own learning approaches, techniques, and skills. For example, Eva Reid and Elena Kováčiková [2] mentions that The Revised Bloom’s Taxonomy can serve the base for designing learning activities, forming the stages of learner autonomy: create (designing, constructing, planning, producing, inventing, making), evaluate (checking, critiquing, judging, testing), analyse (comparing, organizing, outlining, finding, structuring, integrating.) According to them, there are certain barriers which prevent from being creative—strictly following rules, being scared of foolishness, not making mistakes, being overly logical, being too practical, and looking for just one answer. Learner autonomy leads the learners to be creative, while creating their own learning strategies, making mistakes, experiencing self-studying, and using technological tools effectively, becoming lifelong learners afterwards. However, most autonomous learners lack the skills needed to use technological tools, and this article mostly studies the effective tools and their usage in EFL classroom to enhance the students’ awareness of the modern technology based autonomous learning.

METHODOLOGY

In digital learning contexts, the process of making autonomous learners is divided into three stages:

1. Introduce students to different online learning tools
2. Teaching the students how to use the digital tools
3. Encouraging them to reflect on their learning process and experience

Introduce students to different online learning tools: To accomplish the first stage, the teacher is required to incorporate modern technologies into EFL classroom, based on their students’ needs and interests.

Recording. For example, for the narrative writing and speaking section, the teacher can assign the students to ***record*** their daily stories, how the day was, what happened during the day. For example, one student can write: “Today, I got up at 6 a.m. in the morning, had breakfast, and went to school. On the bus, I met a person who studies at the same school as I. We talked about...” This method helps the students to enhance their thinking skills and they can introduce themselves to the simplest version of technology, recording, which also allows them to notice their

mistakes they made while recording, self-correct, and reflect on their mistakes constructively.

Storybird or Adobe Spark. These tools are used for enhancing the students' creative writing skills, as they let them to create their own stories and share them online, improving their idea generation and descriptive writing skills. The students are exposed to an enjoyable process of creating their own work, taking enjoyment and feeling fulfilled while working on their writing, grammar, vocabulary, and language skills. When they are assigned to check each other's work and give feedback, they are also expected to be even more careful after finding mistakes from their peer's story and evaluating them. When they are given a set of criteria to perform the "language buddies," it makes the learning environment even more interactive and self-directed. Here, "numbering the feedback" can be used, that the peer gives each feedback a special number, and assigns a to-do-list to correct "each number". For example, if one student misused one relative clause (number 3), they will have to make up five sentences using that relative clause in the correct form, and the number 3 will be ticked by their peer, which unlocks a completely new way for the students to work on their mistakes and learn from them. Because in the process of checking each other's work, they will learn how to approach their own works, what mistakes they mostly do, and what they can do to avoid those mistakes. They are also assigned to do a "self-checking" based on the same criteria, and they start to figure out their own mistakes and to correct them while double-checking their stories.

BBC learning English, Cambridge English and EnglishClub. These websites offer resources such as podcasts to listen, grammar exercises and vocabulary quizzes. Students can improve their listening skills at the same time with their grammar and vocabulary. Listening the podcast three times method can help them:

1. Listening to catch the basic meaning
2. Listening to note all the new phrases and vocabulary, grammar structures
3. Listening and speaking to oneself

After doing this method, students can strengthen their vocabulary knowledge through the quizzes these websites offer.

Hello Talk, Tandem, ITalki and Prebly. Students can take lessons from native speakers, interact with them, practice writing and join discussions in English. These websites also let them discuss various topics to improve their idea generation skills. For example, they are able to held discussions on the topic: "The pros and cons of schools uniforms", which will help them to be well aware of the advantages and disadvantages of school uniforms, allowing them to talk about these sides in real life conversations as well.

Edmodo and Google classroom. These websites are the best way of creating assignments, quizzes, and discussions that encourage student engagement and peer learning. They lead the students to create level-based tests and work on their projects outside of the class, which leads them to use their critical thinking skills, creativity, and fosters their digital knowledge. Teachers and student can commonly use them,

and using their creativity, they can divide one topic into parts and approach each part individually with the help of these quizzes and discussions. A salient example for this is the writing section, being known as the hardest productive skill. It can be divided into several parts, teaching each part in each lesson, avoiding solely general information. During one class, if the students are taught only the introduction part, they are given instructions about the four ways of paraphrasing step by step:

- Using synonyms
- Changing the sentence structures – active into passive/passive into active voice
- Using a variety of word forms (for example, accurate-adjective, accuracy-noun, accurately-adverb)
- Changing the order of the sentences

The students will focus on this part only, using their full potential and attention until they learn this part perfectly with the usage of the previously mentioned websites, they are to revise what they have learnt through additional assignments, relevant to that topic only. The next part follows, which is giving reasons afterwards, and the ways of generating reasons by using the question word “*WHY?*” are explained, teaching 3 grammar structures of giving reasons: *linking words(because, so, that’s the reason why)*, *inversion (not only+auxiliary verb, but also)*, *due to/owing to/on account of the fact that*. On Google classroom, they are exposed to the tasks focused on the *giving reasons* part, and students work solely on these structures, strengthening their making-reason-sentences knowledge, instead of acquiring the general knowledge—the ‘skeleton’ of the essay, but also the small parts of it becomes clearer and straightforward for the students.

Teaching the students how to use the digital tools and encourage them to reflect on their experience: To perform this part, the teacher is required to take the three stages of Digital learning autonomy into account:

a. Forethought & Planning

Learners are encouraged to think about, discuss and decide how they will approach tasks, activities, and projects. It can be done by inviting learners to use a digital whiteboard or mind mapping tools, such as Miro or Google Jamboard. In addition, they are also expected to share their insights on a particular topic, or assignment in collaborative digital portfolios: Padlet or Bulb, where their thoughts are visible to other students, and they can learn from peers, reflect and comments each other’s work.

b. Monitoring and control

In this stage, *creating a table* method is used to constantly keep the learning process under the control of oneself:

<i>Control your learning process:</i>	
1. What are you doing? I am learning what is Learner autonomy in a digital learning context and fostering it through various methods, stages in a 21st century's Gen Z learners EFL classroom	2. How are you doing it? I am taking notes, marking important points, doing a further research on the works of the mentioned references to be well aware of the previous researchers' opinions on the topic at hand
3. How is it going? The topic has started to seem straightforward, with relevant examples and detailed explanations. I am diving into detail and it has become clear	4. How can I improve the way I am doing it? Practicing, trying the digital tools myself, testing my own students with the help of them, reflecting about the process and results

While creating this table, the learners have to figure out what they are doing critically, see their progress, and seek the ways to improve the process, which all are the steps of becoming an independent learner with the ability to control oneself.

c. Reflection & Evaluation

This is creating an ongoing continuation of the learning process by future planning. To have the students evaluate their learning experience and think about their next learning plans according to their evaluations, the teacher has to formulate their data collection tools to observe how their students are managing to do the autonomous learning. It may include *interviewing the students*, asking questions that require more than yes/no answers, allowing students to express their ideas, thoughts and opinions in a foreign language. This may include:

1. How did you feel while performing independent learning
2. What would you change about the task you used next time?
3. Share one example when you had to make a decision during your autonomous learning process
4. What did you find challenging?

Another data collection tool may be inviting the learners to record a video of their answers and upload it to a video sharing platform, such as Flipgrid or Padlet, and encourage them to watch each other's videos, give feedback and comments. By doing so, learners are likely to learn from their peers' constructive feedbacks, and formulate their next goals accordingly. Besides, the possibility of making learners lazy through digital tools can be avoided, since they know that they are required to show reflections afterwards their AL process.

RESULTS

The implementation of digital tools in EFL classrooms reveals several notable outcomes, including increased student engagement, improvement in autonomy and self-reflection, development of critical thinking and creativity, positive reception of digital platforms, and others. Students show higher levels of participation when tasks

involve interactive technologies. Activities such as recording daily stories and creating digital narratives with Storybird or Adobe Spark motivate students to contribute actively, and peer-review tasks encourage collaborative learning. Learners are likely to begin to demonstrate ownership of their learning. The structured use of reflection questions and monitoring tables enable students to assess their progress critically. Since they are required to do peer-checking and self-checking, they become more inclined to become more aware of recurring mistakes and more confident in correcting them independently. Tasks that required analysis, evaluation, and content creation, such as generating arguments for discussions on social issues or paraphrasing exercises, lead to more creative and varied responses. Learners are not only able to recall information but also apply it in new contexts, aligning with the higher-order thinking skills described in Bloom's taxonomy. Platforms such as Edmodo, Google Classroom, and Padlet are particularly effective for collaborative tasks. Learners value the structured environment for submitting work, receiving feedback, and reflecting on their progress. Furthermore, interaction with native speakers via Hello Talk and Tandem gives students authentic communicative experiences, reinforcing the practical application of English. Despite these positive outcomes, some learners may still face difficulties. They will come across initial struggles with technological literacy, while others admit to distractions when working online.

DISCUSSION

The findings confirm that integrating digital tools in EFL instruction enhances learner autonomy by shifting responsibility from the teacher to the student. The observed improvement in self-monitoring and reflection echoes Benson and Voller's [1] claim that autonomy requires learners to make informed choices about their learning strategies. The results also highlight the central role of flipped classroom principles, as described by Romanyshyn and Freiuk [5]. When learners accessed instructional materials in advance and used classroom time for application, their critical thinking and problem-solving abilities developed more substantially. This aligns with previous research indicating that FC approaches foster deeper engagement and higher-level cognitive skills. Additionally, the incorporation of creativity-based tasks supported Reid and Kováčiková's argument that creativity is closely tied to learner autonomy. By using digital storytelling tools, students were able to "experiment" with language, make mistakes, and refine their work, which fostered both independence and enjoyment in learning. However, the challenges observed suggest that while technology facilitates autonomy, it cannot replace the teacher's role as a guide. Students with weaker self-discipline or lower digital literacy require structured scaffolding to prevent disengagement. This finding corresponds with Tavidashvili's observation that autonomous learning must be carefully nurtured, especially in multicultural classrooms with varying learner backgrounds. In sum, the results demonstrate that digital technologies are not only supplementary tools but also catalysts for developing 21st-century skills: critical thinking, creativity, and autonomous learning. Yet, successful implementation

requires balancing independence with guidance to ensure that learners stay motivated and focused in digital environments.

CONCLUSION

As an integral part of the 21st century's education, particularly language teaching and learning, the learner autonomy with the usage of digital tools plays a solid role in EFL classrooms, and the need to use them is not an option anymore, it is the demand of the EFL classrooms. Therefore, the aforementioned methods are likely to help the EFL teachers in their pursuit of fostering learner autonomy in their classes.

REFERENCES:

1. Benson & Voller, *Autonomy and independence in Language Learning*, 2014
2. Eva Reid and Elena Kováčiková, *Creativity and critical thinking in Foreign language learning*, 2018
3. Fox RK, Dodman S, Holincheck N. Moving beyond reflection in a hall of mirrors: developing critical reflective capacity in teachers and teacher educators
4. Harmer J. Book Review: *The Practice of English Language Teaching*. RELC Journal. 2001.
5. Ihor Romanyshyn and Iryna Freiuk, *Implementing learner autonomy in English as a foreign language classroom through a flipped classroom pedagogical approach*, Journal of Vasyl Stefanyk Precarpathian National University, 2024
6. Nino Tavidashvili, *Strategies for developing foreign language learner autonomy*, "Language and culture" international scientific conference, 2025

INGLIZ TILI TA'LIMIDA YOZMA NUTQNI RIVOJLANTIRISHNING ILMIY-USLUBIY ASOSLARI

Nilufar Islamova Ismail qizi

Namangan davlat chet tillari instituti 3-bosqich talabasi

Te'l: +998939455089

Email: islamovanilufar1506@gmail.com

Annotatsiya. Mazkur maqolada ingliz tili ta'limida yozma nutqni rivojlantirishning ilmiy-uslubiy asoslari yoritilgan. Yozish chet tili o'rganishda eng murakkab ko'nikmalardan biri hisoblanib, u o'quvchidan grammatik bilim, lug'at boyligi, mantiqiy fikrlash va ijodkorlikni talab etadi. Tadqiqotda yozuvni o'rgatishning turli yondashuvlari — process approach, product approach va genre approach tahlil qilinadi. Shuningdek, pre-writing texnikalari, jumladan, brainstorming va klasterlash metodlari o'quvchilarning yozish jarayonini samarali tashkil etishda muhimligi ko'rsatib o'tiladi. Yozuvni o'rgatishda lingvistik, psixolingvistik va pedagogik tamoyillarga tayanish zarurligi asoslab beriladi.

Kalit so'zlar: globallashuv, lingvistik, psixolingvistik, pedagogik tamoyillar, process approach, product approach, genre approach, pre-writing texnikalari, brainstorming, klasterlash, grammatikaning izolyatsiyasi.

Аннотация. В данной статье освещаются научно-методические основы развития письменной речи в обучении английскому языку. Письмо является одним из самых сложных навыков в изучении иностранного языка, так как требует от учащегося грамматических знаний, богатого словарного запаса, логического мышления и творческого подхода. В исследовании анализируются различные подходы к обучению письму — process approach, product approach и genre approach. Кроме того, подчеркивается важность техник предписывания (pre-writing), в частности методов мозгового штурма и кластеризации, в организации процесса письма. Обосновывается необходимость опоры на лингвистические, психолингвистические и педагогические принципы при обучении письменной речи.

Ключевые слова: глобализация, лингвистический, психолингвистический, педагогические принципы, процессный подход, продуктовый подход, жанровый подход, техники предписывания, мозговой штурм, кластеризация, когнитивный, изоляция грамматики.

Abstract. This article highlights the scientific and methodological foundations of developing writing skills in English language teaching. Writing is considered one of the most difficult skills in foreign language learning, as it requires learners to have grammatical knowledge, a rich vocabulary, logical thinking, and creativity. The study analyzes different approaches to teaching writing, namely the process approach, product approach, and genre approach. It also emphasizes the importance of pre-writing techniques, such as brainstorming and clustering, in effectively organizing

the writing process. The necessity of relying on linguistic, psycholinguistic, and pedagogical principles in teaching writing is substantiated.

Keywords: globalization, linguistic, psycholinguistic, pedagogical principles, process approach, product approach, genre approach, pre-writing techniques, brainstorming, clustering, cognitive, isolation of grammar.

KIRISH. Bugungi globallashuv jarayonida ingliz tili xalqaro muloqot va ta'limning asosiy vositasiga aylanmoqda. Shu bois maktab o'quvchilarida ingliz tilini mukammal o'zlashtirish, ayniqsa, yozma nutq ko'nikmalarini rivojlantirish muhim ahamiyat kasb etadi. Yozma nutq o'quvchining tilni qanchalik puxta egallaganini, grammatik me'yorlarga rioya qila olishini va o'z fikrlarini izchil, mantiqiy tarzda ifodalash qobiliyatini namoyon etadi. Ingliz tili ta'limida yozma nutqni o'rgatishning ilmiy-uslubiy asoslarini o'rganish nafaqat o'quvchilarning bilim darajasini oshirish, balki ularning mustaqil fikrlash, tahlil qilish va ijodiy yondashuv ko'nikmalarini ham shakllantiradi. Yozma nutqni rivojlantirish jarayoni o'quvchilarni akademik faoliyatga, oliy ta'lim bosqichidagi yozma topshiriqlarni bajarishga hamda kelajakdagi kasbiy muvaffaqiyatlarga tayyorlaydi. Shu nuqtai nazardan, mazkur mavzuning ilmiy-uslubiy asoslarini o'rganish zamonaviy ta'limning dolzarb masalalaridan biridir.

Yozma ko'nikmalarni rivojlantirish o'quvchilar uchun zarurdir, chunki u ularni akademik, kasbiy va ijtimoiy faoliyatda to'laqonli ishtirok etishga imkon beradi[1].

Bugungi kunda yozma nutq ingliz tilini o'rganishda nafaqat muloqot vositasi, balki tilni chuqurroq egallashning samarali usuli sifatida ham e'tirof etiladi. Tilshunos olimi Ann Raimes ta'kidlaganidek, *"Writing is a unique way of reinforcing language learning, because it involves active thinking, organizing ideas, and transforming thoughts into language"* ("Yozish til o'rganishni mustahkamlashning o'ziga xos usulidir, chunki u faol fikrlash, g'oyalarni tartibga solish va ularni til vositasida ifodalashni talab qiladi")[2]. Shunday qilib, yozma nutq o'quvchilardan faqat grammatik bilimlarni emas, balki fikrlarni mantiqiy tartibga solish, so'z boyligini to'g'ri qo'llash va matnni muayyan janr talablariga mos holda tuzishni ham talab qiladi. Yozish jarayonida o'quvchi o'z bilimlarini mustahkamlabgina qolmay, balki mustaqil fikrlash, ijodiy yondashish va muammoli vaziyatlarni hal qilish ko'nikmalarini rivojlantiradi. Metodist olimlar, jumladan David Nunan ta'kidlaganidek, *"Developing writing skills is essential for learners, as it allows them to participate fully in academic, professional, and social contexts"* (Yozma ko'nikmalarni rivojlantirish o'quvchilar uchun zarur, chunki bu ularga akademik, kasbiy va ijtimoiy faoliyatda to'laqonli ishtirok etish imkonini beradi)[3]. Shu nuqtai nazardan, ingliz tili ta'limida yozma nutqni rivojlantirishga alohida e'tibor qaratish zamonaviy ta'limning eng dolzarb masalalaridan biridir. Ayniqsa, maktab o'quvchilari uchun writing bo'limi nafaqat chet tilini o'rganish jarayonida, balki keyingi bosqichlardagi ta'lim va kasbiy faoliyat uchun ham muhim poydevor vazifasini bajaradi.

Ingliz tili ta'limida yozma nutqni rivojlantirishning ilmiy-uslubiy asoslari, avvalo, lingvistik, psixolingvistik va pedagogik tamoyillarga tayangan holda shakllanadi. Lingvistik asoslar yozma nutqning til tizimiga oid xususiyatlarini, ya'ni leksika, grammatika va sintaksisni qamrab oladi. Psixolingvistik asoslar esa yozuv jarayonida o'quvchining tafakkuri, xotirasi, diqqat va ijodiy qobiliyatlari qanday ishtirok etishini ochib beradi. Pedagogik asoslar o'quvchilarning yosh xususiyatlari, psixologik rivojlanishi va motivatsiyasini inobatga olgan holda yozishni o'rgatishni ko'zda tutadi. Uslubiy asoslar esa yozuvni samarali o'rgatishga xizmat qiluvchi metod va yondashuvlardan iborat. Masalan, process approach - yozuvni rejalash, qoralama matn yaratish, qayta ishlash va tahrir qilish bosqichlari orqali o'rgatadi. Product approach esa tayyor matn namunalari asosida yozishga yo'naltiradi. Genre approach - turli janrlarda yozishni shakllantirishni maqsad qilsa, task-based learning - real hayotiy vaziyatlarga asoslangan topshiriqlar orqali yozuv ko'nikmasini rivojlantiradi. Shunday qilib, yozma nutqni rivojlantirish nazariy va metodik asoslarning uyg'unlashuvini talab qiladi. O'quvchilar yozuv jarayonida nafaqat grammatik qoidalardan foydalanadi, balki o'z fikrlarini izchil va ravon ifoda etishni, yozuvni muloqot vositasi sifatida qo'llashni o'rganadilar.

Yozuv har qanday chet tilini o'rganuvchilar uchun eng qiyin ko'nikma hisoblanadi. Uni yaxshi egallash uchun o'quvchilar ko'p mehnat qilishlari kerak. Charles va Jill Hardfieldning ta'kidlashicha, yozuv bir necha sababga ko'ra qiyin. Birinchidan, yozuvchi o'quvchiga qanday ma'lumot kerakligini va uni qanday ifodalashni hal qilishi lozim. Ikkinchidan, lingvistik qiyinchiliklar mavjud, chunki yozuv yaxshi grammatikani va to'g'ri so'z tanlashni talab qiladi. Uchinchidan, kognitiv qiyinchiliklar bor, chunki o'quvchilar noma'lum o'quvchi uchun o'z fikrlarini qog'ozda tartibli ifodalashlari kerak[4]. Bundan tashqari, yozuv ham yuqori darajadagi aniqlik va ravonlikni talab qiladi, chunki yozma matnlar og'zaki nutqdan farqli ravishda doimiy hujjat sifatida qoladi va ularni darhol tushuntirish yoki tuzatish mumkin emas. Shu sababli, o'quvchilar nafaqat grammatika va so'z boyligiga, balki matnning yaxlitligi, izchilligi va umumiy tuzilishiga ham e'tibor berishlari kerak. Raimes (1983) ta'kidlaganidek, *"Yozuv shunchaki so'zlarni qog'ozga joylashtirish emas, balki g'oyalarni yaratish, qoralama yozish, qayta ishlash va tahrir qilish jarayonini o'z ichiga oladi"*. Bu esa yozuv tilshunoslik va kognitiv faoliyatning uyg'unlashuvi ekanini ko'rsatadi hamda sabr-toqat va mashqni talab qiladi. Shu sababli, maktablarda yozuvni o'qitish faqat xatolarni tuzatishga emas, balki o'quvchilarga rejalash, tashkil qilish va o'z ishlarini qayta ko'rib chiqish strategiyalarini shakllantirishga qaratilishi kerak [5].

Yozuv jarayonida uchraydigan qiyinchiliklarni bartaraf etish uchun turli metodik yondashuvlardan foydalanish mumkin. Avvalo, o'quvchilarda auditoriyani hisobga olish ko'nikmasini shakllantirish zarur. Ya'ni ular yozayotgan matn kim uchun mo'ljallanganini bilib, o'z fikrlarini shu asosda ifodalay olishlari kerak. Buning uchun turli vaziyatlarga mos topshiriqlar, masalan, do'stga xat yozish yoki rasmiy ariza tayyorlash kabi mashqlar samarali hisoblanadi. Shuningdek, lingvistik qiyinchiliklarni yengishda grammatikani izolyatsiya qilingan holda emas, balki matn

yaratish jarayonida qo'llash o'rgatiladi. Bu usul o'quvchilarning so'z boyligini kengaytirishga va grammatikani real kommunikativ vaziyatlarda to'g'ri ishlatishga yordam beradi. Kognitiv qiyinchiliklarni yengish uchun esa pre-writing texnikalari – brainstorming, reja tuzish, klasterlash kabi usullardan foydalanish muhimdir. Bu orqali o'quvchilar avval fikrlarini tartibga solib oladilar, so'ng yozuv jarayoniga kirishadilar. Shuningdek, yozuvni bosqichma-bosqich amalga oshirish – qoralama yozish, qayta ishlash, tahrir qilish va yakuniy matnni tayyorlash – samarali natijaga erishishga imkon beradi.

XULOSA. Ingliz tili ta'limida yozma nutqni rivojlantirish o'quvchilardan katta mehnat va izchillikni talab etadi. Chunki yozish jarayoni faqatgina grammatik qoidalarni qo'llash emas, balki fikrni to'g'ri rejalashtirish, izchil bayon etish va o'quvchi yoki o'qituvchi bilan samarali muloqot qilish vositasidir. Yozma nutqni rivojlantirishda psixologik, lingvistik va metodik asoslarni uyg'un qo'llash, shuningdek, kommunikativ yondashuvdan foydalanish samaradorlikni oshiradi. Demak, o'quvchilarda yozish malakasini shakllantirish ularning umumiy til ko'nikmalarini rivojlantirib, kelajakda ta'lim, kasbiy faoliyat va shaxsiy hayotda muhim ahamiyat kasb etadi. Ann Raimes (1983) yozishga oid kitobida ta'kidlaganidek, "*writing is a process of discovery*" — ya'ni yozish o'quvchiga o'z fikrlarini kashf qilish, ularni qayta ko'rib chiqish va aniqroq ifoda etishga imkon beradi. Shu sababli, yozma nutqni o'rgatishda o'quvchilarning ijodkorligi va mustaqil fikrlashini qo'llab-quvvatlash zarur.

FOYDALANILGAN ADABIYOTLAR:

1. Nunan D. Practical English Language Teaching: Writing, 2003.
2. Raimes A. Techniques in Teaching Writing. Oxford: Oxford University Press. 1983.
3. Nunan D. Language Teaching Methodology: A Textbook for Teachers. Prentice Hall. 1991.
4. Charles and Jill Hardfield. Writing Games. England: Longman. 2005.
5. Saidova M.U., Abdurakhmonova M.O. Effective Strategies to Teaching Writing. Texas Journal of Philology, Culture and History, 17, 2023.

CHET TILI O'QITISHDA INNOVATSION TEXNOLOGIYALAR VA RAQAMLI RESURLARDAN FOYDALANISHNING AFZALLIKLARI

Toshmatova Madinaxon Kodirovna

Namngan davlat pedagogika instituti Ijtimoiy fanlar fakulteti talabasi

Annotatsiya: ushbu ilmiy maqolada chet tili (ingliz tili) o'qitishda innovatsion texnologiyalar va raqamli resurslardan foydalanishning ta'lim jarayoniga pedagogik va metodik integratsiyasi tahlil qilingan. Maqolada interaktiv ta'lim vositalari, digital platformalar va multimodal yondashuvlarning o'quvchilarning lingvistik kompetensiyalarini shakllantirish, mustaqil kommunikativ faoliyatni rivojlantirish hamda til o'rganish motivatsiyasini oshirishdagi roli ko'rsatilgan. Shuningdek, zamonaviy texnologiyalarning ta'lim samaradorligini oshirishdagi afzalliklari, ularning o'quv jarayoniga moslashtirilishi hamda pedagoglarning texnologik tayyorgarligi masalalari muhim ilmiy jihatdan yoritilgan. Tadqiqot natijalari raqamli resurslarning chet tili o'qitishda didaktik va metodik jarayonlarni modernizatsiya qilishda innovatsion pedagogik yondashuvlarni qo'llash imkoniyatlarini tasdiqlaydi.

Kalit so'zlar: lingvistika, interaktivlik, multimodallik, digitalizatsiya, pedagogika, kompetensiya, innovatsiya, metodologiya.

Аннотация: В данной научной статье проведён анализ педагогической и методической интеграции инновационных технологий и цифровых ресурсов в процесс обучения иностранным (английским) языкам. В работе раскрыта роль интерактивных образовательных средств, цифровых платформ и мультимодальных подходов в формировании лингвистической компетенции обучающихся, развитии их самостоятельной коммуникативной активности и повышении мотивации к изучению языка. Кроме того, освещены преимущества современных технологий в повышении эффективности образовательного процесса, их адаптация к учебной среде и вопросы технологической готовности педагогов. Результаты исследования подтверждают возможности применения инновационных педагогических подходов при модернизации дидактических и методических процессов с использованием цифровых ресурсов в преподавании иностранных языков.

Ключевые слова: лингвистика, интерактивность, мультимодальность, цифровизация, педагогика, компетенция, инновация, методология.

Abstract: This scientific article analyzes the pedagogical and methodological integration of innovative technologies and digital resources into the process of teaching foreign (English) languages. The paper highlights the role of interactive learning tools, digital platforms, and multimodal approaches in developing students' linguistic competence, fostering independent communicative activity, and enhancing motivation for language learning. Furthermore, the advantages of modern technologies in increasing the effectiveness of education, their adaptation to the learning environment, and the issue of teachers' technological readiness are scientifically examined. The research results confirm the potential of applying

innovative pedagogical approaches to modernize didactic and methodological processes through the use of digital resources in foreign language teaching.

Keywords: linguistics, interactivity, multimodality, digitalization, pedagogy, competence, innovation, methodology.

KIRISH

XXI asrda globallashuv, raqamli transformatsiya va texnologik taraqqiyot natijasida ta'lim sohasida innovatsion texnologiyalarning ahamiyati keskin ortib bormoqda. Ayniqsa, chet tillarini, xususan ingliz tilini o'qitishda zamonaviy raqamli resurslardan foydalanish nafaqat ta'lim samaradorligini oshiradi, balki o'quvchilarning kommunikativ kompetensiyasini shakllantirishda muhim vosita sifatida xizmat qiladi. Mazkur yo'nalishda raqamli pedagogika, interaktiv platformalar, multimediya vositalari, sun'iy intellekt asosidagi o'quv tizimlari va onlayn ta'lim resurslari keng qo'llanilmoqda.

O'zbekiston Respublikasida xorijiy tillarni, ayniqsa ingliz tilini o'qitish bo'yicha tub islohotlar amalga oshirilmoqda. Prezident Shavkat Mirziyoyevning tashabbusi bilan qabul qilingan "O'zbekiston Respublikasida xorijiy tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-187-sonli qaror (2021-yil 6-may)da xorijiy til o'qituvchilarining malakasini oshirish, o'quv jarayoniga zamonaviy pedagogik texnologiyalarni keng tatbiq etish va raqamli resurslardan foydalanish davlat siyosatining ustuvor yo'nalishlaridan biri etib belgilangan [1].

Shuningdek, "Yangi O'zbekiston – maktab ostonasidan boshlanadi" tamoyili asosida qabul qilingan PF-81-sonli Farmon (2022-yil 28-yanvar)da raqamli ta'lim muhitini yaratish, o'qitish jarayonini zamonaviy axborot-kommunikatsiya texnologiyalari asosida tashkil etish, ta'limda innovatsion yondashuvlarni tatbiq etish zarurligi alohida qayd etilgan [2]. Ushbu qarorlar asosida chet tili ta'limida innovatsion metodlar, jumladan, virtual laboratoriyalar, onlayn test platformalari, sun'iy intellekt asosidagi til o'rgatuvchi ilovalar va raqamli lug'atlar keng tatbiq etilmoqda.

Yuqoridagi islohotlar 2022–2026-yillarga mo'ljallangan Yangi O'zbekiston taraqqiyot strategiyasida ham o'z ifodasini topgan bo'lib, unda ta'lim sifatini oshirish, raqamli vositalar orqali xorijiy tillarni o'rganishga keng imkoniyatlar yaratish masalalari ustuvor vazifa sifatida belgilangan [3]. Xususan, ingliz tilini o'qitishda ilg'or xalqaro tajribalarni joriy qilish, o'quvchi-yoshlarning axborot va lingvistik savodxonligini oshirish, interaktiv o'quv muhitini shakllantirish kabi masalalar ilmiy tadqiqotlar doirasida alohida ahamiyat kasb etmoqda.

Mavzuga doir ilmiy manbalarda raqamli ta'lim vositalarining o'quvchilar motivatsiyasiga ijobiy ta'siri, mustaqil til o'rganish jarayonidagi qulayligi, ta'limning shaxsga yo'naltirilganligi va ko'nikmalarni mustahkamlashdagi roli keng yoritilgan. Jumladan, M. Warschauer, R. Blake, va A. Kukushkina kabi olimlar asarlarida raqamli texnologiyalarning chet tillarini o'qitishdagi afzalliklari chuqur tahlil etilgan

[4][5]. Shu bilan birga, O'zbekiston pedagogikasida ham interaktiv texnologiyalar asosidagi o'qitish metodlari bo'yicha ilmiy izlanishlar faollashgan.

Shu bois, ingliz tilini o'qitishda innovatsion texnologiyalar va raqamli resurslarning afzalliklarini chuqur ilmiy tahlil qilish, ularning ta'lim jarayoniga ta'sirini baholash va samarali metodik yondashuvlarni ishlab chiqish zamonaviy pedagogikaning dolzarb masalalaridan biri hisoblanadi. Bu esa, nafaqat ilmiy-nazariy jihatdan, balki amaliy-pedagogik nuqtayi nazardan ham katta ahamiyatga ega.

ADABIYOTLAR TAHLILI VA METODLAR

Chet tilini, xususan ingliz tilini o'qitishda innovatsion texnologiyalar va raqamli resurslardan foydalanish masalasi zamonaviy pedagogik tadqiqotlarda katta e'tibor qaratilayotgan muhim yo'nalishdir. O'zbekistonlik olimlar tomonidan so'nggi yillarda ushbu sohada qator ilmiy izlanishlar olib borilgan bo'lib, ularning ishlari ta'lim jarayonida raqamli texnologiyalarni joriy etishning samaradorligini ilmiy asoslashga xizmat qiladi.

Masalan, pedagogika fanlari doktori X. Yo'ldoshevning "Innovatsion pedagogik texnologiyalar va raqamli ta'lim resurslari" nomli monografiyasida chet tilini o'qitishda interaktiv va multimediya vositalarining o'rni, ularning o'quvchilarning til ko'nikmalarini shakllantirishdagi roli keng yoritilgan [6]. Muallif, shuningdek, raqamli platformalar yordamida o'quvchilarning mustaqil faoliyatini tashkil etish metodikasini ilgari suradi.

Bundan tashqari, B. Islomovning "Zamonaviy xorijiy til ta'limida axborot-kommunikatsiya texnologiyalarining tatbiqi" nomli ishida raqamli resurslardan foydalanishning didaktik asoslari, o'quv jarayonida individual yondashuvni ta'minlashdagi ahamiyati tahlil qilingan [7]. Islomov ta'lim sifatini oshirishda virtual darsliklar, onlayn test tizimlari va interfaol mashg'ulotlar samaradorligini alohida ta'kidlaydi.

Shuningdek, pedagogika fanlari nomzodi M. Tursunovning "Chet tilini o'qitishda innovatsion texnologiyalar: nazariy va amaliy jihatlar" nomli monografiyasida innovatsion pedagogik yondashuvlarning samaradorligini oshirish uchun zamonaviy texnologiyalarni qo'llash usullari va metodikalari bayon etilgan [8]. Muallif ta'lim jarayonida multimodal o'qitish, ko'p tarmoqli interaktiv usullar va individuallashtirilgan o'quv dasturlarini yaratish muhimligini ko'rsatadi.

Ushbu manbalardan kelib chiqqan holda, maqolada quyidagi metodik yondashuvlar va tadqiqot usullari qo'llanildi:

Komparativ tahlil – O'zbekistonlik olimlarning zamonaviy pedagogik va metodik ishlanmalarini xalqaro tajriba bilan taqqoslab, ingliz tilini o'qitishda innovatsion texnologiyalarni qo'llashning samaradorligi baholandi.

Eksperimental pedagogik metod – raqamli resurslar va interaktiv platformalardan foydalanish orqali ta'lim jarayonida o'quvchilarning til ko'nikmalari rivojlanishiga ta'sirini o'rganish uchun maktab va oliy ta'lim muassasalarida pilot sinovlar o'tkazildi.

Tahliliy metod – O‘zbekiston Respublikasi ta’lim tizimidagi normativ-huquqiy hujjatlar, Prezident qarorlari hamda ilmiy maqolalar asosida innovatsion texnologiyalarni tatbiq etishning metodologik asoslari o‘rganildi.

Pedagogik kuzatuv va intervyu – ingliz tilini o‘qituvchi va o‘quvchilar bilan olib borilgan suhbatlar va o‘quv jarayonidagi kuzatuvlar yordamida innovatsion metodlarning amaliy samaradorligi tahlil qilindi.

Mazkur metodlar yordamida chet tilini o‘qitishda innovatsion texnologiyalar va raqamli resurslarning afzalliklari aniqlandi, ular orasida o‘quvchilarning mustaqil ish faoliyatini kuchaytirish, til o‘rganish jarayonini individualizatsiyalash, interaktiv va multimodal ta’lim muhitini yaratish kabi jihatlar alohida ta’kidlandi.

NATIJALAR VA MUHOKAMA

Ushbu tadqiqot doirasida chet tilini o‘qitishda innovatsion texnologiyalar va raqamli resurslardan foydalanishning samaradorligi eksperimental sinovlar, so‘rovnomalar va o‘qituvchilar hamda o‘quvchilarning kuzatuvlari asosida o‘rganildi. Olingan natijalar innovatsion yondashuvlarning til o‘rganish jarayoniga ijobiy ta’sir ko‘rsatishini isbotladi.

Eksperimental guruhda tashkil etilgan darslarda interaktiv ta’lim platformalari, virtual laboratoriyalar va raqamli test tizimlaridan foydalanish natijasida o‘quvchilarning ingliz tilini egallash ko‘nikmalari sezilarli darajada oshdi. Ayniqsa, so‘z boyligi, tinglab tushunish va og‘zaki nutqdagi faollik o‘sishida aniq ijobiy o‘zgarishlar kuzatildi. Natijalar shuni ko‘rsatadiki, innovatsion texnologiyalarni qo‘llash o‘quv jarayonini individualizatsiyalashga va o‘quvchilarning mustaqil o‘qish motivatsiyasini oshirishga xizmat qilmoqda.

Quyidagi jadvalda tadqiqot doirasida o‘tkazilgan so‘rovnomalar va baholash natijalari tahlil qilingan:

№	Ko‘rsatkich	Baholash mezonlari	Eksperimental guruh o‘rtacha (%)	Nazorat guruhi o‘rtacha (%)	Farq (%)	Standart og‘ish (%)	Izohlar
1	Til o‘rganishga motivatsiya	Faollik, qiziqish, o‘z-o‘zini baholash	88	65	+23	4.5	Innovatsion texnologiyalar motivatsiyani oshiradi
2	So‘z boyligini oshirish	Yangi so‘zlarni o‘zlashtirish tezligi	81	58	+23	5.0	Interaktiv mashqlar samarali
3	Tinglab tushunish ko‘nikmal	To‘g‘ri tushunish, javob berish	85	60	+25	4.0	Raqamli resurslar tinglab

	ari	darajasi					tushunishni yaxshilaydi
4	Og'zaki nutqdagi faollik	So'zlashish tezligi, grammatik to'g'rilik	79	55	+24	4.8	Virtual muhitda so'zlashish imkoniyati ta'siri
5	Mustaqil o'rganish qobiliyati	Raqamli resurslardan foydalanish, topshiriqlarni bajarish	90	62	+28	3.5	Moslashtirilgan resurslar mustaqillikni oshiradi
6	O'qituvchi tomonidan metodik yondashuv	Innovatsion texnologiyalarni qo'llash darajasi	83	59	+24	5.2	O'qituvchilarning texnologiyalarni qabul qilishi
7	O'quv jarayonining samaradorligi	Sinfdagi umumiy natija, faol qatnashuv	87	61	+26	4.1	Interaktivlik va differensial yondashuv natijasi
8	Texnologik resurslar bilan qamrov	Raqamli resurslardan foydalanish chastotasi	92	64	+28	3.8	O'quvchilar va o'qituvchilar faol ishtiroki

1-jadval. Innovatsion texnologiyalar va raqamli resurslardan foydalanishning samaradorligi bo'yicha murakkablashtirilgan baholash natijalari.

Yuqoridagi jadvaldan ko'rinib turibdiki, innovatsion texnologiyalarni tatbiq etgan guruhning barcha ko'rsatkichlari nazorat guruhiga nisbatan sezilarli darajada yuqoridir. Ayniqsa, mustaqil o'rganish qobiliyati (+28%), texnologik resurslar bilan qamrov (+28%) va tinglab tushunish ko'nikmalarining rivojlanishi (+25%) eng yuqori o'sishni ko'rsatmoqda. Bu holat, raqamli va innovatsion resurslarning o'quvchilarni faollashtirishda, individual o'rganish jarayonini qo'llab-quvvatlashda muhimligini tasdiqlaydi.

Shuningdek, o'qituvchilarning metodik yondashuvdagi yangiliklarni qabul qilishi va ulardan samarali foydalanishi ham yuqori natijalar bilan tavsiflanadi. Bu esa ta'lim sifatini oshirishda nafaqat texnologiyalar, balki ularni o'qituvchilarga integratsiya qilish jarayonining ahamiyatini ko'rsatadi. O'qituvchilarning pedagogik faoliyatida innovatsion texnologiyalardan foydalanish metodik jihatdan ham samarali ekanligi aniqlandi. O'qituvchilar so'rovnomalarida raqamli resurslar yordamida dars rejasini moslashtirish va o'quv jarayonini individuallashtirish imkoniyatlari yuqori baholandi.

Ammo tadqiqot davomida ayrim kamchiliklar ham aniqlangan. Xususan, ba'zi o'qituvchilar uchun raqamli platformalarni samarali qo'llash bo'yicha metodik tayyorgarlik yetarli emasligi, shuningdek, ayrim maktablarda texnologik infratuzilma va internet resurslarining cheklanganligi ta'lim sifatiga salbiy ta'sir qilmoqda. Bu kamchiliklarni bartaraf etish uchun o'qituvchilarga doimiy malaka oshirish kurslarini tashkil etish va ta'lim muassasalarida zamonaviy texnologik baza yaratish zarur.

Natijalar shuni ko'rsatadiki, O'zbekistonning ta'lim tizimida innovatsion texnologiyalar va raqamli resurslardan keng va tizimli foydalanish, shuningdek, pedagoglarning metodik tayyorgarligini kuchaytirish orqali chet tilini o'qitish sifatini sezilarli darajada yaxshilash mumkin.

XULOSA VA TAVSIYALAR

Chet tili o'qitishda innovatsion texnologiyalar va raqamli resurslardan foydalanishning afzalliklari mavzusida olib borilgan tadqiqotlarimiz natijasida quyidagi xulosalarni taqdim etamiz:

- ingliz tilini o'qitishda innovatsion texnologiyalar va raqamli resurslarning qo'llanilishi o'quvchilarning til o'rganish jarayonida lingvistik ko'nikmalarini, xususan, nutq va tinglab tushunish sohalarida sezilarli darajada oshirishini ta'kidlash zarur. Bu esa o'quvchilarning mustaqil va faol o'rganish faolligini rag'batlantiradi;

- tadqiqot natijalari shuni ko'rsatdiki, raqamli platformalar va interaktiv ta'lim vositalaridan foydalanish o'quvchilarda so'z boyligini kengaytirish, grammatika va kontekstga mos ifodalarni mustahkamlashga samarali ta'sir ko'rsatmoqda;

- innovatsion texnologiyalar yordamida o'qituvchilarning pedagogik metodikasi yangilanib, ta'lim jarayonida individual va differensial yondashuvlarni qo'llash imkoniyati kengaydi. Bu esa har bir o'quvchining qobiliyatiga mos ta'limni tashkil etishda muhim omil bo'lib xizmat qiladi;

- zamonaviy raqamli resurslar ta'lim sifatini oshirishda, o'quvchilarning til o'rganishga bo'lgan ijobiy motivatsiyasini kuchaytirishda katta ahamiyat kasb etadi, bu esa natijada ta'lim samaradorligini yaxshilaydi;

- shu bilan birga, o'qituvchilarning texnologik vositalarni yetarlicha chuqur o'zlashtirmasligi va resurslardan samarali foydalanmasligi muhim cheklovlarni yuzaga keltirmoqda, bu esa pedagoglarning malakasini oshirish va metodik yordamni kuchaytirishni talab qiladi.

Tadqiqotimiz natijalari asosida quyidagi ilmiy – metodik tavsiyalar ishlab chiqildi:

Birinchidan, ta'lim muassasalari darajasida ingliz tilini o'qitishda innovatsion texnologiyalar va raqamli resurslardan foydalanishni tizimli ravishda tashkil etish uchun maxsus metodik komplekslar ishlab chiqilishi va amaliyotga joriy qilinishi lozim.

Ikkinchidan, o'qituvchilar uchun muntazam malaka oshirish kurslari tashkil etilishi, bunda interaktiv va amaliy treninglar orqali raqamli savodxonlik darajasini oshirish zarur.

Uchinchidan, ta'lim jarayonida individual yondashuvni rivojlantirish maqsadida o'quvchilarning o'quv faolligiga moslashtirilgan, moslashuvchan raqamli platformalar va innovatsion ta'lim vositalarini keng joriy etish tavsiya qilinadi.

To'rtinchidan, ota-onalar va boshqa ta'lim ishtirokchilarini zamonaviy texnologiyalar va raqamli resurslarning ingliz tilini o'rganishdagi afzalliklari bilan muntazam tanishtirish, ularning jarayonga faolligini oshirish muhim hisoblanadi.

Beshinchidan, innovatsion texnologiyalar va raqamli resurslarning ta'lim samaradorligiga ta'sirini doimiy monitoring qilish uchun keng qamrovli baholash tizimi tashkil etilishi kerak.

Oltinchidan, texnik va metodologik muammolarni bartaraf etish maqsadida ta'lim muassasalarining infratuzilmasini yaxshilash, o'qituvchilarni qo'llab-quvvatlash bo'yicha strategik dasturlar ishlab chiqish zarur.

Ingliz tilini o'qitishda innovatsion texnologiyalar va raqamli resurslardan foydalanish o'quvchilarning til o'rganish samaradorligini sezilarli darajada oshiradi. Zamonaviy ta'lim vositalari o'quvchilarning lingvistik kompetensiyalarini rivojlantirishda, mustaqil fikrlash va kommunikativ ko'nikmalarini shakllantirishda muhim rol o'ynaydi. Shu bilan birga, pedagoglarning texnologik savodxonligini oshirish va ta'lim infratuzilmasini yaxshilash ustuvor vazifa sifatida qolmoqda. Ta'lim jarayoniga raqamli resurslarni integratsiya qilish, individual yondashuvni kuchaytirish va metodik qo'llab-quvvatlash samarali natijalar beradi.

Foydalanilgan adabiyotlar ro'yxati:

1. O'zbekiston Respublikasi Prezidentining PQ-187-son qarori. 2021-yil 6-may. "Xorijiy tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida".
2. O'zbekiston Respublikasi Prezidentining PF-81-son farmoni. 2022-yil 28-yanvar. "Yangi O'zbekiston – maktab ostonasidan boshlanadi".
3. O'zbekiston Respublikasi Prezidentining 2022–2026-yillarga mo'ljallangan "Yangi O'zbekiston taraqqiyot strategiyasi".
4. Warschauer, M. (2004). *Technological Change and the Future of CALL*. Oxford University Press.
5. Blake, R. (2013). *Brave New Digital Classroom: Technology and Foreign Language Learning*. Georgetown University Press. 1. Yo'ldoshev X. (2022).
6. Innovatsion pedagogik texnologiyalar va raqamli ta'lim resurslari*. Toshkent: O'zbekiston pedagogika universiteti nashriyoti.
7. Islomov B. (2021). "Zamonaviy xorijiy til ta'limida axborot-kommunikatsiya texnologiyalarining tatbiqi". Toshkent: Fan va texnologiya nashriyoti.
8. Tursunov M. (2023). "Chet tilini o'qitishda innovatsion texnologiyalar: nazariy va amaliy jihatlar". Toshkent: O'zbekiston ilmiy nashriyoti.

TIL O‘QITISHDA INTERFAOLLIK VA TANQIDIY FIKRLASH: USULLAR, YONDASHUVLAR, NATIJALARI

Shamshidinova Gulmira Ibroximjonovna

23-maktab ingliz tili fani o‘qituvchisi

gulshams87@gmail.com

Annotatsiya: Ushbu maqola til o‘qitishda interfaollik metodlarining ahamiyati va ularning o‘quvchilarda tanqidiy fikrlashni shakllantirishdagi rolini o‘rganadi. Interfaollik metodlari o‘quvchilarning faol muloqotda ishtirok etishini ta‘minlab, ularni mustaqil fikrlovchi va bilim yaratuvchi shaxs sifatida rivojlantiradi. J. Dewey, R. Paul va L. Elder kabi olimlarning fikrlariga asoslanib, tanqidiy fikrlash o‘quv jarayonining muhim qismi ekanligi ko‘rsatib o‘tiladi. O‘zbek olimi A. Abduazizov va N.Saidahmedova kommunikativ va interfaol metodlar orqali til o‘rganishda tanqidiy fikrlashni rivojlantirishning samarali usullarini taklif qiladi. Maqola til o‘qitishda interfaollik va tanqidiy fikrlashni birlashtirish orqali chuqur va ijodiy bilim hosil qilishga e‘tibor qaratadi.

Kalit so‘zlar: Interfaollik metodlari, tanqidiy fikrlash, til o‘qitish, mustaqil fikrlash, muloqot, kommunikativ yondashuv, faol o‘qitish, mashg‘ulotlar.

Abstract: This article examines the significance of interactive methods in language teaching and their role in developing critical thinking skills among students. Interactive methods engage learners in active communication, fostering their growth as independent thinkers and knowledge creators. Drawing on the ideas of scholars such as J. Dewey, R. Paul, and L. Elder, the article highlights critical thinking as an essential component of the learning process. Uzbek researchers A. Abduazizov and N.Saidahmedova propose effective approaches to cultivating critical thinking through communicative and interactive techniques in language acquisition. The article emphasizes integrating interactivity and critical thinking to achieve deeper and creative learning outcomes.

Keywords: Interactive methods, critical thinking, language teaching, independent thinking, communication, communicative approach, active learning, lessons.

Аннотация: Данная статья изучает значение интерактивных методов в обучении языку и их роль в формировании критического мышления у учеников. Интерактивные методы обеспечивают активное участие учащихся в общении, развивают их как самостоятельных мыслителей и создателей знаний. Основываясь на взглядах таких ученых, как Дж. Дьюи, Р. Пол и Л. Элдер, подчеркивается, что критическое мышление является важной частью образовательного процесса. Узбекские ученые А. Абдуазизов и Н. Саидхмедова предлагают эффективные методы развития критического мышления через коммуникативные и интерактивные подходы в изучении языка. Статья обращает внимание на создание глубоких и творческих знаний

путем объединения интерактивности и критического мышления в преподавании языка.

Ключевые слова: интерактивные методы, критическое мышление, обучение языку, самостоятельное мышление, общение, коммуникативный подход, активное обучение, занятия.

Zamonaviy ta'lim jarayonida til o'rganishning muvaffaqiyati o'quvchining faolligi, mustaqil fikrlashi va tanqidiy yondashuviga bog'liq. Bugungi kunda interfaol ta'lim texnologiyalari til o'qitishda muhim ahamiyat kasb etmoqda. Til o'rganish faqat grammatik bilimlarni egallash emas, balki muloqotda mustaqil fikr bildirish, muammolarni hal etish, va o'z pozitsiyasini himoya qila olish ko'nikmalarini ham o'z ichiga oladi.

Asosiy qism

Til o'qitishda interfaollik metodlari o'quvchilarni faol muloqotga jalb etish, ularning o'zaro fikr almashish, bahslashish va hamkorlikda yechim topish jarayonlarida erkin ishtirok etishlarini ta'minlashga xizmat qiladi. Bunday metodlar ta'lim jarayonini faqat ma'lumot uzatishdan iborat bo'lgan bir yo'nalishli tizimdan olib chiqib, o'quvchini bilim yaratuvchi, izlanishchi va mustaqil fikr yurituvchi subyekt sifatida shakllantirishga yordam beradi. Interfaollik o'qituvchi va o'quvchi o'rtasidagi muloqotning ikki tomonlama tus olishini ta'minlaydi, bu esa o'rganilayotgan tilning amaliy qo'llanilish darajasini sezilarli oshiradi. J. Dewey ta'kidlaganidek, tanqidiy fikrlash inson tafakkurining asosiy omili bo'lib, o'quvchini o'ylash, tahlil qilish, xulosaga kelish va qaror qabul qilish jarayonlariga faol jalb etadi [1]. Deweyning fikricha, haqiqiy ta'lim o'quvchini tayyor javoblarni yod olishga emas, balki mustaqil fikrlashga, sabab va oqibatlar o'rtasidagi bog'liqlikni anglashga o'rgatishi lozim. Shu ma'noda, tanqidiy fikrlash o'quv jarayonining ajralmas tarkibiy qismiga aylanadi.

Shuningdek, R. Paul va L. Elder fikricha, tanqidiy fikrlash shaxsni intellektual jihatdan yetuk, dalillarga asoslangan, obyektiv qarorlar qabul qila oladigan, mantiqiy tafakkurga ega individ sifatida shakllantiradi [2]. Ularning yondashuvida tanqidiy fikrlash insonni faqat o'ylash emas, balki o'z fikrini asoslab bera olish, dalillarni tahlil etish va muqobil fikrlarni solishtira olish qobiliyatiga ega etadi.

O'zbek olimlari ham bu masalaga alohida e'tibor qaratganlar. A. Abduazizov o'z tadqiqotlarida interfaol metodlar orqali til o'rganish jarayonida o'quvchi faolligini oshirish, muloqotda ishtirok etish darajasini kuchaytirish va mustaqil fikrlashni rivojlantirishning dolzarbligini ta'kidlaydi [3]. Olimning fikricha, o'quvchilarga mustaqil tahlil qilish imkonini beruvchi mashg'ulotlar ularning til kompetensiyasini chuqurlashtiradi va ijodiy yondashuvni shakllantiradi.

Saidahmedova esa kommunikativ yondashuv asosida o'quvchilarda tanqidiy fikrlashni shakllantirishning samarali usullarini ishlab chiqqan [4]. U o'z tadqiqotlarida muloqot, debat, rol o'ynash, hamkorlikda o'qish kabi metodlarning o'quvchilarda tahliliy va mustaqil fikrlashni rivojlantirishda katta rol o'ynashini ko'rsatadi [4]. Uning ta'kidlashicha, o'quvchilar o'z fikrlarini dalillar bilan asoslash,

boshqalarning fikrini tahlil qilish va munozaralarda qatnashish orqali tanqidiy tafakkur ko'nikmalarini amaliy shaklda rivojlantiradilar.

Shuningdek, D. Ubaydullaeva 2020 yilda o'z tadqiqotlarida CLIL — Content and Language Integrated Learning yondashuvi orqali til o'rganishda interfaollik va tanqidiy fikrlash ko'nikmalarining birgalikda rivojlanishini asoslab bergan [5]. Unga ko'ra, fan va tilni integratsiyalash o'quvchilarda analitik tafakkurni kuchaytiradi, mantiqiy mushohada yuritish va dalillash ko'nikmalarini shakllantiradi. Bu yondashuv o'quvchilarning nafaqat lingvistik bilimlarini, balki fanlararo bog'liqlikni anglash, muammolarni hal etish va mustaqil xulosaga kelish qobiliyatini ham rivojlantiradi. CLIL metodikasining samaradorligi shundaki, o'quvchi bir vaqtning o'zida mazmunni o'zlashtiradi va uni o'z tilida tahlil qiladi, bu esa faol o'rganish muhiti shakllanishiga olib keladi. Bundan tashqari, S. G'ulomov 2018 yilda chop etilgan "Innovatsion ta'lim texnologiyalari" asarida til o'qitishda interfaollikni ta'minlash uchun AKT — axborot-kommunikatsiya texnologiyalaridan foydalanish tanqidiy fikrlashni rivojlantirishda muhim vosita ekanini ta'kidlagan [6]. Unga ko'ra, raqamli vositalar yordamida interaktiv mashg'ulotlar tashkil etish o'quvchilarni ijodiy va tahliliy faoliyatga yo'naltiradi. Masalan, onlayn testlar, multimediya taqdimotlar va virtual muhitlarda muloqot qilish o'quvchilarni faol ishtirokchi sifatida jalb etadi, bu esa o'z navbatida ularning mustaqil fikrlash va muammoli vaziyatlarni hal etish ko'nikmalarini mustahkamlaydi.

Xorijiy olimlar bilan bir qatorda, o'zbek tadqiqotchilari ham til o'qitishda interfaollik va tanqidiy fikrlashni rivojlantirishni zamonaviy pedagogikaning muhim yo'nalishi deb bilishadi [7]. Bu esa milliy ta'lim tizimida ilg'or xorijiy tajribalarni mahalliy sharoitga moslashtirish zarurligini ko'rsatadi. Xususan, tilni o'qitishda CLIL, problemali ta'lim, loyihaviy faoliyat va reflektiv yondashuv kabi metodlarni uyg'unlashtirish o'quvchilarning kognitiv faolligini oshiradi. Shunday qilib, interfaol va tanqidiy fikrlashga asoslangan yondashuvlar bugungi ta'lim jarayonining ajralmas qismi sifatida, kompetensiyaga yo'naltirilgan ta'lim modelining amaliy ifodasiga aylanmoqda.

Xulosa qilib aytganda, til o'qitishda interfaollik va tanqidiy fikrlashni rivojlantirish o'quvchilarning nafaqat lingvistik, balki ijtimoiy va intellektual kompetensiyalarini ham oshiradi. Bu jarayon o'qituvchilardan zamonaviy yondashuvlarni qo'llashni, o'quvchilardan esa faol ishtirokni talab etadi. Shunday qilib, interfaol va tanqidiy yondashuv asosida tashkil etilgan ta'lim jarayoni XXI asr kompetensiyalariga ega bo'lgan shaxsni shakllantirishga xizmat qiladi.

Foydalanilgan adabiyotlar

1. Dewey, J. (1933). *How We Think*. Boston: D.C. Heath and Company.
2. Paul, R., & Elder, L. (2008). *The Miniature Guide to Critical Thinking*. Foundation for Critical Thinking.
3. Abduazizov, A. (2019). *Til o'qitishda interfaol metodlardan foydalanish samaradorligi*. Toshkent: O'zbekiston Milliy Universiteti nashriyoti.

4. Saidahmedova, N. (2021). Tanqidiy fikrlashni rivojlantirishda kommunikativ yondashuv. T.: Fan va texnologiya.
5. Ubaydullaeva, D. (2020). CLIL yondashuvi orqali til o'qitishda integratsiyalashgan ta'lim. Samarqand: SamDU nashriyoti.
6. G'ulomov, S. (2018). Innovatsion ta'lim texnologiyalari. T.: Yangi asr avlodi.

WIKI-TEXNOLOGIYALAR YORDAMIDA TEXNIK MUTAXASSISLAR UCHUN INGLIZ TILI KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISH

Qodirova Nargiza Abdusalom qizi

Fargʻona Davlat universiteti tayanch doktoranti

+998911187277

nargizaqodirova@gmail.com

Annotatsiya. Ushbu maqolada texnika yoʻnalishidagi talabalar uchun ingliz tili kommunikativ kompetensiyasini rivojlantirishda wiki-texnologiyalarning roli tahlil qilinadi. Tadqiqotning maqsadi – texnik yoʻnalish talabalari uchun ingliz tilini oʻqitishda zamonaviy raqamli vositalar orqali samarali kommunikativ muhit yaratishdir. Tadqiqot jarayonida “kollektiv oʻrganish”, “refleksiya” va “hamkorlikda yozuv” metodlari asosida mashgʻulotlar tashkil etildi. Tajriba Fargʻona davlat texnika universiteti talabalari oʻrtasida oʻtkazildi. Natijalar shuni koʻrsatdiki, wiki-platformalardan foydalanish talabalar nutq faolligini oshiradi, texnik atamalarni kontekstda qoʻllashni osonlashtiradi va ijodiy fikrlashni ragʻbatlantiradi. Xulosa sifatida, wiki-texnologiyalar ingliz tili oʻqitishning kommunikativ yondashuvini kuchaytiruvchi samarali raqamli vosita sifatida tavsiya etiladi.

Kalit soʻzlar: ingliz tili oʻqitish, kommunikativ kompetensiya, wiki-texnologiya, texnik taʼlim, raqamli savodxonlik.

Abstract. This article analyzes the role of wiki technologies in developing English communicative competence among students of technical fields. The main goal of the study is to create an effective communicative environment in English language teaching through modern digital tools. The research was conducted at the Fergana State Technical University, using methods such as “collaborative learning,” “reflection,” and “peer writing.” The findings show that the use of wiki platforms increases students’ speech activity, helps them use technical terminology in context, and stimulates creative thinking. As a result, wiki technologies are recommended as an effective digital tool to enhance communicative approaches in English language education.

Keywords: English language teaching, communicative competence, wiki technology, technical education, digital literacy.

Аннотация. В статье анализируется роль вики-технологий в развитии коммуникативной компетенции по английскому языку у студентов технических направлений. Цель исследования – создание эффективной коммуникативной среды при обучении английскому языку с использованием современных цифровых инструментов. Исследование проведено на базе Ферганского государственного технического университета, с применением методов «совместного обучения», «рефлексии» и «коллаборативного письма». Результаты показали, что использование вики-платформ повышает речевую активность студентов, способствует применению технических терминов в

контексте и развивает творческое мышление. В заключение отмечается, что вики-технологии являются эффективным цифровым инструментом для усиления коммуникативного подхода в обучении английскому языку.

Ключевые слова: преподавание английского языка, коммуникативная компетенция, вики-технологии, техническое образование, цифровая грамотность.

KIRISH

Zamonaviy texnik mutaxassis uchun ingliz tili faqat o'qish yoki tarjima vositasi emas, balki kasbiy muloqotning global tiliga aylangan. Texnika yo'nalishidagi mutaxassislar xalqaro hamkorlikda ishtirok etishlari, xorijiy adabiyotlarni o'qishlari, loyihalarda qatnashishlari va texnik hisobotlarni ingliz tilida tayyorlashlari zarur. Shu sababli, texnika oliygohlarida ingliz tilini o'qitish jarayonida kommunikativ kompetensiyani shakllantirish eng muhim vazifalardan biri bo'lib qolmoqda [1].

So'nggi yillarda ta'lim jarayonida raqamli texnologiyalarning joriy etilishi, xususan wiki-texnologiyalarning rivojlanishi bu sohada tub o'zgarishlarga sabab bo'ldi [3]. Wiki-platformalar o'quvchilarga birgalikda matn yozish, tahrir qilish, fikr bildirish va onlayn muloqot olib borish imkoniyatini beradi. Bu jarayon konstruktivistik yondashuvga asoslanadi, ya'ni talaba bilimni tayyor shaklda emas, balki faol hamkorlik orqali o'zlashtiradi [2]. Shunday qilib, wiki-texnologiyalar ingliz tili o'qitishning an'anaviy modelini interfaol va ijtimoiy o'rganish modeliga aylantiradi [4].

Bundan tashqari, kommunikativ kompetensiyani shakllantirish uchun til o'rganish jarayonida haqiqiy muloqot muhitini yaratish muhimdir. Wiki-platformalar bu imkoniyatni beradi: talabalar birgalikda texnik mavzularda maqolalar yozadi, o'zaro tahrir qiladi, texnik terminlarni izohlaydi va shu orqali real kontekstda muloqotni o'rganadilar [5]. Bu jarayon talabalarning ijodiy fikrlashini, tanqidiy yondashuvini va o'zaro mas'uliyatini rivojlantiradi.

Shuningdek, o'qituvchi bu jarayonda an'anaviy bilim manbai emas, balki maslahatchi va yo'naltiruvchi rolini bajaradi. Wiki-muhitda o'qituvchi talabalarning individual faolligini kuzatadi, ularning hamkorlikdagi faoliyatini baholaydi va reflektiv tahlil asosida rivojlanishga ko'maklashadi [6]. Shu tariqa, ingliz tili o'qitishda wiki-texnologiyalar nafaqat texnik mutaxassislarning til kompetensiyasini, balki ularning kasbiy muloqot madaniyatini, ijtimoiy adaptatsiyasini va raqamli savodxonligini ham rivojlantiradi.

ADABIYOTLAR TAHLILI VA METODLAR

Tadqiqot Farg'ona davlat texnika universitetining "Chet tillar" kafedrasida o'tkazildi. Tadqiqotda 2024–2025 o'quv yilida tahsil olayotgan 1–2-bosqich talabalardan 60 nafari ishtirok etdi. Ishtirokchilar ikki guruhga bo'lindi:

- **Nazorat guruhi** – an'anaviy yozma va og'zaki mashg'ulotlarda qatnashdi, darslarda darslik va og'zaki suhbatlardan foydalandilar.

- **Tajriba guruhi** – wiki-platforma asosida ingliz tili mashg'ulotlarini olib bordi, u yerda talabalar birgalikda maqolalar yaratdilar, o'zaro fikr bildirdilar va tahrir jarayonida faol ishtirok etdilar.

Tadqiqot uch bosqichda amalga oshirildi:

1. Tayyorgarlik bosqichi – talabalar wiki-muhit bilan tanishtirildi, ro‘yxatdan o‘tkazildi va dastlabki diagnostik test o‘tkazildi.
2. Amaliy bosqich – mashg‘ulotlar “Collaborative Writing”, “Problem-based tasks” va “Peer Review” metodlari asosida olib borildi [4].
3. Yakuniy bosqich – natijalar tahlil qilinib, kommunikativ kompetensiyaning o‘shish darajasi baholandi.

Baholash jarayonida Common European Framework of Reference (CEFR) mezonlari asosida talabalarning yozma va og‘zaki ko‘nikmalari tahlil qilindi [2]. Har bir talaba faol ishtiroki, nutqdagi grammatik to‘g‘rilik, muloqotdagi aniqlik va ijtimoiy moslashuv ko‘rsatkichlari bo‘yicha baholandi.

Metodologiya insonparvarlik tamoyiliga asoslangan bo‘lib, bunda o‘qituvchi va talaba o‘rtasidagi hamkorlik, o‘zaro hurmat va ijodiy erkinlik ustuvor bo‘ldi [1]. Talabalarga shaxs sifatida yondashish, ularning fikrini qadrlash va raqamli muhitda o‘z imkoniyatlarini namoyon etishlariga sharoit yaratildi. Tadqiqot jarayonida “talaba markazli ta‘lim” tamoyili to‘liq qo‘llanildi, bu esa o‘rganish jarayonini tabiiy, erkin va ijobiy muhitda kechishini ta‘minladi.

NATIJALAR VA MUHOKAMA

Tajriba natijalari shuni ko‘rsatdiki, wiki-texnologiyalar asosida olib borilgan mashg‘ulotlar talabalarning kommunikativ faoliyatini sezilarli darajada faollashtirgan [3]. Tajriba guruhi ishtirokchilari darslarda faolroq qatnashgan, o‘z fikrini mustaqil bayon etishdan cho‘chimagan va texnik mazmundagi matnlarni tahlil qilishda ancha ishonchli bo‘lishgan.

O‘tkazilgan so‘rovnomalar va test natijalariga ko‘ra:

- Talabalarning grammatik to‘g‘riligi o‘rtacha 21% ga oshgan;
- Texnik mavzularda og‘zaki muloqotdagi faollik 33% ga oshgan;
- Leksik boylik va terminlardan to‘g‘ri foydalanish 28% ga ko‘tarilgan;
- Ijodiy fikrlash va o‘zini ifoda etish ko‘rsatkichlari 25% ga yaxshilangan;
- 84% talaba wiki muhitida ishlashni “erkin fikrlash, ijodiy yondashuv va jamoaviy o‘rganish uchun qulay sharoit” sifatida baholagan.

O‘qituvchilar kuzatuvlari ham shuni tasdiqladiki, wiki asosidagi darslar talabalarda mas‘uliyat hissi, hamkorlik madaniyati va reflektiv fikrlashni shakllantirgan [6]. Natijada, kollektiv muhitda o‘zaro hurmat, muloqot madaniyati va bir-biridan o‘rganish jarayoni rivojlangan.

Tajriba guruhi ishtirokchilarining yakuniy baholari nazorat guruhi natijalariga nisbatan yuqori bo‘lib, bu wiki-texnologiyalar yordamida o‘qitishning amaliy samaradorligini isbotlaydi [5].

XULOSA

Tadqiqot natijalari shuni ko‘rsatdiki, wiki-texnologiyalar asosida olib borilgan ta‘lim jarayoni texnika yo‘nalishidagi talabalar uchun nafaqat ingliz tilidagi grammatik yoki leksik bilimlarni oshiradi, balki ularning shaxsiy ishonchi, ijodiy fikrlash qobiliyati va kasbiy muloqot kompetensiyasini ham mustahkamlaydi [1], [3]. Talabalar o‘z fikrini ochiq ifoda etishni, boshqalar fikrini eshitishni va muhokama

jarayonida dalil bilan isbotlashni o'rganadilar. Bu esa ingliz tilini o'rganish jarayonini sun'iy mashg'ulotdan haqiqiy muloqot tajribasiga aylantiradi.

Ushbu tadqiqot asosida texnik yo'nalishdagi oliy ta'lim muassasalarida ingliz tili o'qitish jarayoniga wiki-texnologiyalarni keng joriy etish tavsiya etiladi. Bunday yondashuv talabalar uchun hamkorlikda o'rganish, erkin fikrlash va amaliy muloqot ko'nikmalarini rivojlantirish imkonini beradi. Shuningdek, o'qituvchilarni raqamli ta'lim texnologiyalari va kommunikativ metodlar bo'yicha tayyorlash, baholash tizimida ijodkorlik, muloqot madaniyati va mustaqil fikrlashni inobatga olish maqsadga muvofiqdir. Umuman olganda, wiki-texnologiyalarni o'quv jarayoniga integratsiya qilish nafaqat til o'rganishni, balki raqamli savodxonlik va kasbiy muloqot madaniyatini ham rivojlantiradi.

ADABIYOTLAR RO'YXATI

1. Vygotsky L. S. *Mind in Society*. – Cambridge, MA: Harvard University Press, 1978. – 284 b.
(Идеи В. Выготского о социальном обучении // *Vygotsky's Concept of Social Learning*).
2. Krashen S. D. *The Input Hypothesis: Issues and Implications*. – London: Longman, 1985. – 210 b.
(Теория Крашена о гипотезе входных данных // *Krashen's Input Hypothesis Theory*).
3. Warschauer M. *Digital Literacies and Language Learning*. – Oxford: Oxford University Press, 2010. – 198 b.
(Цифровая грамотность и обучение языкам // *Digital Literacy and Language Education*).
4. Parker K., Chao J. *Wiki as a Teaching Tool*. – Interdisciplinary Journal of E-Learning and Learning Objects, 2007. – 3(1): 57–72.
(Вики как инструмент обучения // *Wiki as an Educational Tool*).
5. Godwin-Jones R. *Emerging Technologies: Collaborative Writing Tools and Digital Literacy*. – Language Learning & Technology, 2018. – 22(1): 2–8.
(Современные технологии и цифровая грамотность // *Modern Technologies and Digital Literacy*).
6. Lee L. *Exploring Wiki-Mediated Collaborative Writing*. – Language Learning & Technology, 2010. – 14(3): 51–68.
(Изучение совместного письма через вики // *Exploring Wiki-Based Collaborative Writing*).

METOKOGNITIV YONDASHUV ASOSIDA TALABALARDA YOZMA VA NUTQ KO'NIKMALARINI RIVOJLANTIRISH TEXNOLOGIYASI (IQTISOD YO'NALISHIGA INGLIZ TILINI O'QITISH MISOLIDA)

Mamadjanova Shoxida Nemat qizi
Namangan davlat universiteti doktoranti

Annotatsiya: Mazkur ilmiy maqolada iqtisod yo'nalishida tahsil olayotgan talabalar uchun ingliz tilini o'qitishda metakognitiv yondashuvlar asosida yozma va og'zaki nutq ko'nikmalarini rivojlantirish texnologiyalari tahlil qilinadi. Yevropa mamlakatlarida qo'llanilayotgan ilg'or pedagogik tajribalar asosida metakognitiv strategiyalar — rejalashtirish, monitoring, refleksiya va o'z-o'zini baholash orqali talabalarning mustaqil fikrlash va til kompetensiyasini shakllantirishga qaratilgan usullar yoritiladi. Tadqiqotda talabalarning faol ishtirokini rag'batlantirish, yozuv va nutqdagi strukturaviy fikrlashni rivojlantirish va o'rganilgan tilni kontekstda qo'llash bo'yicha tavsiyalar beriladi.

Kalit so'zlar: metakognitiv yondashuv, yozma ko'nikma, nutqiy rivojlanish, ingliz tili, iqtisod yo'nalishi, refleksiya, o'z-o'zini baholash, Evropa tajribasi.

Аннотация: В данной научной статье рассматриваются технологии развития письменных и устных речевых навыков на основе метакогнитивного подхода при обучении английскому языку студентов экономических направлений. На основе передового европейского педагогического опыта анализируются стратегии метакогнитивного обучения — планирование, мониторинг, рефлексия и самооценка, направленные на развитие самостоятельного мышления и языковой компетенции студентов. В работе приводятся рекомендации по активизации участия студентов, формированию структурного мышления в речи и письменности, а также использованию языка в профессиональном контексте.

Ключевые слова: метакогнитивный подход, письменные навыки, развитие речи, английский язык, экономическое направление, рефлексия, самооценка, европейский опыт.

Annotation: This scientific article explores technologies for developing students' writing and speaking skills in English based on a metacognitive approach, specifically within economics-oriented higher education. Drawing on advanced pedagogical practices from European countries, the article analyzes metacognitive strategies such as planning, monitoring, reflection, and self-assessment, aiming to foster learners' independent thinking and linguistic competence. The study provides recommendations for promoting active learner engagement, enhancing structured thinking in writing and speech, and applying language use in professional economic contexts.

Keywords: metacognitive approach, writing skills, speech development, English language, economics field, reflection, self-assessment, European experience.

KIRISH

Global ta'lim maydonida metakognitiv yondashuvlar zamonaviy o'qitish va o'rganish metodologiyalarining ajralmas qismi sifatida keng e'tirof etilmoqda. Ayniqsa, Yevropa oliy ta'lim tizimida talabalar mustaqil ta'lim oluvchilar sifatida qaraladi va bu o'rinda o'z-o'zini nazorat qilish, o'quv jarayonini rejalashtirish, monitoring qilish va baholash kabi metakognitiv strategiyalar muhim o'rin tutadi. Aynan metakognitiv yondashuvlar talabalarni chuqurroq o'rganishga, analitik fikrlashga va muloqotda faol ishtirok etishga undaydi. Ushbu ilmiy-obzornaya maqolada Yevropa mamlakatlarida iqtisod yo'nalishida ingliz tilini o'qitishda yozma va og'zaki nutq ko'nikmalarini rivojlantirish uchun metakognitiv yondashuv asosida ishlab chiqilgan texnologiyalar o'rganiladi.

Tadqiqotlar shuni ko'rsatmoqdaki, metakognitiv strategiyalarni o'rgatish nafaqat o'quv natijalarining umumiy ko'rsatkichlarini oshiradi, balki talabalar ongida til o'rganishga nisbatan ijobiy munosabatni ham shakllantiradi⁴. Masalan, Niderlandiya va Shvetsiyada olib borilgan tadqiqotlar asosida talabalar yozma ishlarda o'z-o'zini tahlil qilish, fikrni rejalashtirish, va grammatik aniqlikni tekshirish kabi amaliy qadamlarni o'zlashtirgani aniqlangan. Ushbu strategiyalar ularda mantiqiy fikrlash va strukturalangan yozuv madaniyatini shakllantirgan.

Angliyada olib borilgan eksperimental izlanishlar⁵ shuni ko'rsatadiki, iqtisodiy matnlarni tahlil qilishda talabalar metakognitiv ko'nikmalar yordamida kontekstual tafakkurni rivojlantiradi, ya'ni ular terminologiyani nafaqat yodlaydi, balki ularni real iqtisodiy holatlarda qo'llashni o'rganadi. Bu esa og'zaki nutqda so'z boyligini oshirish, izchil fikr yuritish, ijtimoiy-iqtisodiy muammolarni muhokama qilishda qatnashish imkonini beradi. Talabalar metakognitiv yondashuv orqali savol berish, fikr bildirish, muhokama qilish va xulosalash kabi funksional nutq turlarini faol qo'llay boshlagan.

Shuningdek, Germaniyada olib borilgan tadqiqotlarda⁶ til o'rganishda yozma va og'zaki topshiriqlarga oldindan reja tuzish, faol monitoring va o'z natijalarini baholash asosida yondashuv pedagogik texnologiyalarning ajralmas qismi sifatida qo'llanilmoqda. Bu yondashuv talabalarining o'z ustida ishlashga bo'lgan qiziqishini oshirib, ularni hayotiy masalalarni tahlil qilishga undaydi.

Ushbu maqolada Yevropada ishlab chiqilgan va amaliyotda sinovdan o'tgan metakognitiv yondashuvga asoslangan texnologiyalarni taqqoslovchi tahlil qilinadi. Shuningdek, iqtisod yo'nalishida ingliz tilini o'rgatishda talabalar yozma va og'zaki nutq ko'nikmalarini tizimli rivojlantirishda metakognitiv metodlarning samaradorligi ko'rib chiqiladi. Bu usullar O'zbekiston ta'lim tizimida, ayniqsa ko'p tilli muhitda chet tillarni o'qitishda keng joriy qilish uchun foydali tajriba sifatida qaraladi. Maqola so'ngida esa pedagogik amaliyotda foydalanish mumkin bo'lgan aniq tavsiyalar shakllantiriladi.

⁴ Veenman, M.V.J., Wilhelm, P., Beishuizen, J.J. The relation between intellectual and metacognitive skills from a developmental perspective // Learning and Instruction. – 2004. – Vol. 14(1). – P. 89–109.

⁵ Oxford, R.L. Teaching and researching language learning strategies. – London: Routledge, 2011. – 375 b.

⁶ Schraw, G., Dennison, R.S. Assessing metacognitive awareness // Contemporary Educational Psychology. – 1994. – Vol. 19. – P. 460–475.

METOD VA MATERIALLAR

Ushbu ilmiy-obzor tadqiqoti Yevropa mamlakatlarida iqtisod yo'nalishida ingliz tilini o'qitishda metakognitiv yondashuvlar asosida yozma va og'zaki nutq ko'nikmalarini rivojlantirish bo'yicha amalga oshirilgan ilg'or tajriba va ilmiy ishlanmalarni tahlil qilishga asoslanadi. Maqsad – mavjud nazariy asoslar va amaliy uslublarni tizimli ko'rib chiqish orqali ularning samaradorligini baholash, taqqoslash va O'zbekiston ta'lim muhitida qo'llash imkoniyatlarini aniqlashdan iborat.

Tadqiqotda deskriptiv-tahliliy metod asosiy uslub sifatida tanlandi. Bu usul orqali nashr etilgan ilmiy maqolalar, eksperimentlar natijalari va o'quv dasturlarining hujjatli bazasi o'rganildi. Tahlilga Germaniya, Angliya, Finlyandiya, Shvetsiya va Niderlandiyada 2010–2023 yillar davomida chop etilgan 20 dan ortiq ilmiy maqola, doktorlik dissertatsiyalari va xalqaro ta'lim forumlarining ma'ruzalari kiritildi.

Tanlab olingan manbalar Scopus, ERIC, Google Scholar va European Journal of Education kabi ilmiy bazalardan olingan bo'lib, ular faqat ingliz va nemis tillarida yozilgan, ekspertlar tomonidan baholangan tadqiqotlar hisoblanadi. Har bir manbada metakognitiv strategiyalar (rejalashtirish, monitoring, refleksiya), ularni o'quvchilarda shakllantirish metodlari, yozma va og'zaki nutq ko'nikmalariga ta'siri ko'rib chiqildi.

Tahlilda, shuningdek, ilg'or universitetlarning (masalan, Cambridge, Humboldt, Uppsala universitetlari) iqtisod yo'nalishlarida ingliz tili kurslarida foydalanilayotgan metakognitiv topshiriqlar namunalari (portfolio, ese, og'zaki prezentatsiya) ham o'rganildi. Ushbu metodlar asosida Yevropa o'quvchilari yozuvda strukturalash, kontekstual fikrlash va nutq muloqotini rivojlantirishga qaratilgan yondashuvlardan qanday foydalangani aniqlab berildi.

ADABIYOTLAR TAHLILI

So'nggi yillarda metakognitiv yondashuvlar Yevropa ta'lim tizimining markaziy pedagogik konsepsiyalaridan biriga aylandi. Xususan, yozma va og'zaki nutq ko'nikmalarini rivojlantirish bo'yicha ingliz tilini o'qitishda bu yondashuvlar innovatsion vosita sifatida qaralmoqda. Adabiyotlarni tahlil qilishdan ko'zlangan maqsad – metakognitiv strategiyalarning qanday nazariy asoslarga ega ekanini aniqlash, ularni o'rgatish metodikasini yoritish va amaliyotda qo'llanish yo'llarini ko'rsatishdir.

Flavell⁷ tomonidan asos solingan metakognitsiya tushunchasi dastlab psixologik sohada rivojlangan bo'lsa-da, keyinchalik o'quvchilarning bilim olish jarayonida muhim omil sifatida ta'limga tatbiq etildi. Flavell metakognitsiyani shaxsning o'z bilimi haqida o'y yuritishi, bu bilimni kuzatishi, rejalashtirishi va boshqarishi qobiliyati sifatida ta'riflagan. Yevropa tadqiqotchilari, jumladan Veenman, Wilhelm va Beishuizen⁸, bu tushunchani ta'limdagi o'zlashtirish jarayoniga nisbatan kengaytirgan: metakognitiv strategiyalar orqali talabalar o'z bilimlarini qanday samarali boshqarishni o'rganadilar.

⁷ Flavell, J.H. Metacognitive aspects of problem solving // The Nature of Intelligence. – New York: L. Erlbaum Associates, 1979. – S. 231–235.

⁸ Veenman, M.V.J., Wilhelm, P., Beishuizen, J.J. The relation between intellectual and metacognitive skills from a developmental perspective // Learning and Instruction. – 2004. – Vol. 14(1). – P. 89–109.

Yevropa universitetlarida yozma ko'nikmalarni rivojlantirishda metakognitiv strategiyalarning ta'siri chuqur o'rganilgan. Oxford universitetida o'tkazilgan izlanishlarda, talabalar o'zining esse yozish faoliyatini rejalashtirish, qoralama matn tuzish, tahrirlash, o'z-o'zini baholash strategiyalari orqali yuqori natijalarga erishgan. Shvetsiya va Niderlandiya universitetlarida olib borilgan tadqiqotlarda esa yozma topshiriqlar davomida refleksiya jurnallari va metakognitiv yozuvlar (metacognitive writing logs) orqali talabalar yozuvdagi fikr izchilligi va aniq ifodalash ko'nikmalarini rivojlantirganlari qayd etiladi.

Masalan, Uppsala universitetida bosqichli yozuv modeli ishlab chiqilgan bo'lib, bu modelga ko'ra, har bir yozuv bosqichi uchun maxsus metakognitiv savollar beriladi: "Nima haqida yozmoqchiman?", "Men bu fikrni qanday asoslayman?", "O'quvchi bu matndan nimani tushunadi?" Ushbu savollar asosida talabalar har bir yozuv bosqichida reflektiv yondashuv orqali o'z ishlarini tahlil qilishga o'rganadilar⁹.

Og'zaki nutqda metakognitiv strategiyalarning qo'llanilishi ayniqsa muhim. Germaniya va Daniyada olib borilgan eksperimentlar talabalar og'zaki chiqishlaridan oldin o'z maqsadlarini belgilashi, asosiy g'oyalarni rejalashtirishi, suhbatda foydalanadigan til vositalarini tanlashi va yakunida chiqishining samaradorligini baholash strategiyalarini o'zlashtirish orqali so'zlashuv ko'nikmalarini ancha yaxshilaganini ko'rsatadi.

Bunday natijalar metakognitiv rejalashtirish va monitoringning til o'rganishda qanday kuchli vosita bo'lishini tasdiqlaydi. Angliya, Finlyandiya va Gollandiyada talabalar bilan olib borilgan tadqiqotlarda metakognitiv refleksiya, ya'ni suhbatdan so'ng o'z nutqini tahlil qilish, eng samarali strategiyalardan biri sifatida e'tirof etilgan. Cambridge universitetida talabalar og'zaki prezentatsiyalarni tayyorlashda avval o'zlarini savol-javob vaziyatlariga qo'yib, so'ngra chiqishni simulyatsiya qilish orqali metakognitiv monitoring va baholash bosqichlarini o'zlashtirishgan¹⁰.

Iqtisodiy kontekstda ingliz tilini o'rgatishda til nafaqat kommunikativ vosita, balki kasbiy tafakkurning ifodasi sifatida qoraladi. Bu holatda metakognitiv strategiyalar nafaqat til o'rganishni, balki iqtisodiy matnni tushunish, tahlil qilish va argumentatsiya qilishni ham o'z ichiga oladi. Yevropa universitetlarida foydalanilayotgan CLIL (Content and Language Integrated Learning) yondashuvi metakognitsiyani til va kasbiy bilimni uyg'unlashtirish vositasi sifatida qo'llaydi¹¹.

Masalan, Humboldt universitetida iqtisod fanlariga oid ingliz tilidagi matnlar asosida tahliliy esse yozish topshiriqlari beriladi va ularning har bir bosqichi metakognitiv izohlar bilan boyitiladi. Talabalar: "Bu dalil mening tezisimga qanday bog'liq?", "Bu misol qanday statistik asosga ega?" kabi savollar yordamida yozuvda analitik yondashuvni rivojlantiradi. Bu usul, shuningdek, talabalarni mantiqiy

⁹ Boekaerts, M. Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students // Learning and Instruction. – 2012. – Vol. 22(4). – P. 273–275.

¹⁰ Efklides, A. Interactions of metacognition with motivation and affect in self-regulated learning: The MASRL model // Educational Psychologist. – 2011. – Vol. 46(1). – P. 6–25.

¹¹ Coyle, D., Hood, P., Marsh, D. CLIL: Content and Language Integrated Learning. – Cambridge: Cambridge University Press, 2010. – 184 b.

fikrlashga, iqtisodiy tushunchalarni izchil va dalillangan tarzda ifodalashga tayyorlaydi.

So'nggi yillarda raqamli texnologiyalarning jadal rivojlanishi metakognitiv strategiyalarni virtual ta'lim muhiti orqali ham qo'llash imkonini yaratdi. Moodle, Edmodo, Google Classroom va boshqa platformalarda o'z-o'zini baholash jadvallari, refleksiya jurnallari va peer-review vositalari metakognitiv strategiyalarni o'rganish uchun qulay imkoniyat yaratmoqda¹².

Masalan, Finlandiyada amalga oshirilgan loyiha davomida talabalarga har bir darsdan so'ng elektron refleksiya yozuvlari topshiriladi. Bu yozuvlar yordamida talabalar o'z ishtirokini tahlil qiladi, nimalarni tushunganini, nimada qiynalganini, va kelasi safar qanday strategiya qo'llashni yozib boradi. Ushbu jarayon doimiy refleksiya orqali o'z-o'zini o'rganish va boshqarish ko'nikmasini mustahkamlaydi.

Ko'pgina tadqiqotlar talabalar tomonidan metakognitiv yondashuvlarning ijobiy baholanani tasdiqlaydi. Talabalar bu yondashuvlar yordamida bilimni yanada ongli va nazoratli tarzda egallashlarini ta'kidlashadi. Ko'pchilik talaba metakognitiv savollar ularga darsni qanday tayyorlash, nutqni qanday shakllantirish va fikrni qanday ifodalash kerakligini chuqurroq tushunishga yordam berganini bildirgan.

Yevropa bo'yicha qamrovli tadqiqot shuni ko'rsatadiki, metakognitiv yondashuvlar bo'yicha o'quvchilarni maxsus o'rgatish, ayniqsa akademik yozuv va muloqotda sezilarli sifatli sakrashlar keltirgan. Bu tajriba O'zbekiston kabi ko'p tili ta'lim muhitida ham katta istiqbolga ega.

MUHOKAMA

Metakognitiv yondashuvlar zamonaviy ta'lim metodologiyasida chuqur o'rin egallagan bo'lib, ularning samaradorligi ko'plab Yevropa mamlakatlarida amaliyotda tasdiqlangan. Ushbu bo'limda ingliz tilini iqtisod yo'nalishida o'qitish doirasida metakognitiv strategiyalarning yozma va og'zaki ko'nikmalarni rivojlantirishdagi o'xshashlik va farqlari tahlil qilinadi. Muqoyasa, asosan, Germaniya, Angliya, Finlyandiya, Niderlandiya, Shvetsiya va Frantsiya ta'lim amaliyoti asosida olib boriladi.

Umumiyliklar: Yevropa yondashuvlaridagi o'xshash jihatlar

a) Nazariy asos va pedagogik konsepsiya: Yevropa mamlakatlarining aksariyati metakognitiv strategiyalarni ta'limga integratsiya qilishda Flavell, Zimmerman, Schraw va Dennison singari nazariyotchilarning ishlanmalariga tayangan. Barcha mamlakatlarda metakognitsiya o'quvchi shaxsining o'z o'quv jarayonini boshqarish va baholash qobiliyati sifatida qaraladi. Bu, o'z navbatida, talabalarni bilimni chuqurroq anglash, o'z o'rganish jarayonini ongli tarzda rejalashtirish va natijalarni tahlil qilishga undaydi.

b) Yozma va nutq ko'nikmalarini bosqichli shakllantirish: Yozma va og'zaki ko'nikmalarni rivojlantirishda barcha tahlil qilingan mamlakatlar metakognitiv jarayonlarni bosqichma-bosqich shakllantirish yondashuvini tanlaydi. Har bir dars

¹² Winne, P.H., Hadwin, A.F. The weave of motivation and self-regulated learning // Motivation and self-regulated learning. – New York: Routledge, 2013. – P. 297–314.

jarayonida o'quvchi o'z niyatini belgilaydi (rejalashtiradi), faoliyatni amalga oshiradi (monitoring qiladi), yakunda esa o'z chiqish yoki yozma ishini tahlil qiladi (refleksiya qiladi).

c) Raqamli muhitda refleksiya va o'z-o'zini baholash: Metakognitiv strategiyalarni amaliyotga tatbiq qilishda deyarli barcha Yevropa mamlakatlari raqamli texnologiyalar — LMS platformalar (Moodle, Google Classroom), refleksiya jurnallari, bloglar va peer-review vositalaridan foydalanishadi.

d) Kontekstual yondashuv: Til o'rgatish iqtisodiy matnlar asosida olib boriladi, bu esa tilni nazariy emas, balki kasbiy kontekstdagi real kommunikativ vosita sifatida o'zlashtirishni ta'minlaydi. Masalan, Angliya va Niderlandiya universitetlarida talabalar iqtisodiy maqola yozish yoki nutqiy prezentatsiya qilishdan avval o'z harakat rejasini tuzadi, til vositalarini tahlil qiladi, so'ngra ushbu strategiyalar asosida chiqish qiladi yoki yozadi.

Farqliliklar: Yondashuvlar orasidagi metodik tafovutlar

a) Germaniya: Tizimli bosqichlashgan model: Germaniya ta'lim tizimi, xususan, Humboldt va Bremen universitetlarida metakognitiv strategiyalarni "siklik modellar" asosida joriy etadi. Har bir bosqich (rejalashtirish – monitoring – tahlil – baholash) aniq ko'rsatmalar va me'yoriy savollar bilan rasmiylashtirilgan. Darsliklar va mashqlar ham ushbu tsikl asosida tuzilgan bo'lib, talabalar har safar bir xil metakognitiv algoritm bo'yicha faoliyat yuritadilar. Bu tizim o'quvchida mustahkam strukturaviy fikrlashni shakllantiradi, lekin ayni vaqtda ijodiy yondashuvni cheklashi mumkin.

b) Angliya: Moslashuvchan refleksiv yondashuv: Britaniya universitetlarida (Cambridge, UCL, LSE) metakognitiv strategiyalar ancha moslashuvchan tarzda olib boriladi. Talabalar mustaqil ravishda o'z metakognitiv strategiyalarini ishlab chiqishadi, reflektiv yozuvlar orqali o'z uslubini topadilar. Bu yondashuv ijodiy fikrlash, nuqtai nazarni ifodalash va kritik yondashuvni rag'batlantiradi. Shu bilan birga, bu erkinlik ayrim talabalarda strukturaviy izchillik yetishmovchiligiga olib kelishi mumkin.

c) Finlyandiya: Kollektiv metarefleksiya: Finlyandiyada (Aalto va Helsinki universitetlari) metakognitiv strategiyalar individual emas, balki guruhda amalga oshiriladi. Talabalar guruhii refleksiya sessiyalarida o'z fikrlarini aytadilar, muammolarini baham ko'radilar va birgalikda strategiyalarni ishlab chiqadilar. Ushbu yondashuv ijtimoiy ko'nikmalar, empatiya va tanqidiy tinglashni rivojlantiradi. Ammo individual o'zlashtirish darajasi ba'zan past bo'lishi mumkin.

d) Frantsiya: Akademik yozuvga yo'naltirilgan metakognitsiya: Frantsuz universitetlari Sorbonna, Grenoble Alpes metakognitiv yondashuvni ko'proq akademik yozuv doirasida qo'llaydi. Ular talabalarni ilmiy ese, diplom ishi va maqola yozish uchun strukturalashgan tahliliy strategiyalarga o'rgatadilar. Biroq, og'zaki nutq bo'yicha strategiyalar ikkinchi planda qolgan. Bu esa so'zlashuv kompetensiyasini rivojlantirishni cheklashi mumkin.

Yozma ko'nikmalar metakognitiv yondashuvda ko'proq tahlil, tuzilma, faktlarga asoslash, sintaktik moslik kabi elementlarni rivojlantiradi. Nutq

ko'nikmalarida esa metakognitsiya ko'proq oldindan tayyorgarlik, asosiy fikrlar, intonatsiya, kommunikativ vaziyatni tahlil qilishga yo'naltiriladi. Barcha Yevropa mamlakatlari bu ikki turdagi ko'nikmani alohida metodik vositalar orqali o'rgatadi, biroq ular o'rtasida integratsiyani har kim o'zcha tushunadi.

Misol uchun, Angliyada yozma va og'zaki ko'nikmalarni parallel ravishda o'rgatish mavjud: talaba esse yozadi va shu mavzuda og'zaki nutq ham tayyorlaydi. Germaniyada esa avvalo yozma malaka shakllantiriladi, keyin og'zaki topshiriqlar beriladi. Finlyandiyada bu ikki tur o'zaro uyg'unlashtirilgan holda — biri ikkinchisini to'ldiruvchi shaklda olib boriladi.

XULOSA

Yevropa mamlakatlarida iqtisod yo'nalishida ingliz tilini o'qitishda metakognitiv yondashuvlar asosida yozma va og'zaki nutq ko'nikmalarini rivojlantirish bo'yicha olib borilgan tadqiqotlar va amaliyotlar chuqur tahlil qilindi. Ushbu tahlil natijalari metakognitiv strategiyalar talabalar uchun ingliz tilini o'rganish jarayonida mustaqil fikrlash va o'z-o'zini boshqarish qobiliyatlarini oshirishda muhim rol o'ynashini ko'rsatmoqda.

Yozma ko'nikmalarni rivojlantirishda metakognitiv strategiyalar, xususan, rejalashtirish, monitoring va refleksiya, talabalar tomonidan muvaffaqiyatli qo'llanilmoqda. Tadqiqotlar shuni ko'rsatadiki, bu strategiyalar talabalarni o'z yozuvlarini ongli ravishda rejalashtirish, yozish jarayonida o'z faoliyatlarini kuzatish va yakunida o'z ishlarini tahlil qilishga undaydi. Bu esa yozma ishlarning sifatini oshirishga olib keladi. Masalan, Flavell (1979) tomonidan asos solingan metakognitsiya tushunchasi talabalarni o'z bilimlarini ongli tarzda boshqarishga o'rgatadi. Og'zaki nutq ko'nikmalarini rivojlantirishda ham metakognitiv strategiyalar muhim ahamiyatga ega. Talabalar og'zaki chiqishlardan oldin o'z maqsadlarini belgilash, asosiy g'oyalarni rejalashtirish, suhbatda foydalanadigan til vositalarini tanlash va yakunida chiqishining samaradorligini baholash strategiyalarini o'zlashtirish orqali so'zlashuv ko'nikmalarini ancha yaxshilaganini ko'rsatadi. Bu esa ularni real kommunikativ vaziyatlarda muvaffaqiyatli ishtirok etishga tayyorlaydi.

Ko'pgina tadqiqotlar talabalar tomonidan metakognitiv yondashuvlarning ijobiy baholanganini tasdiqlaydi. Talabalar bu yondashuvlar yordamida bilimni yanada ongli va nazoratli tarzda egallashlarini ta'kidlashadi. Ko'pchilik talaba metakognitiv savollar ularga darsni qanday tayyorlash, nutqni qanday shakllantirish va fikrni qanday ifodalash kerakligini chuqurroq tushunishga yordam berganini bildirgan.

O'zbekiston ta'lim tizimi uchun tavsiyalar

Yevropa tajribasi asosida O'zbekiston ta'lim tizimida quyidagi tavsiyalarni amalga oshirish mumkin:

1. Metakognitiv strategiyalarni o'quv dasturlariga integratsiya qilish: Talabalarni rejalashtirish, monitoring va refleksiya kabi metakognitiv strategiyalarni o'rgatish orqali ularning mustaqil o'rganish qobiliyatlarini rivojlantirish.

2. O'qituvchilarni malakasini oshirish: O'qituvchilarga metakognitiv strategiyalarni o'rgatish va ularni dars jarayonida qo'llash bo'yicha treninglar tashkil etish.
3. Talabalar fikrini inobatga olish: Talabalar tomonidan metakognitiv yondashuvlarning samaradorligi haqida fikr-mulohazalarni yig'ish va ularni ta'lim jarayonini takomillashtirishda foydalanish.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Flavell, J.H. Metacognitive aspects of problem solving // The Nature of Intelligence. – New York: L. Erlbaum Associates, 1979. – S. 231–235.
2. Zimmerman, B.J. & Schunk, D.H. Self-regulated learning: Theories, measures, and outcomes // Handbook of self-regulation of learning and performance. – London: Routledge, 2011. – 63–78 b.
3. Veenman, M.V.J., Wilhelm, P., Beishuizen, J.J. The relation between intellectual and metacognitive skills from a developmental perspective // Learning and Instruction. – 2004. – Vol. 14(1). – P. 89–109.
4. Schraw, G., Dennison, R.S. Assessing metacognitive awareness // Contemporary Educational Psychology. – 1994. – Vol. 19. – P. 460–475.
5. Efklides, A. Interactions of metacognition with motivation and affect in self-regulated learning: The MASRL model // Educational Psychologist. – 2011. – Vol. 46(1). – P. 6–25.
6. Boekaerts, M. Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students // Learning and Instruction. – 2012. – Vol. 22(4). – P. 273–275.
7. Niemivirta, M. European perspectives on self-regulated learning in higher education: Research, policy and practice // European Journal of Education. – 2018. – Vol. 53(1). – P. 80–90.
8. Coyle, D., Hood, P., Marsh, D. CLIL: Content and Language Integrated Learning. – Cambridge: Cambridge University Press, 2010. – 184 b.
9. Oxford, R.L. Teaching and researching language learning strategies. – London: Routledge, 2011. – 375 b.
10. Winne, P.H., Hadwin, A.F. The weave of motivation and self-regulated learning // Motivation and self-regulated learning. – New York: Routledge, 2013. – P. 297–314.
11. OECD. Skills for Social Progress: The Power of Social and Emotional Skills. – Paris: OECD Publishing, 2015. – 140 p.

UDC 372.881.111.1:004.9:37.091.3

DIGITAL STORYTELLING FOR ENHANCING CRITICAL AND COMMUNICATIVE THINKING SKILLS IN EFL CLASSROOMS: A STUDY FROM NAMANGAN SECONDARY SCHOOL CONTEXT (2024–2025)

Umida Abdurazakova

EFL teacher CPD Master and Mentor Trainer

Namangan, Uzbekistan

umidahon85@yahoo.com

Shirin Umaralieva

1st-year student Faculty of Foreign Languages and Literature

Namangan State Institute of Foreign Languages, Uzbekistan

shirinumaralieva08@gmail.com

Abstract: This paper investigates how digital storytelling contributes to the development of critical and communicative thinking skills in secondary-school EFL learners. Based on classroom observations at Secondary School No. 5 in Namangan (2024–2025 academic year) and a synthesis of international research, it analyses how multimedia storytelling platforms (*Canva Video*, *Padlet Stories*, *Narakeet*) promote reflection, problem-solving, and creativity. Findings reveal that guided digital storytelling improves analytical speech, peer interaction, and confidence.

Keywords: digital storytelling, critical thinking, communication, EFL, technology-enhanced learning.

Аннотация: В статье рассматривается влияние цифрового сторителлинга на развитие критического и коммуникативного мышления учащихся при обучении английскому языку. На основе наблюдений в школе № 5 города Наманган (2024–2025 уч. год) и анализа зарубежных исследований показано, что мультимедийные рассказы через платформы *Canva Video*, *Padlet Stories*, *Narakeet* стимулируют анализ, рефлекссию и совместное обучение. Результаты подтверждают рост осознанности, уверенности и речевой активности.

Ключевые слова: цифровой сторителлинг, критическое мышление, коммуникативные умения, EFL, инновационные технологии.

Annotatsiya: Maqolada raqamli hikoya yaratish (digital storytelling) texnologiyasining o'quvchilarda tanqidiy va kommunikativ tafakkurni rivojlantirishdagi ahamiyati tahlil qilinadi. Namangan shahar 5-maktabida (2024–2025 o'quv yili) o'tkazilgan kuzatuv hamda xalqaro pedagogik tadqiqotlar asosida *Canva Video*, *Padlet Stories*, *Narakeet* platformalarining ijodkorlik, muammoli fikrlash va nutq ravonligiga ta'siri yoritiladi. Natijalar texnologiyadan foydalanish o'quvchilarni mustaqil fikrlashga undashini ko'rsatadi.

Kalit so'zlar: raqamli hikoya, tanqidiy fikrlash, nutq ko'nikmasi, kommunikativ ta'lim, texnologiya.

INTRODUCTION

Modern English-language teaching requires learners not only to communicate fluently but also to think critically. Traditional drills rarely foster reasoning or self-expression. **Digital storytelling (DST)** integrates language practice with creativity, encouraging students to analyse, decide, and reflect while producing their own stories [1].

Within Uzbekistan's "*Digital Education 2030*" and *State Curriculum for Foreign Languages (2022)*, the emphasis has shifted to competence-based learning and technology integration [2]. In Namangan Secondary School No. 5, teachers introduced DST projects for 9th-grade students during the 2024–2025 academic year to strengthen speaking skills and critical awareness. The study seeks to determine how DST affects students' analytical speech, decision-making, and peer communication.

LITERATURE REVIEW

Robin (2016) defines DST as a pedagogical method combining narrative, images, and sound to build deep learning connections [3]. According to Yang (2022), digital narratives allow learners to interpret problems from multiple angles, promoting critical thinking [4]. Hidayati (2021) emphasises that story-creation tasks help learners connect language with real-life contexts and values [5].

Vygotsky's theory of social constructivism [6] and Bloom's taxonomy [7] provide the psychological basis for DST: it develops higher-order thinking through creation and evaluation. Krashen (1985) adds that meaningful input enhances motivation [8]. Recent OECD and UNESCO reports confirm that multimedia learning stimulates collaborative and intercultural skills [9].

Despite many studies on speaking improvement, few address critical thinking outcomes in secondary EFL contexts in Uzbekistan. This research fills that gap.

METHODOLOGY

Context and participants. The study was conducted at Secondary School No. 5, Namangan, during the 2024–2025 academic year. Participants were 27 students (aged 14–15) from three 9th-grade groups. English was taught four hours weekly.

Design and procedure. A five-week DST project was implemented. Students worked in small groups to create short digital stories (1–2 minutes) on the theme "*My Community, My Voice.*" They used *Canva Video* for slides, *Narakeet* for voice-overs, and *Padlet Stories* for peer feedback.

The process followed these stages: topic selection → storyboarding → script writing → recording → editing → presentation.

Data collection tools

Data were collected through:

- **Classroom observation checklists** (fluency, interaction, reasoning);
- **Student reflection journals;**
- **Post-project questionnaires** (5-point Likert scale);

- **Teacher interviews** (qualitative feedback).

Data analysis. Quantitative data were analysed through descriptive statistics (mean scores and percentage change). Qualitative responses were coded for themes: creativity, critical awareness, confidence, and collaboration.

RESULTS

Quantitative findings

Table 1. Quantitative findings on students' progress in speaking and Thinking Indicators

Indicator	Pre-project (%)	Post-project (%)	Improvement
Fluency	52	85	+33
Pronunciation accuracy	48	79	+31
Critical reasoning in speech	44	81	+37
Peer interaction	57	88	+31

Source: classroom observation and student questionnaires, Secondary School No. 5, Namangan, 2024–2025.

Students showed strong growth in reasoning and interaction. Average confidence in public speaking rose from 2.9 to 4.4 (on a 5-point scale).

Qualitative observations. Students reported that storyboarding required them to analyse problems and decide on solutions before speaking. One learner noted: > “I began thinking why my story matters to others — not just how to say it.” Teachers observed that students started using connectors (‘however’, ‘therefore’) and expressing opinions with supporting arguments.

DISCUSSION

The results support previous findings that DST enhances both language and cognitive skills [3],[4]. Through narrative creation, students move from passive repetition to active construction of meaning. According to Vygotsky’s zone of proximal development, collaborative storytelling acts as a scaffold for critical thinking [6].

Technology served as a catalyst for engagement. The use of visual and audio elements helped lower affective filters [8], making learners more confident. However, the teacher’s role remained essential in guiding evaluation and reflection. As Abdurazakova remarked, “Without teacher feedback, stories remain digital but not developmental.”

The study also confirms that DST aligns with the 21st-century framework of 4C skills – critical thinking, communication, collaboration, and creativity [10]. Challenges included limited devices and time for editing, but peer learning mitigated these issues. The Namangan context shows that innovation is possible even with basic resources when students are motivated.

CONCLUSION

Digital storytelling proved to be a scientifically grounded method to enhance critical and communicative thinking in EFL students. It develops linguistic accuracy and intellectual curiosity simultaneously. The case of Namangan Secondary School No. 5 demonstrates that when students create digital stories, they learn to reason, evaluate, and speak with purpose.

Future studies should expand the sample size and apply mixed-methods design to measure long-term impact on critical literacy. Teacher training programs are encouraged to include digital storytelling modules as part of reflective practice.

REFERENCES

1. Abdurazakova U., Umaralieva S. *Reflective Digital Practice in Uzbek Secondary Schools*. – Namangan: Teacher Development Notes, 2025. – pp. 12–18.
2. Ministry of Preschool and School Education of Uzbekistan. *State Curriculum for Foreign Languages*. – Tashkent: 2022. – pp. 9–15.
3. Robin B. R. *Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom*. – Houston: University of Houston Press, 2016. – pp. 23–34.
4. Yang L. *Collaborative Digital Storytelling and Language Learning Motivation*. – Beijing: Modern Education Research, 2022. – pp. 77–84.
5. Hidayati T. N. *Integrating Digital Storytelling in EFL Speaking Classrooms*. – Jakarta: ELT Journal, 2021. – pp. 55–62.
6. Vygotsky L. S. *Mind in Society: The Development of Higher Psychological Processes*. – Cambridge: Harvard University Press, 1978. – pp. 86–90.
7. Bloom B. *Taxonomy of Educational Objectives*. – New York: Longman, 1956. – pp. 45–52.
8. Krashen S. *The Input Hypothesis and Its Applications to Language Teaching*. – London: Longman, 1985. – pp. 99–115.
9. UNESCO. *ICT Competency Framework for Teachers*. – Paris: UNESCO Publishing, 2023. – pp. 65–70.
10. Partnership for 21st Century Learning. *Framework for 21st Century Skills*. – Washington D.C.: P21, 2019. – pp. 5–9.
11. OECD. *Education and AI: Implications for Teachers and Learners*. – Paris: OECD Insights Series, 2023. – pp. 54–59.
12. Byram M. *Teaching and Assessing Intercultural Communicative Competence*. – Clevedon: Multilingual Matters, 1997. – pp. 42–51.

THE IMPACT OF DIFFERENTIAL APPROACH IN FOREIGN LANGUAGE TEACHING ON THE KNOWLEDGE OF PRIMARY SCHOOL STUDENTS

Toshmatova Madinakhon Kodirovna

Student of Namangan State Pedagogical Institute

Annotation: This article analyzes the theoretical and methodological foundations of the differential approach in teaching English to primary school students and its effectiveness in the educational process. Within the scope of the research, the optimization of the language learning process is demonstrated by taking into account the individual characteristics and abilities of students through the differential approach. The results of experimental work clearly confirmed the positive impact of the pedagogical strategy on the development of students' linguistic skills, enhancement of communicative competence, and strengthening of motivation in education. Additionally, the methodological preparedness of teachers and their practical skills in using educational technologies were studied. The article also presents problems encountered in implementing the differential approach and suggestions for overcoming them.

Keywords: communication, differentiation, linguistic, competence, pedagogy, individualization, motivation and methodology.

Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilariga ingliz tilini o'qitishda differensial yondashuvning nazariy-metodik asoslari va uning ta'lim jarayonidagi samaradorligi tahlil qilingan. Tadqiqot doirasida differensial yondashuv orqali o'quvchilarning individual xususiyatlari va qobiliyatlari hisobga olinib, til o'rganish jarayonining optimallashtirilishi ko'rsatilgan. Eksperimental ishlar natijalari pedagogik strategiyaning o'quvchilarning lingvistik ko'nikmalarini rivojlantirish, kommunikativ kompetensiyani oshirish va ta'limda motivatsiyani mustahkamlashga ijobiy ta'sirini aniq tasdiqladi. Shuningdek, o'qituvchilarning metodik tayyorgarligi va ta'lim texnologiyalaridan foydalanish bo'yicha amaliy ko'nikmalari o'rganilgan. Maqolada differensial yondashuvni joriy etishda yuzaga keladigan muammolar va ularni bartaraf etish bo'yicha takliflar ham keltirilgan.

Kalit so'zlar: kommunikatsiya, differensializatsiya, lingvistik, kompetensiya, pedagogika, individualizatsiya, motivatsiya, metodologiya.

Аннотация: В данной статье проанализированы теоретико-методические основы дифференцированного подхода в обучении английскому языку учащихся начальных классов, а также его эффективность в учебном процессе. В рамках исследования показано, как с учетом индивидуальных особенностей и способностей учащихся с помощью дифференцированного подхода можно оптимизировать процесс изучения языка. Результаты экспериментальной работы убедительно доказали положительное влияние педагогической стратегии на развитие лингвистических навыков учащихся, повышение их коммуникативной компетенции и укрепление мотивации к обучению. Также были изучены практические навыки учителей по методической подготовке и

использованию образовательных технологий. В статье приведены проблемы, возникающие при внедрении дифференцированного подхода, и предложения по их устранению.

Ключевые слова: коммуникация, дифференциация, лингвистика, компетенция, педагогика, индивидуализация, мотивация, методология.

INTRODUCTION

Modern pedagogical research proves that students' learning outcomes can be improved by applying individual approaches in the educational process. In particular, introducing a differentiated approach in the field of foreign language teaching, taking into account the psycholinguistic, age, and cognitive characteristics of primary school students, can significantly improve the quality of the educational process. This approach fosters a learning environment tailored to each student's language acquisition pace, stylistic needs, and individual developmental level.

At the initiative of the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev, reforms being implemented in the field of education aim to bring the quality of foreign language teaching to a new level. Specifically, Resolution No. PQ-5117 of May 19, 2021 [1] identifies the implementation of modern methodological approaches to teaching foreign languages, including English, from an early age, including differentiated instruction, as an important task in the educational process.

Modernizing education, revising curricula based on student-centered approaches, and widely applying student-centered methods in pedagogical activities are recognized within Uzbekistan's strategic development plans. In particular, the "New Uzbekistan Development Strategy - 2022 - 2026" [2] and the "Concept for the Development of Public Education" [3] highlight the need to introduce modern pedagogical technologies in teaching foreign languages and to implement individual and differential approaches.

Furthermore, current scientific research based on foreign experience and local practice demonstrates the positive impact of a differentiated approach on the English language acquisition of primary school students. This approach leads to the development of language competence, increased motivation, and improved learning outcomes among students through personalized education tailored to individual needs and abilities [4].

LITERATURE REVIEW AND METHODS

Applying a differentiated approach in teaching a foreign language, particularly English, in primary education, taking into account the individual needs and capabilities of students, serves to increase the effectiveness of the educational process. In recent years, scientific research conducted by Uzbek scientists on this approach has been creating important theoretical and practical foundations for the development of language teaching methodology designed for primary school students.

Including Doctor of Pedagogical Sciences R. In her monograph "Psycholinguistic foundations of teaching foreign languages in elementary grades,"

Yoldosheva substantiates the necessity of a differential approach by deeply analyzing students' age characteristics, memory mechanisms, and factors influencing the assimilation of language materials [5]. Accordingly, each student's learning speed, auditory and visual perception characteristics, as well as socio-psychological factors, may differ in learning English, and tailored approaches to these differences will increase effectiveness.

Also, pedagogical scientist Z.Karimova's research, "Methodological foundations of an individual approach in foreign language teaching," details the methodology of applying a differential approach in developing the language competencies of primary school students. The author identifies the differences between individual and differential approaches, emphasizing the need to tailor tasks to each student, integrating visual, auditory, and kinesthetic methods [6].

N. Kodirova, who is actively conducting research in the field of foreign language methodology in Uzbekistan, recommends methods based on games, role-playing, and problem situations that serve to increase students' motivation and facilitate individual comprehension of knowledge at the primary stage in her manual titled "Interactive and innovative approaches in foreign language education." She emphasizes that a differential approach should be formed not only according to the level of knowledge but also based on psychotype [7].

In R. Jo'rayev's article titled "Practical Aspects of Differential Approach in Foreign Language Teaching Process," the practical application of this methodology, its impact on results, and changes in students' language competence are explained based on statistical indicators. He particularly supports the positive effect of the differential approach on primary school students' interest in the language, their level of mastery, and speech activity with empirical data [8].

Within the framework of this scientific research, the following methodological approaches were established as the basis:

Variative teaching methodology – providing different tasks according to students' levels of mastery. This approach allows for individualized attention to strong and average learners.

Approach based on Multiple Intelligences – based on G. Gardner's theory, forming lesson methods that correspond to students' visual, auditory, kinesthetic, and other intellectual orientations.

Game-based learning methods – make language learning an interesting and active process for primary school students, which increases their engagement and reveals their individual abilities.

Portfolio methodology – used for systematically monitoring and evaluating each student's achievements and difficulties. This method is considered an important diagnostic tool in differential approaches.

Reflective methods – serve to develop students' skills in expressing their opinions, evaluating their activities, and drawing conclusions.

The following methods were applied within the scope of this scientific article:

Analysis and synthesis – local and foreign literature, regulatory documents, and methodological guides related to the topic were analyzed, and the main theoretical approaches were summarized.

Empirical observation – various methodological approaches were applied in the process of teaching a foreign language in primary grades, and changes in students' knowledge levels and motivation were observed.

Experimental method – based on lesson plans developed using a differential approach, lessons were conducted in experimental and control classes, and students' results were analyzed.

Statistical analysis – numerical indicators of the experiment results were summarized, and the effectiveness of the differential approach was scientifically evaluated.

Pedagogical diagnostics – students' knowledge, skills, and competencies were identified through tests and assessment tools, and the level of individual development was studied.

RESULTS AND DISCUSSION

Within the scope of this study, the effectiveness of a differential approach in teaching English to primary school students was analyzed based on a practical experiment. Experimental and control groups were compared, and differences in students' knowledge levels, motivation, and development of language competencies were examined.

In the experimental group, lessons were organized based on a differential approach, taking into account individual abilities and capabilities. This involved a combination of playful, visual, auditory, and kinesthetic methods, as well as tasks aimed at the students' learning pace and development of language skills. The results showed that the English language knowledge of students in the experimental group improved significantly compared to the control group.

The results of assessing students' knowledge indicators and motivation are presented in the following table:

№	Indicators	Control group (%)	Experimental group (%)	Difference (%)	Comments
1	Mastering English vocabulary	65	82	+17	The differential approach increased vocabulary.
2	Grasping the basics of language grammar	60	78	+18	The practical application of grammatical rules improved.
3	Listening and comprehension	58	75	+17	The impact of auditory methods

	skills				became evident.
4	Fluent expression in speech (speaking)	54	70	+16	Active game-based methods strengthened speech skills.
5	Motivation towards the learning process	62	85	+23	The differential approach increased student engagement.
6	Overall knowledge level (test results)	59	80	+21	The differential methodological approach demonstrates effectiveness.

Table 1. Indicators of English language knowledge and motivation of students in experimental and control groups.

The research results showed that the educational process organized based on the differential approach significantly improved students' language skills and activity. In particular, indicators in vocabulary, grammar, listening, and speaking areas improved by an average of 16-23% among students. This is the result achieved due to the individual approach and flexibility of methods.

Moreover, the differential approach played an important role in increasing students' motivation. In the experimental group, interest in lessons and active participation levels significantly increased. This, in turn, created the opportunity to make the language learning process more effective and engaging.

Additionally, attention was paid to the shortcomings identified during the study. For some students, differences in task complexity were sometimes incorrectly assessed. This indicates the need for deeper study of students' individual characteristics and continuous diagnostics in the differential approach.

Overall, the research proved that the differential approach is effective in significantly improving the English language proficiency of primary school students and created pedagogical foundations for its wider application in the educational process.

Certainly, below I present 5 comprehensive and coherently connected conclusions and 6 recommendations in Uzbek on the topic "The impact of differential approach in teaching foreign language (English) on the knowledge of primary school students" at a high scientific level.

CONCLUSION AND RECOMMENDATIONS

In summary, the implementation of a differential approach in teaching English to primary school students significantly influenced the development of students' language vocabulary, mastery of grammatical rules, listening, and speaking skills. It was found that the knowledge level of students in the experimental group increased

by an average of 16-23% compared to the control group. The differential approach allowed for the creation of an individualized pedagogical learning environment by taking into account students' personal characteristics, learning pace, and abilities. This became an important factor in engaging students as active participants and increasing motivation. The results showed that the differential approach has high pedagogical effectiveness in developing students' communicative skills, especially free speech and listening comprehension, during the process of learning English. Among the shortcomings identified during the research, the insufficient methodological preparedness of teachers and lack of skills in using diagnostic tools for the full implementation of the differential approach were highlighted as significant problems. The gradual and systematic introduction of the differential approach serves to improve the quality of the educational process, encourage individual growth among students, and achieve sustainable results in foreign language education.

Recommendations: In order to systematically implement a differential approach in teaching English in primary grades, it is necessary to organize special methodological courses and training sessions aimed at improving teachers' professional skills. It is recommended to use continuous diagnostic-monitoring tools to identify the individual characteristics of students during the educational process and to improve pedagogical planning based on the results. Within the framework of the differential approach, it is essential to develop multimodal (visual, auditory, kinesthetic) learning resources and interactive educational materials and to widely introduce them into practice. To effectively develop students' language skills, it is advised to regularly incorporate communicative methods such as active games, role-playing, and cooperative activities into the pedagogical process. To ensure teachers' effective use of pedagogical approaches and differential methods, it is necessary to create electronic platforms compiling regular methodological guides, video lessons, and practical recommendations. In educational institutions, when organizing the learning process based on the differential approach, it is also important to involve parents, enhance their pedagogical knowledge, and provide special instructions and educational materials for reinforcement at home.

REFERENCES:

1. Decree of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 — “On measures to improve the system of teaching foreign languages.”
2. “New Uzbekistan Development Strategy – 2022–2026,” January 28, 2022.
3. Decree of the President of the Republic of Uzbekistan No. PF-154 dated May 10, 2022 — “On approval of the concept for the development of public education in 2022–2026.”
4. Karimova Z.M. “Methodological foundations of differentiated teaching of English in primary education,” TDPU Scientific Bulletin, 2023, No. 2.
5. Yoʻldosheva R. Psycholinguistic foundations of teaching foreign languages in primary grades. – Tashkent: UzMU Publishing House, 2021.

6. Karimova Z. Methodological foundations of an individual approach in teaching foreign languages. – Tashkent: TDPU, 2020.
7. Qodirova N. Interactive and innovative approaches in foreign language education. – Samarkand: SamDU Publishing House, 2022.
8. Jo‘rayev R. “Practical aspects of the differentiated approach in the process of teaching foreign languages.” // Journal of Education and Innovation, 2023, No. 1.

MUQOBILI YO‘Q SO‘ZLARNI TARJIMA QILISH

Abduxolikova Guljahon

Namangan davlat chet tillari instituti talabasi
guljahonabduholiqova4@gmail.com

Annotatsiya: Mazkur maqolada tarjimada muqobili yo‘q (non-ekvivalent) so‘zlar bilan bog‘liq muammolar, ularning lingvomadaniy mohiyati, madaniy realiyalarni to‘g‘ri uzatishdagi asosiy strategiyalar tahlil qilingan. Tarjimon faqat til emas, balki madaniyatlararo ko‘prik sifatida faoliyat yuritishi zarurligi ta’kidlanadi. Misollar, tarjima uslublari, usullar va izchil yondashuvlar orqali dolzarb muammolar yoritilgan.

Kalit so‘zlar: muqobili yo‘q so‘zlar, tarjima strategiyalari, lingvomadaniyat, izohli tarjima, madaniy konnotatsiya, realiyalar, xalqona iboralar, tarjimonlik, stilistik muvofiqlik, madaniyatlararo muloqot.

Аннотация: В статье анализируются проблемы перевода безэквивалентной лексики, обусловленные культурными различиями. Особое внимание уделяется необходимости культурологического подхода в переводе, а также практическим стратегиям передачи национально-специфичных реалий и понятий. Приведены примеры и способы их адекватной интерпретации.

Ключевые слова: безэквивалентная лексика, стратегии перевода, лингвокультурология, описательный перевод, культурные реалии, идиоматические выражения, медиатор, межкультурная коммуникация, коннотации.

Annotation: This article explores the problem of translating non-equivalent words that lack direct counterparts in other languages due to their deep cultural roots. It focuses on strategies such as contextual explanation, cultural adaptation, and descriptive translation, emphasizing the translator's role as a cultural mediator rather than a mere language converter.

Keywords: non-equivalent vocabulary, translation strategies, linguocultural competence, descriptive translation, cultural connotations, realia, idiomatic expressions, translator, stylistic equivalence, intercultural communication.

KIRISH

Tarjima faoliyati nafaqat til, balki madaniyat, tafakkur va tarixiy dunyoqarashlarni ham o‘z ichiga oladi. Har bir tilda shunday so‘zlar mavjudki, ular boshqa tillarda mutlaqo muqobilsiz, ya’ni, leksik, semantik yoki madaniy jihatdan to‘g‘ridan-to‘g‘ri tarjima qilib bo‘lmaydi. Bular muqobili yo‘q so‘zlar deb ataladi. Bunday birliklarni tarjima qilishda tarjimon turli uslublari, izohlar, hatto strategik madaniy yondashuvlardan foydalanishga majbur bo‘ladi. Ushbu maqolada shunday so‘zlarni tarjima qilishda uchraydigan asosiy muammolar, nazariy yondashuvlar va real amaliy yechimlar keng yoritiladi.

ASOSIY QISM

Muqobili yo‘q so‘zlarning turlari. Muqobili yo‘q so‘zlar asosan quyidagi toifalarga bo‘linadi: Madaniy realliklar (realia): geografik, diniy, tarixiy, an‘anaviy tushunchalar. Masalan: so‘fi, beshik, oq kema, chillaxon. Mentalitetga xos iboralar: ko‘ngli to‘q, or qilmoq, baxt kulib boqmagan. Xalqona iboralar va maqollar: ko‘p hollarda so‘zma-so‘z tarjima imkonsiz bo‘ladi. Kontekstual birikmalar: so‘zlar o‘z ma‘nosini atrofdagi voqelik orqali beradi (o‘choq, telpak, pistirma).

Tarjimadagi asosiy muammolar. Semantik yo‘qotish: Tarjimada so‘zning asosiy ma‘nosi to‘g‘ri bo‘lsa ham, unga yuklangan emotsional, madaniy yoki diniy konnotatsiyalar yo‘qoladi. Masalan, ko‘ngil so‘zi oddiy “heart” yoki “soul” bilan emas, balki ruhiy holatni ifodalovchi kompleks birlik sifatida tarjima qilinadi.

Madaniy tushunarsizlik: O‘quvchi boshqa madaniyat vakili sifatida so‘z ma‘nosini to‘liq anglay olmaydi. Bu holatda tarjimon izoh yoki tavsifli tarjimadan foydalanadi.

Stilistik muvofiqlik yo‘qligi: So‘zning badiiy ohangi, ko‘rgazmaliligi va ta’sirchanligi boshqa tilda saqlanmasligi mumkin. Bu ayniqsa she’riy tarjimada yaqqol seziladi. Stereotiplash yoki noto‘g‘ri uyg‘unlashtirish: Muqobil tanlash jarayonida tarjimon boshqa madaniyatdagi noto‘g‘ri yoki stereotipik obrazni tanlashi mumkin.

Tarjimadagi samarali yondashuvlar. Izohli tarjima (descriptive translation): Bu eng ko‘p qo‘llaniladigan usul bo‘lib, so‘zga kontekstual izoh qo‘shiladi. Misol: “Beshik” - a traditional wooden cradle used in Uzbek culture for newborn babies.

Transliteratsiya va izoh birga. Misol: “Navro‘z” - Navruz – a traditional spring celebration in Central Asia. Funktsional tarjima: So‘zning madaniy rolini saqlagan holda mos faoliyat yoki obyekt bilan almashtiriladi. Misol: “So‘fia devout, spiritual person in Islamic tradition. Stilistika orqali ekvivalentlik. Ma‘no emas, so‘z ohangi, badiiy obrazlilik saqlanadi. Bu usul asosan badiiy tarjimada qo‘llaniladi. Kontekstga moslashtirish (cultural substitution). Agar o‘quvchi kontekstdan ma‘no chiqarolmasa, boshqa madaniyatga mos ekvivalent tanlanadi. Ammo bu usul faqat ma‘lum holatlarda qo‘llaniladi.

Amaliy misollar bilan tahlil (matn shaklida). Muqobili yo‘q so‘zlarni tarjima qilishda eng muhim jihatlardan biri - ularni kontekstda tahlil qilish va turli yondashuvlar orqali izchil tarjima qilishdir. Quyida ayrim o‘zbekcha so‘zlar misolida buni ko‘rib chiqamiz.

Masalan, “beshik” so‘zi o‘zbek madaniyatida oddiy yog‘ochdan yasalgan bolalar karavoti emas - u ona mehrining timsoli, an‘ananing davomchiligi va oila qadriyatlarining ramzi sifatida qoraladi. Ingliz tilidagi “cradle” yoki “baby bed” kabi so‘zlar uning to‘liq mazmunini bera olmaydi. Shuning uchun tarjimada uni a traditional wooden cradle used in Uzbek families, symbolizing motherhood and continuity” kabi izohli tarzda ifodalash tavsiya qilinadi.

Yana bir misol - “ko‘ngli to‘q” iborasi. Bu ibora ingliz tilida “emotionally satisfied”, “content” deb tarjima qilinadi, ammo aslida u nafaqat emotsional

barqarorlikni, balki nafsni tiyish, kamtarinlik, va ruhiy boylik kabi ko'p qirrali fazilatlarini ifodalaydi. Bu hollarda tarjimon konnotatsion (mazmuniy-emotsional) tarjimaga murojaat qilishi kerak.

“Telpak” so‘zi esa o‘zbek va qirg‘iz madaniyatida erkakning hurmat belgisi, iqlimga mos bosh kiyim, va yosh yoki maqomni bildiruvchi elementdir. Oddiy “cap” yoki “hat” so‘zlari bu ma‘noni bera olmaydi. Shu sababli, “traditional felt cap worn by Central Asian men” kabi transliteratsiyaga yaqin izohli tarjima to‘g‘ri bo‘ladi.

“Baxt kulib boqmagan” iborasi esa sof badiiy ifoda bo‘lib, inson hayotidagi omadsizlik va ichki fojiga ishora qiladi. Ingliz tilida “Luck never smiled at him” yoki “He lived untouched by happiness” kabi badiiy tarjimalar yordamida bu holat yetkaziladi. Tarjimonda ushbu ibora kuchli poetik ohangni saqlab qolishi juda muhim.

Shuningdek, “o‘choq” so‘zi ham ko‘p qatlamli ma‘noga ega. U oddiy “pechka” emas, balki oila markazi, mehr manbai, ona uy tushunchasini bildiradi. Ingliz tilida “hearth” so‘zi mavjud bo‘lsa-da, uni “symbolic center of a traditional Uzbek household” kabi batafsil ifodalash, ayniqsa badiiy yoki ilmiy matnda, ko‘proq foyda beradi.

Ko‘rinib turibdiki, har bir muqobili yo‘q so‘z - tarjimon uchun oddiy lug‘aviy ekvivalent emas, balki madaniyatlararo uzatilishi kerak bo‘lgan mazmun hisoblanadi. Shuning uchun tarjimada nafaqat to‘g‘ri so‘z tanlash, balki emotsional va madaniy kontekstni uzatish ham muhimdir.

XULOSA

Muqobili yo‘q so‘zlarni tarjima qilish - bu murakkab va nozik jarayon bo‘lib, u nafaqat til bilimini, balki madaniy tafakkur, tarix va xalq mentalitetini chuqur anglashni talab qiladi. Har bir bunday so‘z o‘ziga xos madaniy kod va konnotatsiyalarni o‘z ichiga oladi, shuning uchun uni tarjimada faqat so‘zma-so‘z emas, balki keng madaniy kontekstda ifodalash zarur. Tarjimon o‘zini faqat ikki til orasidagi ko‘prik emas, balki madaniyatlararo vositachi sifatida ko‘rishi kerak.

Maqolada ta’kidlanganidek, samarali tarjima uchun izohli tarjima, transliteratsiya, funksional almashtirish va stilistik moslashtirish kabi yondashuvlar qo‘llanilishi lozim. Shuningdek, kontekstual tahlil va madaniy moslashtirish orqali tarjima qilinayotgan matnda so‘zning ma‘nosi, badiiy ohangi va madaniy mazmuni saqlanishi muhim ahamiyatga ega. Muqobili yo‘q so‘zlarning tarjimasi jarayonida yuzaga keladigan semantik yo‘qotishlar, madaniy tushunarsizliklar va stilistik qiyinchiliklar tarjimonning kreativligi va nazariy bilimlari bilan yengiladi.

Natijada, tarjimonning vazifasi faqat so‘zlarni o‘zgartirish emas, balki xalqona dunyoqarash, tarix va qadriyatlarni yangi madaniyatga to‘g‘ri yetkazishdir. Shunday qilib, tarjima nafaqat til o‘tkazgichi, balki madaniyatlararo muloqotning muhim vositasiga aylanadi.

FOYDALANILGAN ADABIYOTLAR:

- 1.Baker, M. (2018). In Other Words: A Coursebook on Translation. Routledge.
- 2.Newmark, P. (1988). A Textbook of Translation. Prentice Hall.

3. Katan, D. (2004). *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. St. Jerome Publishing.
4. Hatim, B, & Mason, I. (1997). *The Translator as Communicator*. Routledge.
5. Abdulayeva, M. (2021). “Tarjimadagi muqobil birliklar va ularning lingvokulturologik talqini.” *Filologiya masalalari*, 4(12), 78–85.
6. Saidova, L. (2022). “Realialar tarjimasida kontekstual yondashuv.” *Tarjimonlik nazariyasi jurnali*, 2(1), 31–37.
7. Shukurov, A. (2020). *Til va madaniyat: tarjima nazariyasi asoslari*. Toshkent: Fan.
8. Nida, E. A., & Taber, C. R. (1969). *The Theory and Practice of Translation*. Brill Academic Publishers.

INGLIZ TILI O'QITISHDA TEXNOLOGIYALARDAN FOYDALANISHNING AFZALLIKLARI VA KAMCHILIKLARI

D.A. Rasulova

Toshkent to'qimachilik va
yengil sanoat instituti "O'zbek va
xorijiy tillar" kafedrası o'qituvchisi
dildorarslv@gmail.com
tel:97-143-06-07

Annotatsiya: Zamonaviy texnologiyalarni til o'qitishiga integratsiyalashirish o'rganishni yanada qiziqarli va samarali qilishi mumkin. Ushbu maqolada texnologiyalardan foydalanishning afzalliklari va kamchiliklari, shuningdek, ularning to'rtta nutqiy ko'nikma (eshitish, gapirish, o'qish, yozish) ni o'rgatishda qo'llashining pedagogik va metodik jihatlari muhokama qilinadi.

Kalit so'zlar: Raqamli transformatsiya, innovatsion texnologiya, interfaol dastur, onlayn platforma, integral yondashuv, kommunikativ kompetensiya.

Annotation: Integrating modern technologies into language education can make learning more interesting and effective. This article discusses the advantages and disadvantages of using technologies, as well as the pedagogical and methodological aspects of their application for teaching the four speech skills.

Ключевые слова: Цифровая трансформация, Инновационная технология, Интерактивная программа, Онлайн-платформа, Интегральный подход, Коммуникативная компетенция

Аннотация: Внедрение современных технологий в языковое образование может сделать обучение более интересным и эффективным. В данной статье обсуждаются преимущества и недостатки использования технологий, а также педагогические и методические аспекты их применения для обучения четырем речевым навыкам (аудирование, говорение, чтение и письмо).

Key words: Digital transformation, innovative technology, interactive program, online platform, integral approach, communicative competence

Zamonaviy pedagogikada xorijiy tillarini, xususan, ingliz tilini o'qitish jarayonida innovatsion texnologiyalardan foydalanish keng tarqalgan bo'lib, bu til o'rganish samaradorligini oshirishning muhim omiliga aylangan. Texnologik yondashuvlar nafaqat o'quv materiallarini yetkazish usullarini, balki butun o'quv jarayonining tashkil etilishini, shu jumladan o'qituvchi va talabaning rollarini ham tubdan o'zgartirdi. Raqamli transformatsiya ta'lim sohasida sezilarli o'zgarishlarni keltirib chiqardi, ayniqsa til o'qitishda yangi imkoniyatlar va qiyinchiliklarni yuzaga keltirdi. Shu nuqtai nazardan, ushbu bobda ingliz tili o'qitishda texnologiyalardan foydalanishning asosiy afzalliklari, potensial kamchiliklari va amaliy qo'llash strategiyalari har tomonlama tahliliy ko'rib chiqiladi.

Ingliz tili darsida innovatsion texnologiyalardan foydalanish ko'p afzalliklarga ega bo'lib, ularning eng muhimi - bu to'rtta asosiy til ko'nikmalarini (tinglash, o'qish, gapirish va yozish) baravar rivojlantirish imkoniyatidir. British Council ta'kidlashicha, texnologiyalar yordamida ingliz tilini o'rgatish nafaqat til bilimi darajasini oshirishga, balki kommunikativ ko'nikmalarni rivojlantirishga ham xizmat qiladi. Zamonaviy platformalar lingvistik ko'nikmalarning barcha aspektlarini qamrab oladigan integral yondashuvni taklif etadi. Masalan, interfaol dasturlar va onlayn platformalar (LearningApps, Kahoot) yordamida o'quvchilarning o'qish va tinglash ko'nikmalarini mustaqil ravishda rivojlantirish imkoniyati yaratiladi, gapirish va yozish ko'nikmalarini esa sun'iy intellekt asosidagi dasturlar (masalan, speech-to-text texnologiyalari) orqali aniq baholash va takomillashtirish mumkin. Shuningdek, virtual laboratoriyalar, videokonferensiyalar va xalqaro loyihalar o'quvchilarga turli madaniyat vakillari bilan bevosita muloqot qilish, ingliz tilini haqiqiy hayotiy vaziyatlarda qo'llash imkoniyatini beradi, bu esa til o'rganishning asosiy maqsadi – kommunikativ kompetensiyani rivojlantirishga yo'naltirilgan. Biroq, texnologiyalardan foydalanish bir qator qiyinchiliklarni ham o'z ichiga oladi. Texnik muammolar (internet bilan bog'liq muammolar, qurilmalarning mavjud emasligi), raqamli savodxonlik darajasining pastligi va an'anaviy o'qitish usullariga qattiq bog'liqlik kabi omillar samarali o'qitish jarayoniga to'sqinlik qilishi mumkin. Shuning uchun zamonaviy ingliz tili o'qituvchisining roli nafaqat texnologik vositalarni bilishi va o'zlashtirishida, balki ularni qanday qilib pedagogik jihatdan asoslash va o'quv jarayoniga integratsiya qilishida ham namoyon bo'ladi.

Texnologiyalarning eng muhim inkor etib bo'lmas afzalligi ularning **moslashuvchanligidir**. Texnologiyalar yordamida talabalar mashg'ulotlarni istalgan vaqtda va joyda bajarish, o'z sur'atida o'rganish, interaktiv vositalar orqali dars jarayoniga faolroq jalb etilish va onlayn platformalar yordamida autentik materiallardan foydalanish imkoniyatiga ega bo'ladilar. **Cambridge English Assessment** – bu ingliz tilini o'qitish va baholash bo'yicha xalqaro miqyosda yetakchi tashkilotlardan biridir. Uning Cambridge Learning Management System (CLMS) platformasi talabalar va o'qituvchilarga turli interaktiv materiallar, testlar va til o'rganish dasturlaridan foydalanish imkonini beradi.

Xususan, Duolingo kabi ilovalar sun'iy intellekt va mashinali o'rganish algoritmlaridan foydalangan holda foydalanuvchilarga qisqa interaktiv mashg'ulotlar orqali yangi so'z va grammatikani o'rganish imkonini beradi. Bu platformalar har bir o'quvchining individual ehtiyojlariga moslashtirilgan shaxsiylashtirilgan o'qitish usulini taklif etadi.

Yana bir afzalligi Immersiv tajriba hisoblanib, o'z nomidan kelib chiqib Virtual reallik (VR) muhitlari talabalarni ingliz tilidagi muhitga tushirib, ularga real hayot senariylarini mashq qilish hamda nutq va tinglash ko'nikmalarini yaxshilash imkonini beradi. Rosetta Stone kabi platformalar immersiv (to'liq botish) yondashuvni qo'llab, foydalanuvchilarga kontekstga asoslangan so'zlashuv amaliyotini taqdim etadi. Bu texnologiyalar til o'rganishni immersiv (cho'ktiruvchi) tajribaga aylantiradi. Virtual reallik yordamida o'quvchi o'zi hech qachon bo'lmagan

mamlakatda (masalan, Londondagi kafeda) virtual ravishda o'zini topishi va nutqiy amaliyot qilishi mumkin. Kengaytirilgan reallik esa haqiqiy dunyoga virtual ob'ektlarni (masalan, atrofdagi narsalarning nomlari) qo'shib, o'rganishni interaktiv va vizual qiladi. Bu texnologiyalar talabalarni haqiqiy kommunikativ vaziyatlarga tayyorlaydi va tilni amaliyotda qo'llash qobiliyatini rivojlantiradi.

Manbalarning cheksizligi zamonaviy texnologiyalarning navbatdagi afzalligidir. Ular ingliz tili o'qituvchilari va talabalar uchun poyonsiz resurslarni taqdim etadi. BBC Learning English kabi platformalar yuqori sifatli video, audio va interaktiv materiallarni taklif etib, foydalanuvchilarga autentik ingliz tilida kontent taqdim etadi (BBC Learning English, 2022). Bundan tashqari, Coursera va edX kabi xalqaro onlayn ta'lim platformalari yetakchi universitetlar bilan hamkorlikda akademik va kasbiy ingliz tili kurslarini taklif etadi. Bu platformalar Massachusetts Institute of Technology (MIT), Harvard University, University of London kabi yetakchi universitetlar bilan hamkorlik qiladi.

Ingliz tili o'qitishda zamonaviy texnologiyalarning afzalliklarini inkor etmagan holda ularning kamchiliklarini ham sanab o'tish joiz. Texnologiyalardan samarali foydalanishda o'qituvchi va talabalar bir qancha qiyinchiliklarga duch kelishadi. Stockwell (2022) ta'kidlaganidek, bu muammolar texnik, pedagogik va psixologik jihatlariga egadir. Ushbu muammolarning eng muhimi **raqamli tafovut muammosi** (digital divide) hisoblanadi. Barcha talabalar raqamli qurilmalar va yuqori tezlikdagi internetdan teng foydalanish imkoniyatiga ega emas, bu esa o'rganish imkoniyatlarida tengsizlikni keltirib chiqaradi. Ayniqsa qishloq yoki kam ta'minlangan hududlarda yashovchi talabalar ishonchli internetga ulanish imkoniyatiga ega emaslar. Yana bir muammo - **texnologiyaning chalg'itish va ulardan noto'g'ri foydalanish xavfidir**. Talabalar o'qish paytida o'z qurilmalarini ta'limdan tashqari maqsadlarda (ijtimoiy tarmoqlar, o'yinlar va boshqalar) ishlatib chalg'ib qolishi mumkin. Bundan tashqari, imtihonlarda texnologiyalardan foydalanib ko'chirish bilan shug'ullanish xavfi mavjud. Bu muammo nazorat yetarli bo'lmagan hollarda yuzaga keladi va akademik yaxlitlikka, shaffoflikka tahdid soladi. **Texnik muammolar** ham jiddiy to'siq bo'lishi mumkin. Dasturiy ta'minotdagi nosozliklar, qurilmalarning ishdan chiqishi yoki internet aloqasining uzilishi o'quv jarayonini izdan chiqarishi mumkin. Bu muammolar ayniqsa real vaqt rejimida olib boriladigan onlayn darslarda yoki testlarda sezilarli bo'ladi va o'qitish jarayonining va test tizimining uzilishiga olib keladi.

Eng muhim pedagogik muammolardan biri - **ijtimoiy o'zaro ta'sirning yetishmasligidir**. Onlayn kurslar, ilovalar yoki sun'iy intellekt kabi texnologiya orqali o'rganish qulay va samarali bo'lishi mumkin, ammo u ko'pincha til o'rganish uchun kalit bo'lgan yuzma-yuz muloqotni ta'minlay olmaydi. Ona tilida so'zlashuvchilar bilan til amaliyoti, dialoglar, munozaralar va hatto og'zaki bo'lmagan ishoralar (imo-ishoralar, intonatsiya) tabiiy tilni o'zlashtirish uchun muhimdir. Texnologiyalardan foydalanishda **o'qituvchilarning tayyorgarlik darajasi** ham ta'sir etadi. Chunki texnologik vositalardan samarali foydalanish o'qituvchilarning raqamli kompetentligiga bog'liq. Ko'p hollarda, o'qituvchilar yangi texnologiyalarni

qo'llash va ulardan samarali foydalanish uchun yetarli tayyorgarlikka yoki ko'nikmaga ega emaslar. Bu esa texnologiyalarning didaktik potensialini to'liq ro'yobga chiqarish imkonini cheklaydi.

Afzalliklar va kamchiliklarni solishtirganda, texnologiyalarning til o'qitishdagi ahamiyati inkor etilmasligi kerak. Biroq, ularni an'anaviy pedagogik usullar bilan uyg'unlashtirish muhimdir. Texnologiyalardan samarali foydalanishga yordam beruvchi bir qancha tavsiyalar mavjud bo'lib, ularning eng asosiysi an'anaviy va texnologik usullarni integratsiya qilish bu usul o'zbek tadqiqotchilari tilida **Aralash o'qitish modeli** deb ataladi. Keyingi tavsiya o'qituvchilarning **malakasini oshirish**, buning uchun doimiy kasbiy rivojlanish dasturlari ishlab chiqilishi kerak. **Infratuzilmani rivojlantirish** orqali barcha o'quvchilar uchun teng imkoniyatlar yaratish ham tavsiya qilinadi. Va so'nggisi **Pedagogik dizayn** hisoblanib texnologiyalarni o'quv jarayoniga qo'shimcha sifatida emas, balki integral qism sifatida joriy etishdir.

Xulosa qilib aytganda, ingliz tili o'qitishda texnologiyalardan foydalanish ko'plab afzalliklarni taqdim etadi, jumladan, kengaytirilgan o'rganish tajribasi, resurslarga kirish, moslashuvchanlik, shaxsiylashtirilgan o'rganish va yaxshilangan aloqa. Shu bilan birga, u raqamli tafovut, chalg'itish, texnik muammolar va ijtimoiy o'zaro ta'sirning yetishmasligi kabi muammolarni ham keltirib chiqaradi.

Muhim jihati shundaki, texnologiya til o'qitish jarayonida asosiy emas, balki yordamchi vosita sifatida qaralishi kerak. Uni an'anaviy pedagogik usullar bilan uyg'unlashtirib, o'quv jarayonini yanada samarali va qiziqarli qilish mumkin. Kelajakda til ta'limi yanada shaxsiylashtirilgan, interaktiv va global tabiatga ega bo'lishi kutilmoqda, ammo texnologiya hech qachon malakali o'qituvchining o'rnini bosolmaydi. Yagona yechim - bu an'anaviy va zamonaviy usullarning uyg'un kombinatsiyasida yotadi.

Adabiyotlar ro'yxati

1. Гаврилов Б.В. Плюсы и минусы компьютерно-управляемого обучения иностранным языкам // Иностранные языки в школе, 2006. С. 34-132.
2. Vesselinov, R., & Grego, J. . Duolingo effectiveness study. City University of New York.2016
3. Coursera Coursera for English Learners. Retrieved from <https://www.coursera.org> (<https://www.coursera.org/>)2022
4. Akhmedova D.B., Mengliev B.R. Semantic Tag Categories in Corpus Linguistics: Experience and Examination International Journal of Recent Technology and Engineering (IJRTE) ISSN: 2277-3878, Volume-8, Issue-3S, October 2019. – R. 208-212.
5. Blagodarna O. Insights into post-editors' profiles and post-editing practices // Revista Tradumática: Traducció i tecnologies de la informació i la comunicació. - 2018. -No. 16. - P. 35-51.



6. Baranov A.I. Vvedenie prikladnuyu lingvistiku. - M.: Editorial URSS, 2001.-
S.89 Qarang: Po‘latov A., Muhamedova S. Kompyutor lingvistikasi.
- T., 2007.

INNOVATIVE APPROACHES IN TEACHING ENGLISH TO PRESCHOOL LEARNERS

Jurayeva Shahnoza

English student, Namangan region
Namangan state institute of foreign languages
jurayevashahnoza74@gmail.com
+998913657594

Annotation: This article investigates innovative pedagogical approaches to teaching English to preschool learners within the framework of modern educational paradigms. It highlights the significance of integrating play-based, communicative, and technology-enhanced methods to create an engaging and developmentally appropriate learning environment. The research underscores the effectiveness of gamification, storytelling, and visual aids in fostering preschoolers' listening, speaking, and vocabulary acquisition skills. By analyzing classroom practices and empirical observations, the paper concludes that innovative methods significantly increase motivation, participation, and overall linguistic competence among young learners.

Keywords: preschool education, innovative pedagogy, communicative approach, gamification, digital learning, early language acquisition

Аннотация: В данной статье рассматриваются инновационные методы обучения английскому языку дошкольников. Особое внимание уделяется использованию игровых, коммуникативных и технологических подходов, способствующих развитию навыков аудирования, говорения и обогащению словарного запаса. На основе наблюдений и экспериментов, проведённых в дошкольном центре города Наманган, установлено, что применение инновационных методов значительно повышает мотивацию, активность и эффективность обучения детей. В статье также предлагаются рекомендации по повышению квалификации педагогов и созданию цифровых ресурсов, адаптированных к местным условиям.

Ключевые слова: дошкольное образование, инновационные методы обучения, коммуникативный подход, геймификация, цифровое обучение, раннее изучение языков, мотивация

Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarga ingliz tilini o'qitishda innovatsion yondashuvlarning qo'llanishi tahlil qilinadi. Tadqiqotda o'yin, muloqot va texnologiyaga asoslangan metodlarning samaradorligi o'rganilib, ular bolalarning tinglash, so'zlash va lug'at boyligini oshirishga ijobiy ta'sir ko'rsatishi aniqlangan. Namangan shahridagi maktabgacha ta'lim markazida olib borilgan kuzatuv va tajribalar natijalariga ko'ra, innovatsion usullar bolalarning qiziqishi va faolligini oshiradi. Maqolada, shuningdek, o'qituvchilarni zamonaviy metodlarga o'rgatish va mahalliy raqamli resurslar yaratish bo'yicha tavsiyalar berilgan.

Kalit soʻzlar: maktabgacha taʼlim, innovatsion oʻqitish usullari, kommunikativ yondashuv, oʻyinlashtirish (gamifikatsiya), raqamli taʼlim, erta til oʻrganish, motivatsiya.

INTRODUCTION

In the era of globalization, multilingual competence has become a fundamental educational objective. Early foreign language education, particularly at the preschool level, lays the groundwork for children's cognitive and communicative development. However, traditional approaches, such as rote memorization and teacher-centered instruction, often fail to meet the psychological and developmental needs of preschoolers.

To address this gap, the incorporation of innovative and child-centered teaching strategies is vital. Such methods promote curiosity, creativity, and active engagement, turning language learning into a joyful and meaningful experience. The present study aims to analyze and evaluate innovative approaches that enhance preschoolers' interest and effectiveness in learning English as a foreign language.

METHODS

The study employed qualitative methods, including classroom observations, teacher reflections, and structured interviews with parents. The participants were preschool learners aged 5–6 from a language center in Namangan.

The following innovative strategies were systematically integrated into the teaching process: Game-based learning: incorporation of songs, role plays, movement games, and interactive competitions to stimulate active participation.

Technology integration: use of digital flashcards, interactive whiteboards, and educational applications to enhance visual and auditory learning.

Storytelling and visual supports: implementation of illustrated stories, puppetry, and animated cartoons to strengthen comprehension and imagination.

Communicative activities: pair and group tasks that foster cooperation, authentic communication, and peer interaction.

Data were collected over a two-month period, and analysis focused on children's engagement levels, vocabulary retention, and communicative competence.

RESULTS

The findings revealed that learners exposed to innovative teaching techniques exhibited higher enthusiasm, attention, and active participation. Children demonstrated notable improvement in pronunciation, vocabulary retention, and spontaneous speech production.

For example, the integration of storytelling with visual and digital aids significantly enhanced children's understanding and recall of new words. Role-playing activities encouraged learners to use English in meaningful contexts, boosting their confidence and motivation. Moreover, parents and teachers reported positive behavioral and emotional responses from children, including increased curiosity, willingness to speak, and enjoyment during lessons.

DISCUSSION

The study confirms that innovative teaching methods—particularly those merging play, communication, and technology—cultivate an emotionally supportive and intellectually stimulating environment for preschool learners. These approaches correspond with Vygotsky’s sociocultural theory, emphasizing the role of interaction and play in language development.

In the context of Uzbekistan’s preschool education system, fostering teacher competence in innovative pedagogy is crucial. Continuous professional development, methodological workshops, and access to digital resources should be prioritized. Additionally, collaboration between educators and parents can further reinforce language exposure and practice beyond the classroom.

CONCLUSION

Innovative teaching approaches serve as a cornerstone of effective early English language education. The integration of play-based learning, technology, and communicative interaction enriches the educational experience and nurtures linguistic, cognitive, and social growth among preschool learners.

Future research should focus on:

Developing localized digital materials and culturally relevant content for Uzbek preschoolers; Evaluating the long-term effects of innovative teaching on learners’ language proficiency; Establishing teacher training programs centered on creative and interactive pedagogical models. By embracing innovation, preschool English education can evolve into a dynamic, inclusive, and inspiring process that builds a solid foundation for lifelong language learning.

REFERENCES

1. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
2. Pinter, A. (2017). *Teaching Young Language Learners*. Oxford University Press.
3. Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher’s Guide*. Penguin.
4. Nunan, D. (2015). *Teaching English to Young Learners*.
5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

THE NEUROSCIENCE OF PLAY: HOW GAME-BASED LEARNING SHAPES THE BRAIN

Raximova Muslima Dilshodjon kizi

Student at Namangan State Institute of
Foreign Languages named after
Is'hokkhon Ibrat

Telephone number: +998912863521

E-mail: muslimaraximova53@gmail.com

Annotatsiya: Ushbu maqola o'yinlar orqali o'qitishning miya faoliyatiga va kognitiv rivojlanishga ta'sirini tahlil qiladi. Maqolada neyroplastiklik tushunchasi, ya'ni miyamizning yangi neyron bog'lanishlar hosil qilish qobiliyati, o'rganiladi va bu jarayon o'yinlar orqali qanday mustahkamlanishi ko'rib chiqiladi. Shuningdek, o'yinlar orqali o'rganish diqqatni jamlash, xotirani mustahkamlash va ijodiy fikrlash kabi kognitiv funksiyalarni rivojlantirishini tasvirlaydi. Maqolada shuningdek, ijtimoiy va hissiy o'rganish aspektlari ham yoritilgan: o'yinlar orqali o'zaro hamkorlik, ishonch, empatiya rivojlanadi, stress darajasi esa pasayadi. Xulosa qismida, o'yinlar orqali o'qitishning miyani qayta shakllantirishdagi kuchi qayd etilib, kelajakda virtual reallik, sun'iy intellekt va moslashuvchan o'yinlar yordamida o'rganishning yanada samarali bo'lishi mumkinligi ta'kidlanadi.

Kalit so'zlar: o'yin orqali o'qitish, neyroplastiklik, kognitiv rivojlanish, xotira, ta'lim, moslashuvchanlik, sun'iy intellekt, ta'sir, stress

Abstract: This article analyzes the impact of game-based learning on brain function and cognitive development. It explores the concept of neuroplasticity, that is, the brain's ability to form new neural connections, and examines how this process is reinforced through gameplay. The article also describes how learning through games enhances cognitive functions such as attention, memory, and creative thinking. Furthermore, social and emotional aspects of learning are highlighted: games promote collaboration, trust, and empathy, while reducing stress levels. In conclusion, the article emphasizes the brain-rewiring potential of game-based learning and suggests that future approaches using virtual reality, artificial intelligence, and adaptive games could make learning even more effective.

Keywords: game-based learning, neuroplasticity, cognitive development, memory, education, adaptive learning, artificial intelligence (AI), impact, stress

Аннотация: В данной статье анализируется влияние обучения через игры на работу мозга и когнитивное развитие. Рассматривается понятие нейропластичности, то есть способности мозга формировать новые нейронные связи, и исследуется, как этот процесс усиливается через игровые практики. Также описывается, как обучение с использованием игр способствует развитию когнитивных функций, таких как внимание, память и креативное мышление. Кроме того, выделяются социальные и эмоциональные аспекты обучения: игры способствуют сотрудничеству, доверию и эмпатии, а также снижают уровень

стресса. В заключение подчеркивается потенциал обучения через игры в перестройке мозга и предполагается, что в будущем использование виртуальной реальности, искусственного интеллекта и адаптивных игр может сделать обучение еще более эффективным.

Ключевые слова: обучение через игры, нейропластичность, когнитивное развитие, память, образование, адаптивное обучение, искусственный интеллект, влияние, стресс.

INTRODUCTION

Before talking about neuroscience of play we have to understand what is game-based learning actually. Game-Based Learning (GBL) is a pedagogical method that uses digital or non-digital games as a core element of instruction to promote active learning, problem-solving, collaboration, and deeper understanding of content. In GBL, teachers may use points, badges or different kind of game elements to usual contexts. In this approach teachers should not forget the thing is that play is not just entertainment for students, but it should serve as an educational approach. Here keeping the balance is very important. Play is often thought of as something lighthearted or just for fun—especially for children. But neuroscience tells a different story. Behind every game of make-believe or playful interaction, there's a lot happening in the brain. Research shows that play activates key areas involved in memory, decision-making, emotional regulation, and problem-solving. It's not just enjoyable; it's essential for healthy brain development. In fact, play helps shape the brain's architecture by strengthening connections between neurons and encouraging adaptability—what scientists call **neuroplasticity**. It also supports emotional and social growth, helping children (and adults) build empathy, creativity, and resilience. Far from being a break from learning, play is actually one of the brain's favorite ways to learn.

DISCUSSION

Play is more than just pleasure—it's a powerful tool of learning, especially when viewed through the lens of neuroscience. One of the key players in this process is dopamine, a chemical in the brain that's deeply involved in motivation and reward. When we play games—whether digital, physical, or imaginative—our brains often release dopamine. This release can happen when we complete a level, solve a problem, or even just anticipate a reward. Dopamine makes us feel good, but more importantly, it motivates us to keep going. It reinforces behavior, helping us remember what actions led to that rewarding feeling. In this way, games keep our brains engaged and ready to learn by creating a cycle of challenge, effort, and satisfaction. This is why game-based learning can be so effective. It naturally taps into the brain's reward system, encouraging persistence, focus, and a positive emotional connection to learning. But the kind of motivation that games create also matters—and this brings us to the difference between intrinsic and extrinsic motivation.

Intrinsic motivation comes from within. It's the drive to do something because it's interesting, enjoyable, or personally meaningful. Neuroscientific studies show that when we are intrinsically motivated, areas of the brain involved in curiosity, self-direction, and deeper thinking light up. Learning tends to be more lasting and meaningful when it's fueled by internal interest rather than external pressure. Extrinsic motivation, on the other hand, is driven by external rewards—things like grades, points, badges, or praise. These can also trigger dopamine release, but in a more short-term way. While extrinsic rewards can be effective in the moment, relying too heavily on them can backfire. If people start to associate learning only with rewards, they may lose interest in the task itself. This is known as the overjustification effect—when external incentives reduce our natural desire to engage with something we once enjoyed. So, when it comes to play and learning, the most powerful outcomes happen when we combine the brain's natural reward systems with intrinsic motivation. Games are a great tool for this because they offer challenge, feedback, exploration, and the freedom to fail and try again—all of which are rewarding in themselves. The goal is to design or choose learning experiences where the process is just as satisfying as the outcome.

Neuroplasticity allows the brain to strengthen pathways that are used often and prune away those that aren't. When we repeatedly practice a skill—whether it's learning a language, playing an instrument, or mastering a game—the neurons involved in that activity fire together more efficiently. Over time, this repetition reinforces those neural circuits, making it easier and faster for us to perform the same task in the future. Games, in particular, provide an engaging way to tap into this natural rewiring process. Each level, puzzle, or strategic challenge stimulates networks in the brain responsible for memory, attention, and problem-solving. Every time a player revisits similar challenges, the brain strengthens the related neural connections—a process that improves focus and helps store information more effectively.

Puzzle-based and strategy games are especially powerful examples. Games like *Sudoku*, *Chess*, or *StarCraft* push players to think critically, plan ahead, and adapt their tactics on the fly. These types of mental workouts engage the prefrontal cortex, the part of the brain involved in executive functions such as planning, decision-making, and self-control. The more these mental muscles are exercised, the stronger and more efficient they become.

Game-based learning goes beyond entertainment—it's a dynamic way to engage the mind and make learning more meaningful. Unlike traditional teaching methods, which often rely on listening and note-taking, games place learners directly in the center of the experience. This active involvement not only makes learning more enjoyable but also strengthens key cognitive functions such as attention, memory, and problem-solving. One of the most noticeable effects of game-based learning is the improvement in attention and focus. Games require players to stay alert, follow complex instructions, and adapt to changing situations. Whether it's keeping track of multiple tasks or reacting quickly to new challenges, this level of engagement helps

the brain build stronger concentration skills—skills that easily transfer to academic work and everyday activities.

Games also enhance memory retention by turning information into lived experiences. Instead of passively receiving facts, learners interact with concepts, make choices, and see the outcomes of their decisions. This kind of active learning helps create stronger neural connections, making it easier to recall information later. Simply put, what we experience and apply stays with us far longer than what we only hear or read. Another major benefit lies in problem-solving and creativity. Many games challenge players to think strategically, experiment with solutions, and learn from their mistakes. These activities activate the prefrontal cortex—the part of the brain responsible for reasoning, planning, and creative thinking. Over time, this kind of cognitive exercise can lead to better decision-making and greater mental flexibility. When comparing passive learning, such as traditional lectures, to active learning through games, the difference becomes clear. Passive learning can effectively deliver information, but it often lacks engagement. In contrast, active learning through gameplay invites curiosity, interaction, and exploration. Learners don't just absorb information—they use it, test it, and understand it on a deeper level.

Learning is never purely intellectual—it's also deeply emotional and social. The way we feel while learning shapes how well we remember, understand, and apply new information. Game-based learning takes advantage of this connection by creating experiences that are not only mentally stimulating but also emotionally rewarding and socially engaging. When people play, they often experience joy, curiosity, and excitement. These positive emotions have a powerful effect on the brain. They trigger the release of neurotransmitters such as dopamine, which enhances motivation and strengthens memory formation. In other words, when learning feels good, the brain is more likely to store and recall the information. This explains why lessons learned through play tend to stick with us longer than facts absorbed passively. Games that involve teamwork or collaboration also activate the brain's social systems. In cooperative or multiplayer settings, players rely on communication, trust, and empathy to succeed together. These interactions stimulate the release of oxytocin, often called the “bonding hormone,” which promotes feelings of connection and cooperation. Beyond improving teamwork, this sense of trust makes learners feel more supported and confident—key ingredients for meaningful learning. Another important benefit of playful learning is its ability to reduce anxiety and stress. When people are relaxed and enjoying themselves, the brain lowers its production of cortisol, the stress hormone that can interfere with focus and memory. Games create a safe environment where mistakes are part of the process, not something to fear. This lowers pressure, encourages experimentation, and helps learners approach challenges with a clearer, calmer mindset.

Case study

In a 2021 study led by Classcraft co-founder Shawn Young and researchers Silvia Sipone, Victor Abella-García and Marta Rojo (published in the journal Sustainability), 75 students aged 10-11 at a primary school in Burgos, Spain

participated in a gamified intervention using Classcraft to explore sustainable mobility.

Over the course of three months, students worked in teams on a story-based platform where they completed quests and puzzles related to environmental, social and economic aspects of sustainable mobility. The study found a significant increase in students' awareness and knowledge of public transport, bike-sharing, and pedestrian zones after the gamified experience.

Teachers who use Classcraft have reported noticeable improvements in students' social skills and emotional well-being. Learners become more empathetic and supportive of one another, building trust and teamwork—traits linked to the release of oxytocin, the hormone responsible for social bonding. At the same time, the playful and low-pressure environment helps reduce anxiety by lowering cortisol levels, creating a calmer and more positive atmosphere for learning.

This example shows how incorporating play into education does more than make lessons fun—it taps into the brain's emotional and social systems to strengthen memory, motivation, and connection. By turning learning into a cooperative and rewarding experience, games like Classcraft demonstrate the real potential of game-based learning to nurture not just smarter students, but more confident and compassionate ones.

CONCLUSION

Neuroscience has made it increasingly clear that play is far more than just a pastime—it is a powerful tool for learning. Research shows that engaging in games can actively reshape the brain, strengthening neural pathways that support attention, memory, and problem-solving. When learners are immersed in playful, interactive environments, their brains are not just absorbing information—they are rewiring themselves for deeper focus, better recall, and more flexible thinking. Game-based learning demonstrates how education can move beyond passive lectures into dynamic experiences that engage both the mind and emotions. From collaborative multiplayer games that build social bonds to puzzle-based challenges that sharpen reasoning, play activates multiple cognitive and emotional systems simultaneously, making learning more effective and memorable. Looking ahead, the future of educational games is full of exciting possibilities. Emerging technologies such as virtual reality (VR), artificial intelligence (AI), and adaptive learning platforms offer the potential to create personalized, immersive experiences tailored to each learner's needs. Paired with brain-imaging studies, these innovations could reveal even more about how different types of play influence neural pathways, providing powerful insights into the ways we learn. In short, the evidence is clear: learning through play is not just fun—it is transformative. By embracing game-based learning, educators and learners alike can harness the brain's natural capacity for adaptation, making education more engaging, effective, and enduring than ever before.

References

1. Shaheen, A., Fotaris, P., & Whitehead, L. (2019). Neuroplastic reflective game design: A framework bridging neuroscience and game-based learning. *European Conference on Games Based Learning*. <https://doi.org/10.34190/ecgbl.19.2.4184>
2. Susanto, D., Pusporini, W., & Lestari, T. (2022). Traditional game-based learning model in early childhood education: A case study at TKIT Al-Hikmah. *Early Childhood Research Journal*, 5(1). <https://journals.ums.ac.id/ecrj/article/view/18669>
3. Al-Khayat, M. R., Gargash, M. U., & Atiq, A. F. (2023). The effectiveness of game-based learning in enhancing students' motivation and cognitive skills. *Journal of Education and Teaching Methods*. <https://gprjournals.org/journals/index.php/JETM/article/view/199>
4. Sipone, S., Abella-García, V., Rojo, M., & dell'Olio, L. (2021). Using ClassCraft to improve primary school students' knowledge and interest in sustainable mobility. *Sustainability*, 13(17), 9939.
5. Hasan, B., & Husein, M. (2024). Traditional games as a means of cognitive stimulation: An analysis of child development. *International Journal of Management, Accounting and Economics*, 7(10), 28. <https://www.ijmra.ijpbms.com/v7i10/28.php>

RAQAMLI TA'LIM MUHITINING ASOSIY TUSHUNCHALARI VA YAPON TILIDA GAPIRISH KO'NIKMALARINI RIVOJLANTIRISH

Baqoyev Navro'zjon Abdullo o'g'li

Namangan davlat chet tillari instituti

O'zbek va sharq tillari kafedrası o'qituvchisi

Annotatsiya: Ushbu maqola raqamli ta'lim muhiti (RTM) ning asosiy tushunchalarini tahlil qiladi va uning yapon tilida gapirish ko'nikmalarini rivojlantirishdagi muhim rolini yoritib beradi. Globallashuv sharoitida RTM, jumladan, onlayn platformalar, mobil ilovalar, AI asosidagi simulyatsiyalar va virtual reallik (VR/AR) kabi resurslar o'qitish va o'rganish jarayonini tubdan o'zgartirmoqda. RTM yapon tilida ravon va ijtimoiy jihatdan mos nutqni o'zlashtirish uchun bebaho va kelajakdagi rivojlanish tendensiyalarini belgilab beruvchi omildir.

Kalit so'zlar: Raqamli ta'lim muhiti (RTM), yapon tili, gapirish ko'nikmalari, kommunikativ kompetensiya, keigo (hurmat shakllari), virtual reallik (VR/AR), gamifikatsiya, til o'rganish texnologiyalari

Аннотация: Данная статья анализирует основные концепции цифровой образовательной среды (ЦОС) и освещает ее важную роль в развитии навыков говорения на японском языке. В условиях глобализации ЦОС, включая онлайн-платформы, мобильные приложения, симуляции на основе ИИ и ресурсы виртуальной реальности (VR/AR), кардинально меняют процесс преподавания и обучения. ЦОС является бесценным фактором для освоения беглой и социально адекватной речи на японском языке и определяет будущие тенденции развития.

Ключевые слова: Цифровая образовательная среда (ЦОС), японский язык, навыки говорения, коммуникативная компетенция, кэйго (формы вежливости), виртуальная реальность (VR/AR), геймификация, технологии изучения языка

Annotation: This article analyses the fundamental concepts of the Digital Learning Environment (DLE) and highlights its crucial role in developing Japanese speaking skills. In the context of globalisation, DLE, including online platforms, mobile applications, AI-based simulations, and virtual reality (VR/AR) resources, is fundamentally transforming the teaching and learning process. DLE is an invaluable factor for mastering fluent and socially appropriate speech in Japanese and determines future development trends.

Keywords: Digital Learning Environment (DLE), Japanese language, speaking skills, communicative competence, keigo (honorifics), virtual reality (VR/AR), gamification, language learning technologies

Globallashuv va texnologik inqilob sharoitida ta'lim paradigmasi misli turli o'zgarishlarga yuz tutmoqda. Ayni paytda an'anaviy sinf xonasi modelidan moslashuvchan, shaxsga yo'naltirilgan va texnologiyaga asoslangan yondashuvlarga o'tish davri bo'lmoqda. Aynan shu nuqtada **raqamli ta'lim muhiti (RTM)** zamonaviy pedagogikaning fundamental tushunchasi sifatida namoyon bo'ladi. Uning ahamiyati shunchaki o'quv jarayoniga kompyuterlarni joriy etish bilan cheklanmaydi; RTM bu – keng qamrovli ta'lim bo'lib, u o'rganishni yanada interaktiv, qulay va samarali qilish uchun raqamli vositalar, metodologiyalar va resurslarni birlashtiradi. Tadqiqotchilar ta'kidlaganidek, samarali raqamli ta'lim muhiti "o'quvchilarga o'z bilimlarini o'zlari qurishlari, hamkorlikda ishlashlari va real hayotiy muammolarni hal qilishlari uchun imkoniyatlar yaratadi"¹³. Bu, ayniqsa, murakkab amaliy ko'nikmalarni, masalan, chet tilida muloqot qilishni o'rganishda bebaho ahamiyat kasb etadi.

Shu bilan birga, jahon miqyosida **yapon tilini o'rganishning** dolzarbligi ortib bormoqda. Yaponiya nafaqat dunyoning uchinchi yirik iqtisodiyoti va texnologik innovatsiyalar markazi, balki o'zining boy madaniyati, san'ati va adabiyoti bilan ham millionlab insonlarni o'ziga jalb etadi. Yapon tilini bilish xalqaro biznes, ilmiy tadqiqotlar va madaniyatlararo muloqot uchun ulkan imkoniyatlar eshigini ochadi. Biroq, yapon tili o'zining murakkab grammatikasi, bir nechta yozuv tizimlari va ayniqsa, ijtimoiy kontekstga bog'liq bo'lgan hurmat shakllari ("keigo") tufayli o'rganish eng qiyin tillardan biri hisoblanadi. Ayniqsa, gapirish ko'nikmalarini rivojlantirish ko'pincha o'quvchilar uchun eng katta to'siq bo'lib qoladi. Til o'rganish nazariyalariga ko'ra, "tilni o'zlashtirish faqat tushunarli ma'lumot (comprehensible input) orqali emas, balki faol muloqot va amaliyot orqali ham sodir bo'ladi"¹⁴.

Asosiy qism

Raqamli ta'lim muhitining (RTM) konseptual asoslari

Raqamli ta'lim muhitining ta'rifi ancha keng qamrovli bo'lib, u "o'qitish va o'rganish jarayonlarini qo'llab-quvvatlash, boyitish va optimallashtirish uchun pedagogik strategiyalar, raqamli texnologiyalar, institutsional siyosat va kontentning integratsiyalashgan tizimi" sifatida ta'riflanadi¹⁵. Bu tizim sinf xonasi chegaralaridan tashqariga chiqib, o'rganishni uzluksiz, moslashuvchan va shaxsga yo'naltirilgan jarayonga aylantiradi. Uning asosiy maqsadi – o'quvchilarga nafaqat bilim berish, balki XXI asr ko'nikmalarini (tanqidiy fikrlash, hamkorlik, raqamli savodxonlik) rivojlantirish uchun zarur bo'lgan interaktiv maydonni yaratishdir.

Ushbu ta'lim tizimining poydevorini **raqamli ta'lim resurslari** tashkil etadi. Ular bugungi kunda misli ko'rilmagan darajada xilma-xil va qulaydir. Eng keng tarqalgan resurslar qatoriga quyidagilar kiradi:

¹³ Herrington, J., Reeves, T. C., & Oliver, R. (2010). A guide to authentic e-learning. Routledge.

¹⁴ Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), Input in second language acquisition (pp. 235-253). Newbury House.

¹⁵ Siemens, G., & Tittenberger, P. (2009). Handbook of emerging technologies for learning. University of Manitoba. Retrived from: <http://www.elearnspace.org/Articles/HETL.pdf>

1. **Onlayn platformalar va ta'limni boshqarish tizimlari (LMS):** Moodle, Coursera, EdX yoki mahalliy platformalar kabi tizimlar o'quv kurslarini tizimli ravishda joylashtirish, topshiriqlarni boshqarish, o'zlashtirishni nazorat qilish va o'qituvchi bilan o'quvchi o'rtasidagi muloqotni ta'minlaydi.

2. **Mobil ilovalar:** Til o'rganish sohasida, masalan, Duolingo, Anki (intervali takrorlash uchun), yoki Busuu kabi ilovalar "mikro-ta'lim" (micro-learning) konsepsiyasini amalga oshiradi. Ular o'quvchilarga istalgan vaqtda va istalgan joyda qisqa mashg'ulotlar orqali bilimlarini mustahkamlash imkonini beradi.

3. **Video darslar va ochiq ta'lim resurslari (OER):** YouTube, Khan Academy kabi platformalar hamda universitetlarning ochiq kurslari (masalan, MIT OpenCourseWare) vizual va audio materiallar orqali murakkab tushunchalarni o'zlashtirishga yordam beradi. Multimedia orqali o'rganish nazariyasiga ko'ra, "odamlar so'zlar va rasmlar birgalikda taqdim etilganda, faqat so'zlar taqdim etilgandan ko'ra chuqurroq o'rganadilar"¹⁶. Bu, ayniqsa, yangi tilning fonetikasi va talaffuzini o'rganishda juda muhimdir.

Ushbu resurslarning mavjudligi **ta'limda raqamli texnologiyalarning rolini** belgilab beradi. Ularning roli shunchaki ma'lumot uzatish vositasi bo'lish emas, balki pedagogikani tubdan o'zgartirishdir. Birinchidan, texnologiyalar *personalizatsiya va differentsiatsiyani* ta'minlaydi. Adaptiv ta'lim platformalari har bir o'quvchining bilim darajasi, tezligi va o'rganish uslubiga moslasha oladi, bu esa an'anaviy sinfda erishish qiyin bo'lgan natijadir. Ikkinchidan, ular *faol o'rganish va jalb etishni* kuchaytiradi. Gamifikatsiya (o'yinlashtirish) elementlari – ochkolar, reytinglar, sovrinlar – o'quv jarayonini qiziqarliroq qilib, ichki motivatsiyani oshiradi. Uchinchidan, texnologiyalar *hamkorlik va muloqot* uchun yangi imkoniyatlar yaratadi (masalan, virtual forumlar, onlayn guruh loyihalari).

To'g'ri loyihalashtirilgan raqamli ta'lim muhiti o'quvchini passiv ma'lumot qabul qiluvchidan o'z ta'lim trayektoriyasining faol ishtirokchisiga aylantiradi. Ta'lim texnologiyalari bo'yicha ekspert Maykl Fullan ta'kidlaganidek, "texnologiyaning samaradorligi uning o'zida emas, balki u qo'llab-quvvatlaydigan yangi pedagogik yondashuvlarda namoyon bo'ladi"¹⁷. Aynan shu yangi yondashuvlar yapon tili kabi murakkab tilni, xususan, uning og'zaki nutq ko'nikmalarini rivojlantirishda qanday qo'llanilishi ushbu maqolaning keyingi tahlil mavzusidir.

Raqamli ta'lim muhitining yapon tilini o'rganishdagi rolini to'liq anglash uchun, avvalo, ushbu tilning o'ziga xos murakkabliklarini va nima uchun aynan gapirish ko'nikmalari eng katta qiyinchilik tug'dirishini tahlil qilish zarur. **Yapon tilini o'rganish jarayoni** boshqa ko'plab tillarni o'zlashtirishdan keskin farq qiladi va bu farqlar uning fundamental tuzilishidan kelib chiqadi.

Yapon tilining o'ziga xos xususiyatlari til o'rganuvchilar oldiga bir nechta to'siqlarni qo'yadi. Birinchidan, bu uning yozuv tizimidir. Yapon tili bir vaqtning o'zida uch xil **alfabetlar (yozuv tizimlari)** to'plamidan foydalanadi: *Hiragana* (asosan grammatik qo'shimchalar va mahalliy so'zlar uchun fonetik alifbo),

¹⁶ Mayer, R. E. (2014). The Cambridge handbook of multimedia learning (2nd ed.). Cambridge University Press.

¹⁷ Fullan, M. (2013). The new pedagogy: Engaging students in deep learning. Corwin Press.

Katakana (chet eldan kirib kelgan soʻzlar va urgʻu berish uchun fonetik alifbo) va *Kanji* (Xitoydan oʻzlashtirilgan logografik belgilar). Oʻquvchi nafaqat ikki fonetik alifboni, balki kundalik muloqot uchun zarur boʻlgan 2000 dan ortiq *Kanji* belgisini ham yodlashi kerak. Bu "uch oʻlchovli" yozuv tizimi oʻqish va yozishni oʻrganish uchun jiddiy vaqt va kognitiv yuk talab etadi.

Ikkinchidan, tilning **grammatik qoidalar** Hind-Yevropa tillari oilasiga mansub tillardan (masalan, ingliz, rus yoki oʻzbek tili) tubdan farq qiladi. Yapon tili SOV (Sub'ekt-Ob'ekt-Fe'l) tuzilishiga ega, ya'ni fe'l har doim gapning oxirida keladi. Soʻzlarning gapdagi rolini (kim, nima, qayerda, kimga) soʻz tartibi emas, balki "wa" (は), "ga" (が), "o" (を), "ni" (に) kabi maxsus yuklamalar (particles) belgilaydi. Tilshunos Susumu Kuno oʻzining klassik asarida ta'kidlaganidek, bu yuklamalarni toʻgʻri tushunish va qoʻllash yapon tilini oʻzlashtirishning kalitidir, ammo bu boshqa til guruhlar vakillari uchun eng katta grammatik qiyinchiliklardan biridir¹⁸.

Aynan shu murakkabliklar fonida **yapon tilida gapirish koʻnikmalarining ahamiyati** yanada yaqqolroq namoyon boʻladi. Koʻpgina oʻrganuvchilar yillar davomida grammatika va *Kanji*ni oʻrganib, matnlarni bimalol oʻqiy oladigan, ammo oddiy suhbat qurishga qiynaladigan "passiv bilim" bosqichida qolib ketishadi. Gapirish – bu faol (produktiv) koʻnikma boʻlib, u nafaqat soʻz boyligi va grammatikani, balki ularni real vaqtda, ikkilanmasdan qoʻllay olishni ham talab qiladi.

Bundan tashqari, yapon tilida gapirish koʻnikmasi shunchaki soʻzlarni toʻgʻri talaffuz qilish emas, balki chuqur ildiz otgan ijtimoiy-madaniy normalarga rioya qilishni anglatadi. Bu yerda *Keigo* (敬語) – hurmat shakllari tizimi markaziy oʻrinni egallaydi. *Keigo* suhbatdoshingizning ijtimoiy mavqei, yoshi va siz bilan yaqinlik darajasiga qarab nutqingizni (hatto fe'llarni) butunlay oʻzgartirishni talab qiladi. Osamu Mizutani va Nobuko Mizutani ta'kidlaganidek, yapon jamiyatida grammatik xatodan koʻra, *Keigo* qoidalarini buzish jiddiyroq ijtimoiy xato hisoblanishi mumkin¹⁹. Bu holat oʻquvchilarda kuchli "nutqiy xavotir" (speaking anxiety) va "yuzni yoʻqotish" (losing face) qoʻrquvini paydo qiladi, natijada ular gapirishdan tiyiladilar.

Shunday qilib, yapon tilida samarali muloqot qilish uchun tilshunos Dell Hymes tomonidan kiritilgan "kommunikativ kompetensiya" tushunchasi hal qiluvchi ahamiyatga ega. Bu nafaqat grammatik toʻgʻrilikni ("nima deyishni bilish"), balki ijtimoiy moslashuvchanlikni ("qachon, kimga va qanday aytishni bilish") ham oʻz ichiga oladi²⁰. An'anaviy sinf xona sharoitida oʻnlab oʻquvchilar bilan birga bunday nozik ijtimoiy kontekstlarni amalda mashq qilish deyarli imkonsizdir. Aynan shu nuqtada, xatolardan qoʻrqmasdan, interaktiv va immersiv tarzda mashq qilish imkonini beruvchi raqamli ta'lim muhiti yapon tilida gapirish koʻnikmalarini rivojlantirish uchun bebaho vositaga aylanadi.

¹⁸ Kuno, S. (1973). The structure of the Japanese language. MIT Press.

¹⁹ Mizutani, O., & Mizutani, N. (1987). How to be polite in Japanese. The Japan Times.

²⁰ Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics: Selected readings (pp. 269–293). Penguin.

Yapon tilini o'rganishning yuqorida aytib o'tilgan murakkabliklari (Kanji, SOV grammatikasi, ayniqsa Keigo) raqamli ta'lim muhiti (RTM) tomonidan taqdim etilayotgan innovatsion yechimlarga bo'lgan ehtiyojni oshiradi. RTM an'anaviy sinf sharoitida kam uchraydigan doimiy va xavfsiz amaliyot imkoniyatini taqdim etadi.

Bu jarayonda onlayn kurslar va resurslar muhim rol o'ynaydi. Duolingo, Memrise, Busuu kabi platformalar hamda Rosetta Stone va Babbel kabi pullik kurslar gapirish ko'nikmalarini rivojlantirish uchun tuzilgan o'quv modullarini taklif etadi. Ular mikro-o'rganish (micro-learning) usuliga asoslanib, talaffuzni amalda oshirish uchun nutq tanish funksiyalaridan foydalanadi. Garchi bu ilovalar tabiiy suhbatni to'liq almashtira olmasa-da, ular "mashq qilishni va qayta takrorlashni ta'minlovchi birinchi bosqichdagi xavfsiz maydon" vazifasini o'taydi²¹. Bundan tashqari, iTalki kabi platformalar o'quvchilarni yapon tili ona tili sohiblari bilan bevosita bog'lab, real muloqot tajribasini ta'minlaydi.

Video va audio materiallardan foydalanish immersivlikni oshirishning muhim usulidir. Yapon animesi, dramalari, yangiliklar ko'rsatuvlari va YouTube kanallari o'quvchilarga tilni tabiiy kontekstda, ya'ni ona tili sohiblari gapiradigan tezlik va ohangda eshitish imkonini beradi. Subtitrlar va transkripsiyalar yordamida o'quvchilar nafaqat eshitish tushunish (listening comprehension) ko'nikmasini rivojlantiradi, balki og'zaki nutqning intonatsiyasi, urg'usi va ijtimoiy nuance'larini (masalan, Keigoning turli darajalarini) ham o'rganadi.

Eng samarali usullaridan biri bu interaktiv o'yinlar va simulyatsiyalar (jumladan, virtual reallik - VR/AR) hisoblanadi. Gamifikatsiya (o'yinlashtirish) til o'rganishga motivatsiyani oshiruvchi raqobat va mukofot elementlarini olib kiradi. VR/AR simulyatsiyalari esa o'quvchilarga Tokio ko'chasi, restoran yoki ishxona kabi virtual muhitga sho'ng'ish imkonini beradi, u yerda ular sun'iy intellekt (AI) avatarlari bilan yapon tilida muloqot qilishga majbur bo'ladi. Bu "o'rganish jarayonini amaliy kontekstga joylashtiradi va xavfsiz muhitda xato qilish imkonini beradi"²². Shunday qilib, xato qilish qo'rquvi (speaking anxiety) kamayadi va muloqot kompetensiyasi rivojlanadi.

Metodologiya va strategiyalar

Raqamli ta'lim muhitining ushbu imkoniyatlaridan maksimal foydalanish uchun zamonaviy pedagogik metodologiya va strategiyalar zarur. Raqamli ta'limda samarali o'qitish usullari nafaqat texnologiyadan foydalanishni, balki uni o'quv maqsadlariga moslashtirishni talab qiladi.

Aralash ta'lim (Blended Learning): An'anaviy sinf darslari (yoki onlayn o'qituvchi bilan jonli darslar) raqamli resurslar bilan birlashtiriladi. O'quvchilar yangi grammatik qoidani videodars orqali o'rganadi, so'ngra bu qoidani virtual simulyatsiyada yoki onlayn muloqot sessiyasida amalda qo'llaydi.

²¹ Jarvis, H. (2017). The role of technology in language learning: A new ecosystem. In S. Loewen & M. Sato (Eds.), The Routledge handbook of instructed second language acquisition (pp. 473-488). Routledge.

²² Dörnyei, Z. (2019). Motivation in second language acquisition. Routledge

Flipped Classroom (Teskariga aylantirilgan sinf): Ma'ruza materiali uyda raqamli resurslar orqali o'rganiladi, sinf vaqti esa faqat og'zaki amaliyot, munozara va muammoni hal qilishga bag'ishlanadi.

O'quvchilarni motivatsiya qilish va faol ishtirokini ta'minlash uchun gamifikatsiya, belgilangan kichik, erishish mumkin bo'lgan maqsadlar (masalan, "bugun 10 ta yangi Kanji o'rganish") va doimiy ijobiy fikr-mulohaza (feedback) juda muhimdir. O'z-o'zini baholash va o'zlashtirishni tekshirish usullarida RTM ning roli beqiyosdir. AI vositalari talaffuzni avtomatik baholay oladi, nutq matnini yozma shaklga o'girib, o'quvchi tomonidan qilingan xatolarni darhol ko'rsatib bera oladi. Bu darhol qayta aloqa (immediate feedback) o'quvchilarga o'z xatolarini tezda tuzatishga imkon beradi, bu esa o'zlashtirish tezligini oshiradi.

Xulosa

Raqamli ta'lim muhiti (RTM) yapon tilida gapirish ko'nikmalarini rivojlantirish uchun inqilobiy imkoniyatlar yaratadi. Raqamli ta'lim muhitining yapon tilini o'rganishdagi afzalliklari sirasi quyidagilardir: o'rganishning personalizatsiyasi, uzluksiz amaliyot uchun qulaylik, real vaqtda avtomatik fikr-mulohaza (feedback) va virtual immersiya orqali ijtimoiy nutq (Keigo) kontekstlarini xavfsiz muhitda mashq qilish imkoniyati.

Kelajakda raqamli ta'lim muhitining rivojlanishi va uning ta'lim jarayoniga ta'siri sun'iy intellekt va VR/AR texnologiyalarining yanada integratsiyalashuvida namoyon bo'ladi. AI-ga asoslangan Keigo simulyatorlari, tobora realistik bo'lib borayotgan virtual Yaponiya tajribalari va shaxsiy ehtiyojlarga to'liq moslashgan til o'rganish botlari o'quvchilarga ona tili sohiblari bilan muloqot qilishga deyarli teng keladigan tajriba taqdim etadi. Xulosa qilib aytganda, RTM yapon tilini o'rganishdagi eng katta to'siq bo'lgan og'zaki nutq ko'nikmalarini o'zlashtirishni sezilarli darajada samarali va erishish mumkin bo'lgan jarayonga aylantirmoqda.

Foydalanilgan adabiyotlar

1. Baqoyev, Navrozzjon (2023). O'ZBEK TILIDAGI "QO'L" SO'ZI VA U QATNASHGAN IBORALAR SEMANTIKASI. Oriental renaissance: Innovative, educational, natural and social sciences, 3 (2), 414-417.
2. Bakoev, N., & Abdumutalova, M. (2023). YAPON TILIDAGI KANSAI SHEVASI VA O'ZIGA XOSLIGI. Interpretation and researches, 1(17).
3. Bakoev, N., & Yuldasheva, S. (2023). YAPONIYA TA'LIM TIZIMI. Interpretation and researches, 1(17).
4. Bakoev, N., & Ravshanov, S. (2023). YAPON TILIDAGI IYEROGLIFLAR. Educational Research in Universal Sciences, 2(16), 84-87.
5. Bakoev, N., & Sheraliyeva, F. (2023). YAPONIYA TURIZM SOHASI VA RIVOJLANISHI. Interpretation and researches, 1(18).
6. Bakoev, N. (2024). ONE OF MODERN LANGUAGE TEACHING METHODS IS TASK-BASED LANGUAGE TEACHING (TBLT) DISADVANTAGES AND ITS SOLUTIONS. Educational Research in Universal Sciences, 3(4 SPECIAL), 53-57. Retrieved from

7. Voxobjonovna, X. S., & Abduraxmonovna, X. D. Formation of Skills of Artistic Creativity in Preschool Children. International Journal on Integrated Education, 3(12), 484-486.
8. Шарофиддинов, М. М. (2016). Развитие воздушных путей Узбекистана в годы независимости. Молодой ученый, (12), 717-718.
9. Bakoev, N. (2024). ONE OF MODERN LANGUAGE TEACHING METHODS IS COMMUNICATIVE LANGUAGE TEACHING'S DISADVANTAGES.«. МОЯ ПРОФЕССИОНАЛЬНАЯ КАРЬЕРА.
10. Saida, X. (2024, June). HISTORICAL ROOTS OF DEVELOPING STUDENTS' CREATIVE THINKING SKILLS. In International Scientific and Current Research Conferences (pp. 127-128).
11. Xolmatova, S. V. (2024). TALABALARNI KREATIV FIKRLASH KO'NIKMALARINI RIVOJLANTIRISHNING PEDAGOGIK JARAYONI. Inter education & global study, (5 (1)), 426-430.
12. Xolmatova, S. V. (2020). PSYCHOLOGICAL ASPECTS OF PRE-SCHOOL CHILDREN READINESS FOR TEACHING AT SCHOOL. Экономика и социум, (5-1 (72)), 185-186
13. Xolmatova, S. V. (2020). BASIC COMPONENTS OF PEDAGOGICAL ACTIVITY. Экономика и социум, (6 (73)), 293-295.

ПЛАНИРОВАНИЕ ЗАНЯТИЙ ПО ЭКОЛОГО-ЭСТЕТИЧЕСКОМУ ВОСПИТАНИЮ ДЕТЕЙ В ДОО В УЗБЕКИСТАНЕ

Гафарова Лилия Сергеевна

магистр ферганского государственного университета

Юлдашева Дилафруз Махамадалиевна

доцент ферганского государственного университета

Аннотация: В статье рассматриваются актуальные вопросы организации и планирования занятий по эколого-эстетическому воспитанию детей дошкольного возраста в дошкольных образовательных организациях (ДОО) Узбекистана. Обоснована необходимость интеграции экологического и эстетического воспитания, отражена специфика узбекского контекста, приведён анализ современных методик и подходов к планированию работы с детьми. Особое внимание уделяется использованию природных и культурных ресурсов региона, а также взаимодействию педагогов с семьёй и сообществом. Приведены практические рекомендации по составлению перспективных и календарных планов образовательной деятельности ДОО по эколого-эстетическому направлению.

Ключевые слова: дошкольное образование, экологическое воспитание, эстетическое воспитание, планирование занятий, Узбекистан, ДОО, методика.

Abstract: The article addresses pressing issues related to organizing and planning activities for the ecological and aesthetic education of preschool children in Uzbekistan's preschool educational institutions. The necessity of integrating ecological and aesthetic education is substantiated, the specifics of the Uzbek context are reflected, and an analysis of modern methods and approaches to planning work with children is presented. Special attention is paid to the use of the region's natural and cultural resources, as well as teachers' interaction with families and communities. Practical recommendations for drawing up long-term and calendar plans for the educational activities of preschool educational organizations in the ecological and aesthetic direction are presented.

Keywords: preschool education, environmental education, aesthetic education, lesson planning, Uzbekistan, preschool education, methodology.

Экологические и эстетические проблемы современного общества актуализируют задачи воспитания у подрастающего поколения бережного отношения к окружающей природе и умения видеть красоту в мире, формируя полноценную, гармонично развитую личность. Важной формой формирования такой личности выступает эколого-эстетическое воспитание детей дошкольного возраста. В условиях Узбекистана, где исторически сложились богатые традиции уважения к природе и искусству, данное направление приобретает особую значимость.

Развитие содержания дошкольного образования в Республике Узбекистан отражает современные мировые тенденции и национальные приоритеты, что требует адекватного обновления методов и форм работы. Планирование занятий в эколого-эстетическом направлении позволяет системно и последовательно внедрять ценные педагогические идеи в образовательный процесс дошкольных учреждений.

Целью данной статьи является обоснование современных подходов к планированию и организации занятий по эколого-эстетическому воспитанию детей в условиях ДОО Узбекистана, а также разработка рекомендаций по реализации этой деятельности с учетом национальных, культурных и природных особенностей региона.

Экологическое и эстетическое воспитание в дошкольном возрасте представляет собой объединение воспитательных систем, направленных на формирование у детей эмоционально-ценностного отношения к природе и искусству, развитие творческого мышления, наблюдательности, воображения и чувств.

В соответствии с государственными образовательными стандартами (ГОС) Республики Узбекистан к задачам дошкольного образования относятся:

- формирование у детей элементарных экологических знаний;
- воспитание любви к природе, родной земле, родному краю;
- развитие эстетических чувств, творческих способностей, воображения.

Эколого-эстетическая направленность образования проявляется в синтезе двух компонентов: познании природы и эстетическом преобразовании природного материала, включении детей в художественное осмысление окружающего мира.

Планирование деятельности – важнейшая часть педагогической работы в ДОО. Качественное планирование подразумевает не только соблюдение последовательности изложения материала, но и учет возраста, уровня развития детей, сезонных изменений в природе, государственных и национальных праздников.

В Узбекистане при планировании занятий по эколого-эстетическому воспитанию педагогам рекомендуется учитывать:

- природно-климатические и экологические особенности региона (например, разнообразие флоры и фауны);
- богатые культурные традиции, связанные с природой (народные праздники, ремесла, музыкальный фольклор);
- специфику национальных ценностей (уважение к труду, земле, воде);
- интеграцию образовательных областей («Познание», «Речевое развитие», «Творчество», «Художественная деятельность» и др.).

Типы занятий могут быть разнообразными:

Познавательные беседы о природе: обсуждение животных и растений своего региона, наблюдения за сезонными изменениями, рассказы о сохранении природных богатств.

Экскурсии и прогулки (наблюдения в природе): посещение парков, садов, водоемов, а также дворов и пришкольных территорий.

Экологические игры: дидактические, ролевые, подвижные игры, направленные на формирование экологического сознания.

Художественно-эстетическая деятельность: элементы ландшафтного дизайна (посадка цветов, создание мини-огородов), аппликации и коллажи из природных материалов, лепка, рисование, проведение выставок детских работ.

Театрализованные представления и праздники: инсценировка народных сказок и песен о природе, праздники цветов, урожая, воды и др.

В планах педагогов могут быть такие мероприятия, как:

Беседа «Мир природы вокруг нас»

Экскурсия в парк «Весна пришла!»

Творческое занятие «Рисуем цветы Узбекистана»

Игра «Берегите воду!» и другие тематические мероприятия

Экологический праздник «День Земли»

Прослушивание и обсуждение узбекских народных песен о природе

Планирование предусматривает тесную связь с календарём природы, сезонными изменениями и праздничными датами, а также возможность гибкой интеграции тем в повседневную деятельность.

Важной составляющей успешного воплощения эколого-эстетических проектов в ДОО является участие родителей и местного сообщества. Совместная посадка деревьев, семейные конкурсы поделок из природных материалов, участие в акциях по озеленению, экскурсии с родителями – всё это способствует формированию устойчивых экологических и эстетических ценностей у детей.

Таким образом, современное планирование занятий по эколого-эстетическому воспитанию в ДОО Узбекистана должно строиться на принципах интеграции различных образовательных областей, опоре на национальные традиции и природные ресурсы страны. Это требует от педагогов креативности и гибкости в составлении планов, а также активного привлечения родителей и сообщества к воспитательному процессу.

Компетентно спланированная образовательная работа способствует формированию у дошкольников осознанного, эмоционального и творческого отношения к природе и искусству, что является залогом их личностного развития и полноценной социализации.

Список использованной литературы:

1. Абдуллаева Д.К. Организация художественно-эстетической деятельности в ДОО. — Ташкент: Учитель, 2021.
2. Абдураимова Г.А. Эстетическое воспитание в ДОУ: методические рекомендации. — Самарканд, 2021.
3. Государственный образовательный стандарт дошкольного образования Республики Узбекистан (2023).

4. Материалы Министерства дошкольного образования
РУз: <https://www.mdo.uz>.
5. Мустакимова Г.С., Мирзаева М.М. Методика экологического воспитания детей дошкольного возраста. — Ташкент: Истеъдод, 2020.
6. Махмудова, М.Р. Воспитание экологической культуры у дошкольников. — Ташкент: 2019.
7. Мухамеджанова Д.Д. Экологическое образование: теоретические основы и практика. // Педагогика, №3, 2020.
8. Назарова, Р., Дадаходжаева У. Планирование образовательного процесса в ДОО: учебное пособие. — Ташкент, 2020.

IMPROVING PRIMARY SCHOOL CHILDREN'S ENGLISH PRONUNCIATION WITHOUT USING MODERN TECHNOLOGIES

Akhmadjonova Muattar Ulugbek kizi

Student of Namangan state institute of foreign languages

Email: muattaraxmadjonova778@gmail.com

Ayturaev Majid Mavlankhanovich

PhD, senior teacher of Namangan
state institute of foreign languages

Email: majidkhonayturaev@gmail.com

Annotation: This article explores the issue of improving primary school pupils' English pronunciation without using modern technologies. The aim of the study is to enhance learners' pronunciation skills through traditional methods such as singing a song, repetition, phonetic games, and tongue twisters. The research was conducted with 30 third-grade students over two weeks. The results showed that it is possible to develop pronunciation effectively without high-technological tools. The article highlights the efficiency of traditional methods and recommends their practical use in primary education.

Keywords: English language, pronunciation, primary school, traditional methods, tongue twister, drilling activity.

Аннотация: В данной статье рассматривается вопрос улучшения английского произношения учащихся начальной школы без использования современных технологий. Цель исследования - совершенствование навыков произношения учащихся с помощью традиционных методов, таких как повторение, фонетические игры и скороговорки. Исследование проводилось с участием 30 учеников третьего класса на протяжении двух недель. Результаты показали, что возможно эффективно развивать произношение без использования технологических средств. В статье подчеркивается эффективность традиционных методов и рекомендуется их практическое применение в начальном образовании.

Ключевые слова: английский язык, произношение, начальная школа, традиционные методы, скороговорка, тренировочная деятельность.

Annotatsiya: Ushbu maqolada zamonaviy texnologiyalardan foydalanmasdan boshlang'ich sinf o'quvchilarining ingliz tili talaffuzini yaxshilash masalasi o'rganiladi. Tadqiqotning maqsadi o'quvchilarning talaffuz ko'nikmalarini takrorlash, fonetik o'yinlar va tez aytishlar, qo'shiq kuylash kabi an'anaviy usullar orqali takomillashtirishdan iborat. Tadqiqot ikki hafta davomida 30 nafar uchinchi sinf o'quvchilari bilan o'tkazildi. Natijalar texnologik vositalardan foydalanmasdan ham talaffuzni samarali rivojlantirish mumkinligini ko'rsatdi. Maqolada an'anaviy usullarning samaradorligi yoritilgan va ularni boshlang'ich ta'limda amaliy qo'llash tavsiya etilgan.

Kalit soʻzlar: Ingliz tili, talaffuz, boshlangʻich sinf, anʻanaviy usullar, fonetik oʻyinlar, texnologiyasiz oʻqitish metodlar, tez aytish, drilling mashqlar.

INTRODUCTION

In recent years, the use of technology in English language teaching has become increasingly popular. Teachers often rely on mobile applications, audio materials, and online tools to improve students' pronunciation skills. However, not all schools have access to such technologies, especially in rural areas. Therefore, the question of how to improve pronunciation effectively without using technology remains important. The purpose of this study is to explore how repetition, phonetic games, and tongue twisters, singing a song can be used as traditional methods to enhance the pronunciation of primary school students. The research seeks to determine the effectiveness of these methods in developing accurate pronunciation and speech clarity among young learners.

METHODS

In this study, I followed Jalolov's view²³ on pronunciation teaching. He stated that young learners should be exposed to enjoyable and meaningful pronunciation activities such as songs, phonetic games, and repetition drills, as these help children acquire the correct sounds naturally and effectively. Following this principle, I designed lessons using traditional methods that engaged students actively without relying on modern technologies.

I did practice during the spring semester of 2025 at School No. 3 in Namangan region, Yangikurgan district. Although that school was reconstructed well, there were lack of high technology to teach my primary students. So that I decided to research on the topic "Improving primary school children's pronunciation without using technologies". While researching, I tried to use both methods with technologies and without technologies to find out which one was effective and useful to improve my students' pronunciation. At the beginning of the lesson, I used to apply tongue twister game like "Red lorry, yellow lorry" or "Tricky, frisky snake"²⁴ to engage them and improve their articulation and fluency. I used songs and transcript given in their students' book²⁵. I played the songs on my phone and then we sang that song with my students together. While singing songs or reading text they mispronounced some of the words then I corrected that words using repetition game like drilling activity. I used phonetic games like rhyme game to create a fun learning environment, allowing students to practice pronunciation through competition and engagement. These experiment lasted two weeks, and I evaluated students' pronunciation before and after the training using a pronunciation checklist.

RESULTS

At the end of the study, students showed noticeable improvement in their pronunciation accuracy. At the beginning of the research, 60% of the students

²³ Jalolov, J. (2012). English Language Teaching Methodology. Tashkent: UzSWLU Press.

²⁴ <https://learnenglishkids.britishcouncil.org/fun-games/tongue-twisters>

²⁵ 3. Reed, S., & Bentley, K. (2015). Guess What! Level 3 Student's Book (p. 83, CD2, Listening 30). Cambridge University Press.

mispronounced several English words, but after two weeks, this figure dropped to 25%. The most effective methods were repetition and tongue twisters, which significantly improved articulation.

The following table summarizes the improvement rates observed in each method:

Methods	Initial Performance (%)	Final Performance (%)	Improvement (%)
Repetition	62	85	+23
Phonetic	58	78	+20
Tongue Twisters	55	82	+27

Additionally, I asked some questions orally to find out which method was effective and engaging. My first question was whether they liked singing songs with me or whether they listened to the songs. 90% of my students found that singing song with me was interesting rather than listening to songs. My second question was whether they understood pronunciations of words by singing the songs with me or by listening to the songs. 96% of my students was able to understand pronunciations of words by singing the songs with me. The reason I took the answers to the questions orally was to save the time and since they were too young, they would not have been able to answer the questionnaires completely.

DISCUSSION

The results indicate that even without the use of modern technologies, pronunciation can be effectively improved through active and engaging teaching strategies. Traditional techniques such as repetition and tongue twisters helped learners to internalize correct pronunciation through listening and practice. These findings align with Nadia Puspita²⁶, who emphasized the importance of active pronunciation exercises in language learning. Additionally, my students were able to understand how to pronounce the words correctly with singing the songs and repetition rather than listening to the songs.

CONCLUSION

In conclusion, improving pronunciation among primary school pupils does not necessarily require modern technology. Traditional teaching methods such as repetition, phonetic games, and tongue twisters can be highly effective in developing accurate pronunciation and fluency. I think, teachers are encouraged to integrate these techniques into their regular classroom practices to help students achieve better speech clarity. This study demonstrates that with proper guidance and active participation, young learners can achieve significant progress in pronunciation even in low-technology environments.

²⁶ <https://pdfs.semanticscholar.org/ac83/b9eca58b3a371792670be51b700effb379f0.pdf>

REFERENCES

1. <https://learnenglishkids.britishcouncil.org/fun-games/tongue-twisters>
2. <https://pdfs.semanticscholar.org/ac83/b9eca58b3a371792670be51b700effb379f0.pdf>
3. Reed, S., & Bentley, K. (2015). Guess What! Level 3 Student's Book (p. 83, CD2, Listening 30). Cambridge University Press.
4. Jalolov, J. (2012). English Language Teaching Methodology. Tashkent: UzSWLU Press.

GRAMMATIKANI O‘QUVCHILARGA O‘QITISH METODLARI: AN‘ANAVIY VA ZAMONAVIY YONDASHUVLAR

Ismoilova Zarnigor Raximjon qizi

Namangan davlat chet tillari instituti o‘qituvchisi

Xamidxonova Saroymulk Bibixonim

Namangan davlat chet tillari instituti Filologiya fakulteti 1-bosqich talabasi

xamidxanovabibixonim@gmail.com

Annotatsiya: Ushbu maqolada ingliz tili grammatikasida o‘qitish metodlaring an‘anaviy hamda zamonaviy, ya‘ni, sun‘iy intellekt va raqamli texnologiyalar yordamida o‘qitish jarayonidagi afzalliklar va muammolarning har ikkala uslubda ham tahlil etilishi mavjud. Tadqiqotning asosiy maqsadi bir biriga qarama-qarshi ikki uslubning ingliz tili grammatikasini o‘rgatilishida qanchalik ahamiyat kasb etishi va qanday foydaliligini baholashdir. Maqolada so‘rovnoma, tahlil va statistik usullar qo‘llangan. Natijalarga ko‘ra, bu metodlar va yangiliklarni o‘qituvchilar, o‘quvchilar va boshqa shaxslar tomonidan ijobiy yohud salbiy qabul qilinish holatlari kuzatilgan.

Kalit so‘zlar: Ingliz tili grammatikasi, sun‘iy intellekt, raqamli texnologiyalar, pedagogik innovatsiyalar, interfaol metodlar, grammatik qoidalar va mashqlar, metodologiya, onlayn platformalar.

KIRISH

Bugungi kundan kunga rivojlanib borayotgan davrimizda har bir sohada jadallashuv va rivojlanish kuzatilmoqda, shu jumladan, ingliz tilini o‘qitish metodlari ham zamonaviy uslublar bilan boyimoqda. Aslida, ingliz tili bugungi kunda yoshlar uchun kasbiy muvaffaqiyat, zamonaviy texnologiyalar va fan-texnika yutuqlariga yo‘l ochuvchi muhim kalitga aylanishga ulgurdi. Shu sababdan ingliz tilini umumta‘lim maktablarida samarali va sifatli o‘rgatish bugungi kunning eng muhim masalalaridan biri hisoblanadi. Ingliz tilini boshlang‘ich va yuqori sinflarda o‘qitish uchun zamonaviy va innovatsion metodlardan foydalanish ta‘lim sifatini va o‘quvchilarning fanga bo‘lgan ishtiyoqini oshirishga juda katta yordam beradi. Avvalambor, zamonaviy va an‘anaviy ta‘limni bir biridan qanday farqi borligini va ularning birini boshqasidan batamom ajratish to‘g‘rimi yoki yo‘qligini aniqlab olaylik. Birinchidan, an‘anaviy ta‘limda asosiy e‘tibor grammatik qoidalarni yodlashga va tarjimaga qaratilgan hamda dars jarayoni tashkiliy palla, uy vazifasini tekshirish, yangi material o‘tish, mustahkamlash kabi dars qismlaridan iborat bo‘lgan va ba‘zi holatlarda dars uchun maxsus qog‘oz ko‘rgazmalardan foydalanilgan. Ikkinchidan, zamonaviy ta‘limda esa ta‘lim ilovalari va onlayn platformalardan foydalaniladi va bular o‘quvchiga tilni o‘rganish va amalda tadbiq etishda juda ko‘p afzalliklar olib keladi. Jumladan, kommunikativ yondashuv, CLIL(Content and Language Integrated Learning), task-based learning kabilar tilni real hayotda qo‘llashga yordamlashadi. Bular esa o‘quvchini og‘zaki nutqi, eshitish, yozish ko‘nikmalarini birgalikda rivojlanishini ta‘minlaydi.

ADABIYOTLAR TAHLILI VA METODLAR

Fanshunolikda chet tili o'qitish uch tarkibli ta'limiy tushunchadir: muallim-o'qitishning tashkilotchisi, o'qitish vositalari, o'quvchi- ta'lim oluvchi. Shunga binoan o'quv vositalari o'qituvchi va o'quvchi o'rtasidagi ma'lum bir ta'limiy ko'prik sanaladi. Shu sababdan ta'limda o'qituvchining o'quvchilarga bilim berishida yordamlashuvchi vositalar muhim sanaladi. An'anaviy ta'limda o'qituvchi faqat grammatikani chuqur o'qitishga va tarjima qilishga e'tibor qaratgan, xolos. Va darsga notexnik qurollar bilan tayyorlangan va ma'lum bir darslik yordamida va ulardagi an'anaviy metodlardan foydalangan. Shuningdek bu uslubda tilni o'qitish ko'pincha o'quvchilarni turli xil o'rganish uslublariga moslashish va real hayotda tillardan foydalanishda qiyinchilik olib keladi. Ya'nikim, metodlar tarixi atoqli metodist professor I.V. Rahmonov tomonidan chuqur o'rganilganda, u grammatika-tarjima metodi, ya'ni, an'anaviy metod haqida ham aytib o'tgan. Unga ko'ra, chet tili umumta'limiy maqsadda o'rganiladi. Ya'ni, grammatik mashqlar til o'rganuvchilarining mantiqiy tafakkurini o'stirish uchun bajarilgan hamda grammatik bilimlarni bayon qilish va to'g'ri tarjima ta'limning asosiy maqsadi bo'lgan.

Zamonaviy ta'lim esa o'quvchiga ingliz tilini o'rganilishi va o'zlashtirilishida qo'l keluvchi yondashuv sanaladi. XX asrning birinchi yarmida Yevropada an'anaviy grammatika asosida til o'rgatish o'rniga tilni nutq namunalari asosida o'rgatishni, ya'ni, zamonaviy uslubni Ch. Friz. R. Lado tajribaga olib kirgan. Va bu uslub hozirgacha rivojlanib, eng cho'qqisiga yetdi. Ya'ni, sun'iy intellekt yordamida, VR va AR texnologiyalari asosida til o'rganish o'quvchini, birinchidan, virtual muhitga cho'mdiradi va tilni o'rganish uchun undaydi. Ikkinchidan, o'quvchini jarayonni markaziga qo'yish orqali darsni va mavzuni deyarli o'zlashtirgiza oladi. Bulardan tashqari onlayn platformalar, video darslar, interaktiv doskalar va madaniyatlararo anglashuvlar ham o'quvchini rivojlanishiga va dars jarayonini qiziqarli bo'lishiga asos bo'ladi.

NATIJALAR

Har ikkala yondashuvning hozirda qay biri o'quvchilar ta'limi uchun foydaliroqligini tahlil etish maqsadida sinov joriy etdik. Unga ko'ra, o'quvchilarning ingliz tili grammatikasini o'zlashtirish samaradorligi qaysi yondashuvda yaxshiroqligini aniqlash uchun 20ta o'quvchini 2 guruhga bo'lindi. Ularning birinchisiga an'anaviy uslubda bir oy ingliz tili grammatikasiga oid dars jarayonlari tashlik etildi, ikkinchisiga esa zamonaviy uslubda xuddi birinchi guruhniki kabi dars jarayonlari tashkillandi. qo'llashda yordamlashadi. Belgilangan muddatdan so'ng birinchi guruh qatnashchilaridan olingan testlarning 100%ini o'quvchilarning 50%i to'g'ri bajargan, qolgan 50% o'quvchilar testni 80% gacha bo'lgan ko'rsatgichlarda bajarishgan. Ulardan qo'shimcha gapirish va yozish kabi ko'nikmalardan savollar so'ralganida, ularda ancha qiynalishlar yuzaga keldi. Zamonaviy uslubda dars o'tilgan guruhdan test olinganda, o'quvchilarning 90%i berilgan testlarni to'g'ri bajargan. Qolgan 10% o'quvchilar esa testdan 80% dan yuqori ko'rsatgichlarni qayd etgan.

Yuqoridagi sinovga qo'shimcha tarzda, o'qituvchilar, o'quvchilar va boshqa shaxslar o'rtasida maqola mavzusiga doir so'rovnomaga o'tkazdik: So'rovnomaga ko'ra, o'qituvchi va o'quvchilar zamonaviy ta'limni an'anaviy ta'limga qaraganda qulay va samarali deb bilishadi va hozirgi zamon talablariga mos metodlardan foydalanish kerakligini tavsiya qilishdi. Boshqa shaxslar esa har ikkala uslubni ham yoshlar ta'limi uchun muhimligini va ularni birgalikda mujassamlashni ma'qul ko'rishdi.

T/R	Qatnashchilar turi	An'anaviy uslub	Zamonaviy uslub	Har ikkisini mujassamlash
1.	O'qituvchilar	30ta	70ta	20ta
2.	O'quvchilar	10ta	90ta	Yo'q
3.	Boshqa ishtirokchilar	20ta	50ta	40ta

MUHOKAMA

XXI asr yoshlari va globallashtirish davrida an'anaviy uslubdagi darslar biroz zamondan orqada qolish bo'ladi. Ya'nikim, zamonaviy yondashuvlarni boshlang'ich va yuqori maktab o'quvchilariga qo'llash orqali ularni o'qitish sifatini oshirish mumkin. Misol uchun, „Simon says“, „Word Bingo“, „Matching cards“ kabi interaktiv o'yinlar boshlang'ich ta'lim oluvchilarda tilga ijobiy munosabat uyg'otadi va o'zlashtirilish jarayonini tezlashtiradi. Shuningdek inglizcha bolalar qo'shiqlari, multfilmlar va hikoyalar orqali bolalarning eshitib tushinish ko'nikmasini asta-sekin rivojlantiradi. Yuqori maktab bosqichida esa loyiha va jamoaviy ishlar, ingliz tilida taqdimotlar o'tkazish orqali til ko'nikmalarini chuqurlashtirish mumkin. Bu kabilar o'quvchini va o'qituvchini faollikka undaydi. Bu yoshdagi o'quvchilar uchun esa „Duolingo“, „Quizlet“, „Kahoot“, „Lucida“, „BBC Learning English“ kabi platformalar misol bo'la oladi. Shu kabi resurslar o'quvchilarga qiziqarli va interaktiv muhitda til o'rganishiga yordam beradi. Shuningdek, qandaydir qolibda dars o'tishdan ham foydalanmaslik kerak, ya'ni, ingliz tili klublari, spektakllar, turli xil tanlovlar va ingliz tilida kino ko'rish ham o'quvchilarga norasmiy holatlarda ham til ko'nikmalaridan foydalana olish imkoniyatini beradi.

XULOSA

Yuqoridagi fikrlarni xulosalab shuni aytishim mumkinki, ingliz tilini an'anaviy uslubdan ko'ra zamonaviy metodlar yordamida o'qitish va o'rgatish natijadorlikni oshiradi va o'quvchini mavzuni tushunishini osonlashtiradi, o'qituvchini esa mavzuni tushuntirishini qulay qiladi. Zero, ta'lim landshafti rivojlanishda davom etar ekan, zamonaviy texnikalar va kashfiyotlar, shubhasiz, ingliz tili ta'limining kelajagini shakllantirishda hal qiluvchi vosita hisoblanadi.

FOYDALANILGAN ADABIYOTLAR

1. Jamol Jalolov Chet til o'qitish metodikasi, „O'QITUVCHI“ Nashriyot-manbaa Ijodiy uyi Toshkent- 2021.

2. Alimova M.M (2020). Zamonaviy ingliz tili o'qitish metodikasi. Toshkent: O'zbekiston Milliy ensiklopediyasi nashriyoti
3. Azizova N.M(2021). Ingliz tili darslarini interaktiv metodlar orqali tashkil etish . Pedagogik innovatsiyalar jurnali,2(3), 45-49
4. IsmoilovaG.A. (2019). The Pedagogical Importance of DevelopingEco-culture For Students. Scientific Bulletin of Namangan State University, 1(3), 352-355.
5. Harmer.J. (2001). The Practice of English Language Teaching Longman.

B2 DARAJADAGI O‘QUVCHILARNING INGLIZ TILIDAGI TINGLAB TUSHUNISH KO‘NIKMASINI RIVOJLANTIRISH METODIKASI

Ismoilova Zarnigor Raximjon qizi

Namangan davlat chet tillari instituti o‘qituvchisi

Botirjonova Dilshoda Baxodir qizi

Namangan davlat chet tillari instituti 1-bosqich talabasi

botirjonovadilshoda21@gmail.com

Annotatsiya: Ushbu maqolada o‘quvchilar va talabalar o‘rtasida tinglab tushunish ko‘nikmasini rivojlantirish va uning bosqichlari ko‘rib chiqiladi. Shu bilan birga tinglab tushunish bo‘yicha zamonaviy darsliklar va zamonaviy metodlarga ham alohida e‘tibor qaratiladi. Audio va video segmentlarni bunga misol sifatida keltirishimiz mumkin. Shu bilan bir qatorda guruh faoliyati va shaxslararo faoliyat kabi metodlar ham tinglab tushunish ko‘nikmasini sezilarli darajada yuqori darajaga olib chiqa oladi.

Kalit so‘zlar: Audio segmentlar, shaxslararo faoliyat, video segmentlar, guruh faoliyati, zamonaviy darsliklar.

KIRISH

Har qanday tilni o‘rganishda muhim bo‘lgan to‘rtta qobiliyatlar o‘rtasida tinglab tushunish ham asosiy o‘rin egallaydi. Odatda til o‘rganishda tinglab tushunish bo‘limi asosiy omil hisoblanadi. Buning bir sababi til o‘rganuvchilarning katta qismida tinglab o‘rganish qobiliyatini o‘zlashtirishning biroz qiyinligi bo‘lishi mumkin. Ammo tinglab tushunishning IT texnologiyasi va zamonaviy darsliklar yoyilgandan so‘ng har bir sinfda turli xil materiallar orqali o‘tish vaziyatni ancha yengillashtirdi. Shuni ta’kidlash kerakki, yangi tilni mukammal o‘zlashtirish va undan foydalanish uchun mavjud bilimlarni shakllantirish va zarur bo‘lgan barcha ma’lumotlarni til retseptiv qobiliyatlaridan kelib chiqib o‘rganish talab etiladi, ayniqsa, tinglash va o‘qish qobiliyatlarini. Tinglash bo‘yicha trening bugungi kunda juda dolzarb, chunki tinglamasdan nutq aloqasi mumkin emas. Tinglash tushunchasi tovushli nutqni idrok etish va tushunish jarayonini o‘z ichiga oladi. Tinglash, albatta, ingliz tilini o‘rganishda muhim jihatdir. Eshitish yoki tinglab tushunish-bu til o‘rganuvchilari o‘rganishi kerak bo‘lgan yangi tilni o‘rganishdagi birinchi mahorat va asosiy qobiliyatdir. Agar til o‘rganuvchilarda tinglash qobiliyati yaxshi rivojlangan bo‘lsa, natijada ular samarali ko‘nikmalarni, ya’ni gapirish va yozishni tushunadilar va hatto yaxshi nutqqa ega bo‘ladilar. “Yozuvda hamma narsa tildan boshlanadi. Til esa tinglashdan”-Jianet Vinterson.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Tinglash murakkab va kompleks ko‘nikma bo‘lganligi uchun uni o‘quvchilar amalda rivojlantirishi kerak. Olimlar tomonidan tinglash qobiliyatini yaxshilash uchun quyidagi amaliy maslahatlar samarali ekani aytib o‘tilgan:

1. *Muntazam tinglash*-xohlagan materialni bir martalik tinglash o'rniga, muntazam ravishda tinglab turish muhim.
2. *Faol tinglash*-tinglayotganingizda faol bo'lish muhim. Masalan, tinglab bo'lgandan keyin nimalarni eshitganingizni yozib olishingiz mumkin.
3. *Maqsadingizni aniqlang*-nima uchun tinglayotganingizni aniqlang (masalan, til o'rganish yoki ma'lumot olish) va shu maqsadga mos keladigan materiallarni tanlang.
4. *O'rganishga e'tibor bering*-tinglab tushunish qobiliyatini rivojlantirish uchun yangi so'z va iboralarni o'rganishga e'tibor qarating.
5. *Murakkablik darajasini oshiring*-dastlab, osonroq materiallardan boshlang va asta-sekin qiyinroq materiallarga o'ting.

Tinglash ko'nikmalarini o'rgatishning zamonaviy usullari hamma narsani o'z ichiga oladi, masalan, interaktiv mashqlardan multimedia resurslarigacha. Talabalarga yaxshi tinglashni o'rgatishning o'ziga xos usullari:

Shaxslararo faoliyat: Shaxslararo faoliyat talabalarda kuchli tinglashni rivojlantirishning eng samarali usullaridan biridir. Ushbu metodga quyidagilarni kiritishimiz mumkin:

Rol ijro etish, Soxta intervyular, Shaxslararo dialoglar

Bunda talabalar ikki yoki uch kishidan iborat kichik guruhlariga bo'linadi va ularga xos savollar beriladi. Masalan, siz talaba bilan kompaniyadagi ish yoki gazetadagi maqola uchun intervyu olishingiz mumkin. Hikoya qilish faoliyati esa talabalarga savollar berish imkoniyatini berish orqali ularni ancha rivojlantirishi mumkin.

Guruh faoliyati: Talabalar uchun guruh faoliyati ham samarali metodlardan biridir. Bu faoliyatning mashg'ulotida talabalar besh yoki undan ko'p guruhlariga ajratiladi va ularga bir yoki ikkita boshqa sevimli mashg'ulotni o'rganishni buyurasiz. Bunda talabalarga aniqlovchi savollar berish kerak. Faoliyat davomida siz ularga eslatma olishga ruxsat berishingiz mumkin, chunki bu foydalidir.

Audio segmentlar: Shuningdek, siz talabalarga audio segmentlar orqali tinglash ko'nikmalarini o'rgatishingiz mumkin, masalan: 1. Radio dasturlari; 2. O'quv ma'ruzalari; 3. Onlayn podkastlar va boshqa audio xabarlar.

Bunda ularga ko'rsatma berib, o'rgatmoqchi bo'lgan har qanday narsani tasavvur qilish orqali tinglashga tayyorlash zarur. Ushbu turdagi mashqlar uchun qisqaroq va qulayroq audio segmentlarni tanlash kerak. O'qituvchi bunday audio eshittirishlarni radio yoki teledasturlardan olishi mumkin. Xabarlarni talaba yoki o'quvchilarga yetkazish uchun zamonaviy gadgetlar (kompyuterlar yoki elektron doskalar) dan foydalanish maqsadga muvofiqdir. O'quvchi xabarni nima haqida ekanligini to'liq tushunishi shart emas, ammo xabarlarni diqqat bilan tinglashlari va xabar umumiy nima haqida ekanligini bilishlari zarur.

VIDEO SEGMENTLAR: Til o'rganish va o'rgatishda eng samarali usullardan biri bu video segmentlardir, ular: Qisqacha eskizlar; Hujjatli filmlar; Dramatik yoki komedik materiallar; Intervyu segmentlari bo'lishi mumkin.

Ushbu metodning asosiy shartlaridan biri uni hech qanday tovushsiz tomosha qilish va uni o'qituvchi va o'quvchi o'rtasida muhokama qilishdir. Bu esa

o'quvchilarning tinglash qobiliyatini o'zinigina yaxshilab qolmay, ularning fikrlash va gapirish qobiliyatlariga ham o'z ta'sirini o'tkazadi. Tajribali fan ekspertlari tomonidan tinglash qobiliyatini yaxshilash uchun o'rganuvchilar ko'proq film ko'rishlari tavsiya etiladi. Chunki bu usul so'z boyligini oshirish bilan birgalikda tinglash orqali so'zlarning talaffuzini ham o'rgatadi.

NATIJALAR VA MUHOKAMA

Ushbu maqolada keltirilgan barcha metodlar o'zining samarali natijasini bergan. Misol uchun, guruh bilan ishlash va dialoglar yaratish o'quvchilarda qisqa muddatda natija ko'rsata olgan. Shu bilan birga, o'quvchining jamiyat bilan aloqasini yaxshilanishiga ham yordam bergan. Onlayn podkastlar, audio segmentlar va intervyu segmentlari esa eng qulay va eng ommabop usul deb topilgan. O'quvchi boshqa mashg'ulot bilan band bo'lgan paytda ham podkast yoki audio materillarni eshitishi mumkin. Film ko'rish esa tinglash qobiliyatini oshirish bilan birgalikda o'quvchiga madaniy zavq bera oladi ya'ni o'quvchida miya faoliyatida charchash hissi paydo bo'lmaydi.

XULOSA

Xulosa o'rnida shuni aytish kerakki, ushbu maqolada tinglab tushunish ko'nikmasini rivojlantirish bo'yicha bir nechta metodlar va ko'rsatmalar berildi. Tinglash qobiliyatini yaxshilash uchun qaysi usuldan foydalangan taqdirda ham, bir nechta asosiy ko'rsatmalarni yodda tutish zarur. Birinchidan, talaba va o'quvchilardan dastlab yuqori natija kutib yubormaslik zarur, chunki eng qobiliyatli o'quvchi ham dastlabki xabarlarini to'liq va aniq eslay olmaydi. Ikkinchidan, talabalar yoki o'quvchilar uchun ularning darajasida savollar yaratish lozim, bu xato qilmaslik uchun juda ham muhim. Chunki o'quvchi o'zining darajasidan yuqori bo'lgan savollarda qiyinchilikka uchrashi va ruhiyati susayishi mumkin. Bu esa uning miya faoliyatiga ta'sir ko'rsatishi turgan gap. Ushbu qoidalarga amal qilgan tinglab tushunish ko'nikmasi yaxshi o'zlashtiriladi, chunki qaysi metoddan foydalangan taqdirda ham, ularning har biri o'z samarasini bera olishi shubhasiz.

FOYDALANILGAN ADABIYOTLAR

1. Makhmudov.K. Ways of Forming Intercultural Communication in Foreign Language Teaching.Science and Education,84-89.
2. Madina Shirova. Tinglab tushunishni rivojlantiruvchi metod va mashqlar.Uzbekistan,Karshi.
3. Norqo'ziyeva H. Tinglab tushunish ko'nikmalarini o'rgatishning zamonaviy metodlari. Jizzax Davlat pedagogika instituti(2022) 74-76.
4. Ishanova S. Tinglab tushunishda qo'llanadigan metodlarning samarasi. Qarshi Davlat universiteti(2022).
5. Jalolov J. Chet tili o'qitish metodikasi. 2012.

NOFILOLOGIK YO'NALISHDA XORIJIY TILLARNI O'QITILISHI

Jo'rayeva Oygul Mahammadjon qizi

Namangan davlat chet tillari instituti talabasi

Ochilova Zulfiya Akmaljon qizi

Namangan davlat chet tillari instituti talabasi

+998930354390

Annotatsiya: Ushbu maqolada nofilologik yo'nalishlarda xorijiy tillarni o'qitish jarayonining nazariy va amaliy jihatlarini tahlil qilinadi. Xususan, til metodikasining rivojlanish bosqichlari, modern metodologiyalar ayniqsa kompetensiya yondashuvi hamda raqamli muhitda til o'qitish imkoniyatlari ko'rib chiqiladi. Nofilologik yo'nalishlarda o'qituvchining pozitsiyasi, tilni o'rganish muhitining xususiyatlari va talabalarning kasbiy tayyorgarligi bilan bog'liq masalalar muhokama qilinadi. Maqola ta'lim jarayonida qo'llaniladigan metod va texnologiyalarning samaradorligini oshirishga yo'naltirilgan.

Kalit so'zlar: xorijiy tillarni o'qitish, nofilologik yo'nalish, til metodikasi, kompetensiya yondashuvi, raqamli ta'lim muhiti, til o'rganish muhit.

Аннотация: В данной статье анализируются теоретические и практические аспекты процесса преподавания иностранных языков в нефилологических направлениях. В частности, рассматриваются этапы развития методики преподавания, современные методологии особенно компетентностный подход и возможности обучения языкам в цифровой среде. Обсуждаются вопросы, связанные с позицией преподавателя в нефилологических направлениях, особенностями языковой среды обучения и профессиональной подготовкой студентов. Статья направлена на повышение эффективности используемых в образовательном процессе методов и технологий.

Ключевые слова: преподавание иностранных языков, нефилологические направления, методика преподавания, компетентностный подход, цифровая образовательная среда, языковая среда обучения.

Abstract: This article analyzes the theoretical and practical aspects of teaching foreign languages in non-philological fields. In particular, it examines the stages of development of language teaching methodology, modern approaches especially the competency-based approach and the possibilities of language teaching in a digital environment. Issues related to the teacher's position in non-philological fields, the characteristics of the language learning environment, and students' professional preparedness are discussed. The article aims to enhance the effectiveness of the methods and technologies used in the educational process.

Keywords: teaching foreign languages, non-philological fields, language teaching methodology, competency-based approach, digital learning environment, language learning environment.

Kirish

Bugungi globalizatsiya va xalqaro integratsiya sharoitida xorijiy tillarni egallash kasbiy va shaxsiy rivojlanishning muhim omiliga aylangan. Ayni paytda nofilologik yoʻnalish talabalari uchun til tayyorgarligi faqat til bilimlari emas, balki kasbiy, madaniy va kommunikativ kompetensiyalarni shakllantirishni ham oʻz ichiga oladi. Til oʻqitish metodikasining nazariy jihatlar va amaliy qoʻllanilishi bu jarayonni samarali tashkil etish uchun muhim. Tadqiqotlar shuni koʻrsatadiki, metodlar va yondashuvlar til oʻrganish jarayonini tubdan belgilaydi. Nofilologik mutaxassislarni tayyorlashda esa tilga nisbatan didaktik yondashuvlar maxsus xususiyatlarga ega boʻladi til nafaqat oʻzbek tilida metodologik jihatdan qoʻllaniladigani, balki ixtisoslik kontekstida ham qoʻllanilishi lozim.

Shu sababli, mazkur maqolada nofilologik yoʻnalish talabalari uchun xorijiy tillarni oʻqitish metodikasining nazariy asosi, ayni metod va uslublarning amaliy qoʻllanilishi hamda raqamli va kompetensiya-yoʻnalish muhitining talablari tahlil qilinadi.

Tahlil va muhokama

Til oʻqitish metodikasining rivojlanishi

Til oʻqitish metodikasi XIX — XX asrlarda koʻplab yondashuvlarni oʻz ichiga oldi. Masalan, «Grammatika-Tarjima usuli» (Grammar-Translation Method) til oʻqitishda anʼanaviy usul boʻlib, asosan yozma til va tarjimaga eʼtibor berardi. Soʻngra «Bevosita usul» (Direct Method), «Audio-Lingual usul» (Audiolingual Method) kabilar paydo boʻldi, ular ogʻzaki koʻnikmalarga, talaffuzga, drill mashqlarga urgʻu bergan. Tahlilga koʻra, metod tanlovi tilni oʻqitish maqsadi, talabani boshlangʻich tayyorgarligi va oʻqitish muhitiga bogʻliq.

Shuningdek, metodologiya til oʻqitishning mustaqil nazariy va amaliy fan sifatida shakllanganligini koʻrsatadi. Masalan, til metodikasi mustaqil fanning rivojlanish masalalari tahlil qilingan.

Kompetensiya-yoʻnalishli va raqamli muhitda til oʻqitish

Bugungi kunda til oʻqitish jarayoni faqat til bilimlari bilan cheklanmaydi talabani til orqali kasbiy va madaniy kompetensiyalarini shakllantirish muhim ekani koʻrsatildi. Masalan, bir tadqiqotda onlayn masofaviy til oʻqitishda kompetensiya yondashuvi metodlari katta rol oʻynashi aniqlandi. Raqamli taʼlim muhiti esa til oʻrganuvchilarga yangi imkoniyatlar masalan interaktiv video, SCMC platformalar, onlayn-materiallar taqdim etdi.

Nofilologik yoʻnalish talabalari uchun bu degani: til darsi nafaqat grammatikani oʻrganish, balki kasbiy kontekstda tilni qoʻllashga tayyor boʻlishi kerak. Shu maʼnoda, oʻqituvchi SCMC vositalaridan, virtual sinflardan, vazifalarga asoslangan metodlardan foydalanishi maqsadga muvofiqdir.

Nofilologik yoʻnalish uchun xorijiy tilni oʻqitish xususiyatlari

Nofilologik yoʻnalishda til oʻqitishda bir qancha alohida jihatlar mavjud:

- Talabalar koʻpincha tilni kasbiy yoʻnalish kontekstida (masalan, menejment, muhandislik, iqtisodiyot) ishlatishlari kerak. Shuning uchun til darslari kasbiy muhitga integratsiyalashgan boʻlishi maqsadga muvofiq.

- Til o'qitish metodikasi faqat til darsi sifatida emas, balki boshqa fanlar bilan bog'liq integratsiyalashgan shaklda bo'lishi lozim masalan, ingliz tili + biznes lug'ati, nemis tili + texnik ma'lumot.
- Motivatsiya va talabning kasbiy ehtiyojlarini hisobga olish bu yo'nalishda muhim. Shuningdek, raqamli muhit va interaktiv metodlar orqali talabning faol ishtiroki ta'minlanishi kerak.
- O'qituvchidan til bilimini o'qitishdan tashqari, tilni «amaliy qo'llash», «investigatsiya qilish», «problema yechish» jihatlarida yordam bera olish talab qilinadi.

Zamonaviy metodlar va ularning amaliy qo'llanilishi

Hozirgi kun til o'qitishda bir qancha zamonaviy metodlar keng qo'llanilmoqda. Masalan, "Vazifaga asoslangan til o'qitish" (Task-Based Language Teaching) degan yondashuv ko'rib chiqilgan. Maqolada aytilishicha, bu yondashuv tilni o'rganish va o'qitishda faqat strukturani emas, balki talabning faoliyatini markazga qo'yadi.

Bundan tashqari, tilni o'qitishda "Kommunikativ til o'qitish" (Communicative Language Teaching) usuli ham muhim o'rin egallaydi. Ushbu usul tilni ijtimoiy kontekstda, ma'noli interaksional orqali egallashga urg'u beradi. Raqamli muhitda esa til o'qitishda interaktiv platformalar, videolar, virtual muhitlar va onlayn o'quv modullari qo'llanilmoqda.

Nofilologik yo'nalish uchun ushbu metodlarning afzalliklari quyidagilardir: talabalar o'z kasbiy sohasida tilni qo'llashga tayyor bo'ladi, darslar interaktiv bo'ladi, motivatsiya oshadi. Lekin muammolar ham mavjud: o'qituvchilarning raqamli metodlarni yetarlicha qo'llay olmasligi, texnik jihozlarning cheklanishi, darslarning talabning ehtiyojiga moslashtirilmasligi. Masalan, raqamli ta'lim muhiti hech qachon avtomatik ravishda til bosqichlarini egallashni kafolatlamaydi o'qituvchi va o'quvchi faolligi ham alohida ahamiyatga ega.

O'qitish samaradorligini oshirish bo'yicha tavsiyalar

- Til o'qitishda talabning kasbiy ehtiyojlarini aniqlash va darslarni shu ehtiyojga moslash.
- Interaktiv vazifalar, real-hayotiy vaziyatlar (simulyatsiyalar), guruh va juft ishlarni ko'paytirish.
- Raqamli vositalar, videolar, onlayn platformalar, SCMC vositalarni integratsiyalash.
- Talabning faol ishtirokini rag'batlantirish: muhokamalar, loyiha ishlar, til qo'llaniladigan vazifalar.
- O'qituvchilar uchun metodik tayyorgarlikni oshirish: zamonaviy metodlar, raqamli ta'lim, tilni o'qitishda pedagogik tafakkurni shakllantirish.
- Baholash va teskari aloqa tizimini rivojlantirish: o'quv jarayonida faollik, tilni ishlatish hollari, talabning o'zini baholashini inobatga olinishi lozim.

Xulosa

Nofilologik yo'nalishlarda xorijiy tillarni o'qitish nafaqat til bilimlarini berish, balki kasbiy kontekstda tilni qo'llashga tayyorlovni ta'minlashni nazarda tutadi. Til metodikasining rivojlanishi grammatik tarjima usulidan tortib, kommunikativ va

vazifaga asoslangan yondéshuvlargacha ta'lim jarayonidagi o'zgaruvchan ehtiyojlarga moslashdi. Ma'lumotlar shuni ko'rsatadiki, kompetensiya-yo'nalishli yondéshuv va raqamli ta'lim muhitiga integratsiyalash til o'qitish samaradorligini oshirishda muhim rol o'ynaydi. Har bir til darsi nafaqat lug'at va grammatikani o'rgatishi, balki talabaning tilni amalda qo'llay olishiga, kommunikativ va madaniy kompetensiyalarini shakllantirishga yo'naltirilgan bo'lishi lozim. Kelajakda, o'qituvchilarning metodik tayyorgarligi va raqamli vositalicarning imkoniyatlari yanada kengayishi bilan, nofilologik yo'nalish talabalari uchun til o'qitish jarayonida yangicha yondashuvlar yanada ko'p qo'llaniladi va samaradorligi oshadi.

Foydalanilgan adabiyotlar

1. Djumabaeva, J. S., & Avazmatova, M. M. (2022). *Categorization of Foreign Language Teaching Approaches and Methods*. International Journal of Social Science Research and Review, 5(5), 341-346. Bet 341-346. [4]
2. Liu Qing-xue, Shi Jin-fang. (2007). *An Analysis of Language Teaching Approaches and Methods — Effectiveness and Weakness*. US-China Education Review, 4(1), (Serial No.26). Bet 2-10. [8]
3. Murodova, N. (2021). *Teaching Foreign Languages' Methodology: Modern Methods and Requirements*. IJRS, vol ..., bet ... (., Navoi). Bet 5-8. [9]
4. Rashov, O. (2024). *Modern Methods of Teaching Foreign Languages*. International Scientific and Current Research Conferences, 1(01), 158-164. Bet 158-164. [15]
5. Review of effective methods of teaching a foreign language to university students in the framework of online distance learning: international experience. *Frontiers in Education*, Vol.8, p.1125458. Bet ... (2023). [1]
6. Dmitrenko, T. A., & Akhmadullin, A. A. (2023). *Current trends in teaching a foreign language in the digital era*. Training, Language and Culture, 7(4), 16-23. Bet 16-23. [14]
7. Ling 3500: Methods of Teaching Foreign Language – Research Guide. (2025). Cedarville University Library. Bet ... [10]
8. "Different Language Teaching Methods." Northwest Career College Blog. (2025, July 31). Bet ... [6]
9. The science of modern language teaching success: The top 10 research-backed instructional techniques for second language instruction. (2025, Mar 27). Bet ... [7]
10. "The article explores contemporary strategies and approaches employed in teaching foreign languages." (2024). Excellencia IMJE. Bet ... [19]

DEVELOPING PRE-INTERMEDIATE EFL/ESL LEARNERS' SPEAKING SKILLS THROUGH TASK-BASED LANGUAGE TEACHING (TBLT)

Jaloliddinova Nigora

Student of Namangan state institute of foreign languages

jaloliddinovan18@gmail.com

Abstract: This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in developing speaking skills among pre-intermediate EFL/ESL learners. The research employed a quasi-experimental design with 60 pre-intermediate learners divided into experimental and control groups. The experimental group received TBLT instruction for eight weeks, while the control group followed traditional PPP (Presentation-Practice-Production) methodology. Pre-tests and post-tests using oral proficiency interviews assessed participants' speaking abilities in fluency, accuracy, complexity, and communicative effectiveness. Results demonstrated significant improvements in the experimental group across all measures, with particular gains in fluency and communicative confidence. The findings suggest that TBLT provides meaningful contexts for language use, promotes authentic communication, and reduces speaking anxiety among pre-intermediate learners. This study contributes to the growing body of evidence supporting task-based approaches in developing oral proficiency.

Keywords: Task-Based Language Teaching, speaking skills, pre-intermediate learners, EFL/ESL, communicative competence.

Annotatsiya: Ushbu tadqiqot vazifaga asoslangan tilni o'qitish (TBLT) EFL/ESL o'quvchilari orasida nutq qobiliyatini rivojlantirishdagi samaradorligini o'rganadi. Tadqiqotda eksperimental va nazorat guruhlariga bo'lingan 60 ta oraliq o'quvchilar bilan kvazi-eksperimental dizayn ishlatilgan. Eksperimental guruh sakkiz hafta davomida TBLT ko'rsatmasini oldi, nazorat guruhi esa an'anaviy PPP (taqdimot-amaliyot-ishlab chiqarish) metodologiyasiga amal qildi. Og'zaki malaka intervyularidan foydalangan holda oldindan testlar va keyingi testlar ishtirokchilarning nutq qobiliyatini ravonlik, aniqlik, murakkablik va kommunikativ samaradorlikni baholadi. Natijalar eksperimental guruhda barcha chora-tadbirlar bo'yicha sezilarli yaxshilanishlarni namoyish etdi, ayniqsa ravonlik va kommunikativ ishonchga erishdi. Natijalar shuni ko'rsatadiki, TBLT tildan foydalanish uchun mazmunli kontekstlarni taqdim etadi, haqiqiy muloqotni rivojlantiradi va oraliq o'quvchilar orasida nutq tashvishini kamaytiradi. Ushbu tadqiqot og'zaki malakani rivojlantirishda vazifaga asoslangan yondashuvlarni qo'llab-quvvatlovchi dalillarning o'sib borishiga yordam beradi.

Kalit so'zlar: vazifaga asoslangan tillarni o'qitish, nutq qobiliyatlari, oraliqdan oldingi o'quvchilar, EFL/ESL, kommunikativ kompetentsiya.

Аннотация: В данном исследовании изучается эффективность обучения языку на основе заданий (TBLT) в развитии разговорных навыков у учащихся, обучающихся на уровне pre-intermediate EFL/ESL. В исследовании

использовался квазиэкспериментальный подход, в ходе которого 60 учащихся, обучающихся на уровне pre-intermediate, были разделены на экспериментальную и контрольную группы. Экспериментальная группа проходила обучение TBLT в течение восьми недель, в то время как контрольная группа придерживалась традиционной методологии PPP (Презентация-Практика-Производство). В ходе предварительных и посттестовых тестов с использованием собеседований на знание устной речи оценивались разговорные способности участников с точки зрения беглости, точности, сложности и коммуникативной эффективности. Результаты продемонстрировали значительные улучшения в экспериментальной группе по всем параметрам, в частности, в беглости и коммуникативной уверенности. Полученные результаты свидетельствуют о том, что TBLT обеспечивает значимый контекст для использования языка, способствует аутентичному общению и снижает речевую тревогу у учащихся, достигших уровня pre-intermediate. Это исследование вносит свой вклад в растущее количество фактических данных, подтверждающих основанные на задачах подходы к развитию навыков устной речи.

Ключевые слова: Обучение языку на основе заданий, разговорные навыки, учащиеся на уровне pre-intermediate, EFL/ESL, коммуникативная компетентность.

INTRODUCTION

Speaking proficiency remains one of the most challenging skills for EFL/ESL learners to develop, particularly at the pre-intermediate level where learners possess limited linguistic resources yet face increasing demands for authentic communication (Richards, 2008). Traditional teaching methods often emphasize grammatical accuracy over communicative fluency, resulting in learners who can complete textbook exercises but struggle with spontaneous speech production (Willis & Willis, 2007).

Task-Based Language Teaching (TBLT) has emerged as a promising pedagogical approach that prioritizes meaningful communication and focuses on the completion of real-world tasks rather than isolated language forms (Ellis, 2003; Long, 2015). In TBLT, language is viewed as a tool for accomplishing communicative goals, and learners develop their speaking abilities through engagement with purposeful activities that mirror authentic language use contexts.

Despite growing interest in TBLT, research examining its effectiveness specifically with pre-intermediate learners remains limited. This proficiency level presents unique challenges, as learners are transitioning from basic survival communication to more complex language functions but may lack sufficient linguistic resources to complete open-ended tasks successfully (Robinson, 2011). Questions remain about how to design and sequence tasks appropriately for this level and whether TBLT can effectively develop speaking skills among learners with intermediate language proficiency.

Research questions.

This study addresses the following research questions:

1. Does Task-Based Language Teaching significantly improve pre-intermediate EFL/ESL learners' speaking fluency compared to traditional teaching methods?
2. How does TBLT affect the accuracy and complexity of pre-intermediate learners' spoken language?
3. What are learners' perceptions of using TBLT for developing speaking skills?

Significance of the study. This research contributes to the field by providing empirical evidence about TBLT's effectiveness with a specific proficiency level that has received limited attention in the literature. The findings offer practical insights for language educators working with pre-intermediate learners and inform curriculum design decisions in EFL/ESL contexts.

Literature review

Task-based language teaching. Task-Based Language Teaching emerged from communicative language teaching principles and is grounded in second language acquisition research (Long, 2015). Ellis (2003) defines a task as an activity that requires learners to use language pragmatically to achieve an outcome, with emphasis on meaning rather than linguistic form. TBLT typically follows a three-phase framework: pre-task, task cycle, and language focus (Willis, 1996).

Research has demonstrated TBLT's effectiveness in promoting communicative competence across various contexts. Prabhu's (1987) Bangalore Project provided early evidence of task-based approaches' viability, while more recent studies have examined specific aspects of task design, implementation, and outcomes (Bygate, 2016; Samuda & Bygate, 2008).

Speaking skills development. Speaking is a complex productive skill involving linguistic knowledge, discourse management, pronunciation, and pragmatic competence (Luoma, 2004). For pre-intermediate learners, developing speaking proficiency involves moving beyond formulaic expressions toward more creative language use while maintaining intelligibility and communicative effectiveness (Council of Europe, 2001).

Research suggests that meaningful interaction, feedback opportunities, and reduced anxiety are crucial for speaking development (MacIntyre et al., 1998). Traditional approaches focusing primarily on accuracy may inadvertently inhibit fluency development and increase learner anxiety (Young, 1990).

TBLT and speaking skills. Studies examining TBLT's impact on speaking skills have yielded promising results. Skehan and Foster (2001) found that task-based instruction promoted both fluency and complexity, though sometimes at the expense of accuracy. Tavakoli and Foster (2011) demonstrated that narrative tasks could enhance fluency and structural complexity in learners' speech.

However, most research has focused on intermediate to advanced learners, with limited investigation of TBLT's effectiveness with pre-intermediate populations. This gap necessitates research examining whether and how TBLT can be successfully implemented with learners possessing more limited linguistic resources.

METHODOLOGY

This study employed a quasi-experimental design with pre-test and post-test measures. The independent variable was instructional method (TBLT vs. traditional PPP), while dependent variables included speaking fluency, accuracy, complexity, and communicative effectiveness.

Participants were 60 pre-intermediate EFL learners (aged 18-25) from a university language program in Uzbekistan. Learners were enrolled in two intact classes, randomly assigned to experimental (n=30) and control (n=30) groups. All participants had studied English for at least four years and scored within the A2-B1 range on a placement test based on CEFR descriptors.

Both groups received three 90-minute classes weekly for eight weeks (24 sessions total). The experimental group followed a TBLT approach adapted from Willis's (1996) framework, while the control group received traditional PPP instruction using the same thematic content.

Experimental Group (TBLT): Each lesson followed a three-phase structure:

- Pre-task phase: Introduction to topic and task, vocabulary activation, and task modeling (15-20 minutes)
- Task cycle: Task performance in pairs or small groups, planning oral reports, and presenting to class (50-60 minutes)
- Language focus: Analysis of language features observed during tasks, practice of identified forms (15-20 minutes)

Tasks included information-gap activities, problem-solving discussions, role-plays, and opinion-exchange activities, all calibrated to pre-intermediate proficiency level with appropriate scaffolding and linguistic support.

Control Group (PPP): Lessons followed the traditional sequence:

- Presentation: Teacher introduction of target language structures and vocabulary (20-25 minutes)
- Practice: Controlled and semi-controlled exercises focusing on accuracy (40-45 minutes)
- Production: Freer speaking activities applying learned structures (20-25 minutes)

Speaking Tests: Pre- and post-tests consisted of individual oral proficiency interviews (15 minutes each) conducted by trained raters. Interviews included warm-up questions, a picture description task, a role-play scenario, and discussion questions on familiar topics.

Assessment Criteria: Speaking samples were evaluated using adapted rubrics measuring:

- Fluency: Speech rate, pausing, and self-correction (based on speech samples)
- Accuracy: Grammatical and lexical correctness per T-unit
- Complexity: Syntactic variety and clause subordination
- Communicative Effectiveness: Task completion and interaction management

Learner Questionnaire: The experimental group completed a 20-item Likert-scale questionnaire examining perceptions of TBLT and speaking development, followed by open-ended reflection questions.

Speaking samples were transcribed and analyzed using quantitative measures. Fluency was measured as words per minute and mean length of pauses. Accuracy was calculated as percentage of error-free T-units. Complexity was assessed through subordination ratios and lexical diversity indices. Independent samples t-tests compared pre-test scores between groups. Paired samples t-tests and analysis of covariance (ANCOVA) examined within-group and between-group differences. Questionnaire data were analyzed using descriptive statistics and thematic analysis for open-ended responses.

RESULTS

Independent samples t-tests revealed no significant differences between groups on any speaking measures at pre-test ($p > .05$), confirming group equivalence before intervention.

Paired samples t-tests showed that the experimental group demonstrated significant improvements in fluency from pre-test ($M=85.3$, $SD=12.4$ words per minute) to post-test ($M=112.7$, $SD=14.2$ words per minute), $t(29)=9.82$, $p<.001$, $d=2.05$. The control group also improved from pre-test ($M=83.6$, $SD=11.8$) to post-test ($M=94.2$, $SD=13.1$), $t(29)=4.31$, $p<.001$, $d=0.84$, but gains were significantly smaller.

ANCOVA controlling for pre-test scores revealed significant between-group differences at post-test, $F(1,57)=24.67$, $p<.001$, partial $\eta^2=.30$, favoring the experimental group. Similar patterns emerged for mean pause length, with the experimental group showing greater reductions in pausing ($p<.001$).

Both groups improved in accuracy, though differences were less pronounced. The experimental group's error-free T-units increased from 42.3% ($SD=8.6$) to 58.7% ($SD=9.2$), $t(29)=7.43$, $p<.001$, $d=1.84$. The control group improved from 43.1% ($SD=8.2$) to 61.4% ($SD=8.9$), $t(29)=8.21$, $p<.001$, $d=2.12$.

ANCOVA showed no significant between-group differences in accuracy at post-test when controlling for pre-test, $F(1,57)=1.23$, $p=.27$, suggesting both methods effectively developed accuracy.

The experimental group demonstrated greater gains in syntactic complexity. Subordination ratios increased from 1.32 ($SD=0.18$) to 1.68 ($SD=0.21$), $t(29)=8.15$, $p<.001$, $d=1.86$. The control group's subordination ratios increased from 1.29 ($SD=0.16$) to 1.45 ($SD=0.19$), $t(29)=4.42$, $p<.001$, $d=0.91$.

ANCOVA revealed significant between-group differences favoring the experimental group, $F(1,57)=18.34$, $p<.001$, partial $\eta^2=.24$. Lexical diversity measures showed similar patterns with greater gains in the experimental group.

Ratings of communicative effectiveness improved significantly more in the experimental group (pre-test $M=2.8$, $SD=0.6$; post-test $M=3.9$, $SD=0.5$) compared to the control group (pre-test $M=2.7$, $SD=0.6$; post-test $M=3.2$, $SD=0.6$), with

ANCOVA showing significant between-group differences, $F(1,57)=21.45$, $p<.001$, partial $\eta^2=.27$.

Questionnaire results from the experimental group showed positive perceptions of TBLT. Participants strongly agreed that tasks provided meaningful speaking practice ($M=4.3$, $SD=0.6$ on 5-point scale) and reduced speaking anxiety ($M=4.1$, $SD=0.7$). Thematic analysis of open-ended responses revealed three main themes:

- 1) Increased confidence: "Tasks made me feel more comfortable speaking because I focused on completing the activity, not just making perfect sentences."
- 2) Authentic communication: "I learned to express my ideas naturally, like in real conversations, not just repeating grammar patterns."
- 3) Collaborative learning: "Working with partners helped me learn from others and feel less afraid of making mistakes."

Some participants noted initial challenges with task demands but reported that appropriate scaffolding helped them succeed.

DISCUSSION

The results support TBLT's effectiveness in developing pre-intermediate learners' speaking skills, particularly fluency and complexity. Several factors may account for these findings.

First, TBLT's emphasis on meaningful communication likely provided more opportunities for extended discourse and authentic language use compared to the controlled practice characteristic of PPP instruction. By focusing on task completion rather than linguistic form, learners may have experienced reduced anxiety and increased willingness to communicate, consistent with MacIntyre et al.'s (1998) willingness-to-communicate model.

Second, the collaborative nature of tasks created multiple opportunities for negotiation of meaning, pushed output, and noticing of linguistic features—processes identified as crucial for language development (Swain, 1995; Schmidt, 1990). These interactional processes may have promoted both fluency through practice and complexity through cognitive challenges inherent in task completion.

Third, the task cycle's planning phase likely allowed learners to organize thoughts and rehearse language, potentially enhancing both fluency and accuracy in final productions (Ellis, 2005). The language focus phase provided explicit attention to form within a meaningful context, potentially explaining why accuracy gains were comparable between groups despite TBLT's primary meaning-focus.

The finding that accuracy improvements were similar across groups suggests that explicit language focus can be effectively integrated within a task-based framework, addressing concerns that TBLT sacrifices accuracy for fluency (Sheen, 2005). This supports Willis and Willis's (2007) argument for balanced attention to both meaning and form in task-based instruction.

These findings have several pedagogical implications. First, teachers working with pre-intermediate learners should consider incorporating well-designed tasks that balance cognitive challenge with appropriate linguistic support. Task scaffolding

through pre-task preparation, linguistic resources, and collaborative work can make task-based approaches viable even with learners possessing limited proficiency.

Second, the study suggests that TBLT need not sacrifice accuracy for fluency. Incorporating a language focus phase that draws learners' attention to linguistic features observed during task performance can address form-related concerns while maintaining meaning-focused communication as the primary goal.

Third, the positive learner perceptions indicate that TBLT can increase motivation and reduce speaking anxiety—important affective factors influencing language learning success. Creating classroom environments where learners focus on meaningful communication rather than error avoidance may foster greater willingness to engage in spoken interaction.

Several limitations should be acknowledged. The quasi-experimental design with intact classes limits causal inference, though group equivalence at pre-test strengthens confidence in findings. The relatively short eight-week intervention period may not capture longer-term developmental patterns. Additionally, the study was conducted in a single institutional context in Uzbekistan, potentially limiting generalizability to other EFL/ESL settings.

The assessment measures, while comprehensive, focused primarily on linguistic dimensions of speaking proficiency. Future research might incorporate sociolinguistic and strategic competence measures for a more complete proficiency profile. Teacher effects were not controlled, as different instructors taught the two groups, potentially introducing confounding variables.

Future research should explore several areas. Longitudinal studies examining the sustained effects of TBLT on speaking development would provide valuable insights into developmental trajectories. Research comparing different task types and sequences could inform principled task design and syllabus construction for pre-intermediate learners.

Investigation of individual learner variables—including aptitude, working memory, and learning styles—might identify factors influencing task-based learning outcomes. Additionally, classroom discourse analysis could illuminate the interaction patterns and negotiation processes that promote speaking development during task performance.

Finally, research in diverse EFL/ESL contexts would enhance understanding of how cultural factors, educational traditions, and learner expectations influence TBLT implementation and effectiveness.

CONCLUSION

This study provides empirical evidence that Task-Based Language Teaching effectively develops pre-intermediate EFL/ESL learners' speaking skills, particularly in fluency, complexity, and communicative effectiveness. The findings challenge assumptions that TBLT is suitable only for advanced learners and demonstrate that well-designed tasks with appropriate scaffolding can promote oral proficiency development across proficiency levels.

The results suggest that TBLT offers an effective alternative to traditional approaches for speaking instruction by providing meaningful contexts for language use, reducing speaking anxiety, and promoting authentic communication. By focusing learners' attention on task completion rather than linguistic perfection, TBLT creates opportunities for fluent, creative language use while maintaining attention to accuracy through explicit language focus phases.

As language teaching continues to prioritize communicative competence, TBLT provides a theoretically grounded and empirically supported approach to developing speaking skills. For practitioners working with pre-intermediate learners, these findings encourage adoption of task-based approaches while maintaining attention to learners' linguistic and affective needs through appropriate task design and implementation.

REFERENCES:

1. Bygate, M. (2016). Sources, developments and directions of task-based language teaching. *The Language Learning Journal*, 44(4), 381-400.
2. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.
3. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
4. Ellis, R. (2005). Planning and task-based performance: Theory and research. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp. 3-34). John Benjamins.
5. Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.
6. Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
7. MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.
8. Prabhu, N. S. (1987). *Second language pedagogy*. Oxford University Press.
9. Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
10. Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning*, 61(1), 1-36.
11. Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. Palgrave Macmillan.
12. Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-158.
13. Sheen, R. (2005). Focus on forms as a means of improving accurate oral production. In A. Housen & M. Pierrard (Eds.), *Investigations in instructed second language acquisition* (pp. 271-310). Mouton de Gruyter.

14. Skehan, P., & Foster, P. (2001). Cognition and tasks. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 183-205). Cambridge University Press.
15. Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125-144). Oxford University Press.
16. Tavakoli, P., & Foster, P. (2011). Task design and second language performance: The effect of narrative type on learner output. *Language Learning*, 61(1), 37-72.
17. Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.
18. Willis, J. (1996). *A framework for task-based learning*. Longman.
19. Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.

OLIY TA'LIM MUASSASALARI TURLI TIL BILISH DARAJASIDAGI TALABALARGA INGLIZ TILI O'QITISH USULLARI

Qo'chqarova Muxtasar Baxtiyor qizi

Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti

ENG-BU-23-guruh talabasi

Annotatsiya: Ushbu maqolada oliy ta'lim yo'nalishida turli til bilish darajasiga ega talabalar uchun ingliz tilini o'qitishning samarali usullari kiritilgan. Unda talabalar bilim darajalarini belgilash, o'qitish jarayonini differensial ishlab chiqarish asosida tashkil etish, individual va guruhviy mashg'ulotlarni uyg'unlashtirish masalalari tahlil qilish, kommunikativ yo'qotish, integrativ ta'lim texnologiyalari hamda interaktiv metodlardan samarali yo'llarni ko'rsatib o'tish. Tadqiqotda yordam berish uchun motivatsiyani aniqlash, mustaqil o'rganish ko'rinishida yordam o'rganishni ta'minlash metodik tavsiyalar ishlab chiqarish.

Kalit so'zlar: oliy ta'lim, ingliz tili, til bilish darajasi, metodika, differensial tizim, kommunikativ ishlab chiqarish, interaktiv metodlar, ta'lim texnologiyalari, talabalar motivatsiyasi.

Dunyoda ilm-fan va texnikaning shiddatli taraqqiyoti hamda insoniyatni elektron axborot texnologiyalar asrini boshidan kechirayotganligi uni raqamli asrga moslashishini taqozo etmoqda. Elektron qurilmalarni ilm-fan va mamlakat iqtisodiyotining ishlab chiqarish sohalariga keng tadbiq qilinishi, o'sha hududlarda mamlakatlararo ijtimoiy-iqtisodiy, siyosiy va madaniy aloqalarning kengayishiga olib keldi. Bunday globallashtirish jarayonida axborot texnologiyalari, kompyuter injinering sohalariga bo'lgan talab va e'tibor kuchayib, IT yo'nalishi bo'yicha kadrlar tayyorlashda ularning til bilish ko'nikmalarini zamon talablariga mos ravishda takomillashtirish Oliy ta'lim tizimining asosiy vazifalaridan biriga aylangan. Shu bois, kompyuter injinering yo'nalishi talabalarini zamon talablariga mos ravishda o'qitishda chet tilni kasbiy fan bilan integratsiyalashuvini ta'minlash, sohaviy o'quv materiallar ta'minotida ta'lim yo'nalishi hamda mutaxassisligini inobatga olinishi va mos o'quv strategiyalar uyg'unligi taklif qilinishi muhim ahamiyat kasb etmoqda.

Jahon amaliyotida rivojlangan mamlakatlar ta'lim tizimi IT sohasini takomillashtirish talablaridan kelib chiqqan holda, ushbu yo'nalish talabalariga chet til o'qitishning muhim omillari sifatida bir qancha usullar va yondashuvlar taklif qilingan va amaliyotda muvaffaqiyatli tarzda qo'llanilib kelinmoqda. Jumladan, AQSh, Kanada, Buyuk Britaniya, Rossiya, Eron, Yaponiya, Germaniya davlatlarining Oliy ta'lim muassasalari IT yo'nalishlarida bo'lg'usi sohaviy mutaxassislarining kasbiy so'z boyligini ingliz tilida rivojlantirish (Science, Technology, Engineering, Math-fan, texnologiya, muhandislik, matematika- STEM), (Content and Language Integrated Learning-mazmun va tilning fanlararo bog'liqligi- CLIL), (English as a Medium of Instruction-ingliz tili vosita sifatida- EMI) ga

alohida e'tibor qaratilgan. Bu dasturlarning asosiy mazmun-mohiyati, sohaviy autentik matnlar va matn yuzasidan tuzilgan mashqlar orqali talabalarning kasbiy leksik boyligini oshirish, kreativlikka asoslangan topshiriqlarning optimal variantlari yordamida til ko'nikmalarini rivojlantirish hamda kasbiy muloqot yuzasidan ilmiy tadqiqot ishlari olib borilgan.

Mamlakatimizda IT texnologiya sohalariga mutaxassislarni tayyorlashda xorijiy tajribalardan kelib chiqib, kasbiy ingliz tili o'qitish metodikasini takomillashtirishga katta e'tibor qaratilmoqda, me'yoriy asoslari yaratilib, bir qancha qarorlar qabul qilingan. Axborot texnologiyalari sohasidagi kadrlarni kasbga tayyorlash, qayta tayyorlash tizimining samaradorligini oshirish orqali davlat organlari hamda tarmoq tashkilotlarini malakali IT mutaxassislar bilan ta'minlash borasida prezidentimiz Sh.M.Mirziyoyev o'z ma'ruzalarida: "Iqtisodiyotni tubdan takomillashtirishning eng muhim omillaridan biri axborot- texnologiyalari va raqamli texnologiyalardir. Shuning uchun kelajagimiz bevosita AKT va ularga tayangan mutaxassislar bilan bog'liqdir"¹, – deya e'tirof etganlari bejiz emas.

O'zbekiston Respublikasi Prezidentining 2017-yil 20-apreldagi PQ-2909-son "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi Qarori, 2019-yil 8-oktyabrdagi PF-5847-son "O'zbekiston Respublikasi Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konseptsiyasini tasdiqlash to'g'risida"gi Farmoni, 2021-yil 19-maydagi PQ-5117-son "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi Qarorlari, 2022-yil 19-yanvardagi 34-son "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Qarori, 2024-yil 2-fevraldagi PQ-54-son "Ta'lim sohasidagi islohotlarni jadallashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Prezident Qarorlari shular jumlasidandir. Ko'rsatib o'tilgan Prezident Qarorlarida keltirilgan taklif va mulohazalar, belgilab berilgan vazifalar tadqiqot ishimizning mohiyatini ochib berishimizda katta rol o'ynadi.

Foydalanilgan adabiyotlar ro'yxati

1. Барышников Н.В. Теоретические и практические аспекты преподавания иностранных языков и культур в различных условиях [Текст]

/Н.В.Барышников // Теория и практика преподавания иностранных языков и культур в различных условиях: материалы Всерос.науч.-метод.конф.Лемпертовские чтения IV (23-24 май 2002г.) – Пятигорск: Изд-во ПГПИИЯ, 2002. – 3-5, 238 с.

2. Верисокин.Ю.И. Видеофильм как средство мотивации при обучении иностранному языку. // Иностранные языки в школе. – Москва. №

5. 2003. –С. 31-35.

3.Гальскова Н.Д. Современная цель обучения иностранным языкам: от комплексного подхода к интеграции. Сборник статей международной научно-практической конференции памяти академика РАО Инессы Львовны Бим – Москва, Просвещение, 2013. –С. 25-34.



4. Грднева.Н.А. Использование аутентичных материалов в обучении иностранному языку на уровне А1. // СНВ. 2017. №4 (21). –С. 210- 213.
5. Дадамирзаев.Г, Файзуллаев Қ.М.Фанлараро боғланишнинг муҳандислик тизимидаги ўрни // Педагогический науки // Международный научный журнал. №1. 2016. –В. 34-36.

TURLI DARAJAGA EGA BO'LGAN TALABALARNI XORIJIY TILGA O'QITISH VA O'QUV JARAYONINING TAHLILI

Qo'chqarova Muxtasar Baxtiyor qizi

Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti

ENG-BU-23-guruh talabasi

Annotatsiya: Uch maqolada turli darajaga ega bo'lgan talabalarni talab qilish tilga o'qitish jarayoni va uning tahlili yoritilgan. Maqolada talabalar til tayyorlash darajalarini baholash, o'qitish jarayonini shaxsga yo'qotilgan va differensial ishlab chiqarish natijasida hosil bo'ladigan natijalar tahlili. Zamonaviy pedagogik texnologiya, inter metodlar va kommunikativ tizimning ahamiyati ochib berilgan. Tadqiqotda turli til bilish darajasiga ega talabalar uchun individual o'quv strategiyalarini ishlab chiqarish hamda chiqish o'quv qo'llanmasini ishlab chiqarish yo'llari bo'yicha metodik tavsiyalar olish.

Kalit so'zlar: qobiliyat til, til darajasi, differensial jismoniy, shaxsga yo'qotilgan ta'lim, interaktiv metodlar, kommunikativ tahlil, o'quv jarayoni, ta'minlash, metodik tahlil.

Ta'lim samaradorligini oshirish, IT texnologiyalarini dars jarayoniga tadbiq qilish, bo'lajak mutaxassislarning DTS talablarida belgilanganiday ingliz tilidagi kasbiy muloqotni integrativlik asosida rivojlantirish ta'lim sohasining dolzarb muammolaridan biridir. Bugungi kunda nofilologik Oliy ta'lim muassasalarining bakalavriat va magistratura bosqichi bitiruvchilarini DTS da belgilab berilganiday talabalarning chet tilidan to'rtta til ko'nikmalarini sohaviy bog'liqlikda rivojlantirish belgilab berilgan. O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi nofilologik OTM larning barcha ta'lim yo'nalishlari uchun chet til o'qitishda taklif qilgan namunaviy dastur bo'lajak mutaxassislarning kasbiy kommunikativligini oshirishda har bir yo'nalishning ishchi o'quv rejasi o'quv mazmuniga ko'ra mutaxassislik fanlari bilan bevosita integratsiya qilinishini ko'rsatib o'tilgan. Til va niutqni rivojlantirishda leksik, fonetik, grammatik mashqlarni kiritilish mezonlari malaka talablaridan kelib chiqib, namunaviy dastur asos sifatida belgilab berilgan. O'quv dasturiga kiritilishi lozim bo'lgan o'quv materiallarning mazmuni DTSda belgilangan A1, A2, B1, B2, C1 daraja talablariga mos holda ta'lim bosqichi, yo'nalishi va ta'lim maqsadidan kelib chiqqan holda va uzluksiz va uzviylik asosida kiritilishi talab qilingan⁴⁴. Bu borada O'zbekiston Respublikasi Prezidentining 2017-yil 20.04. dagi PQ-2909-son "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari" to'g'risidagi qarorida ilg'or pedagogik texnologiyalar va interaktiv metodlar vositasida hamda zamonaviy texnologiyalar yordamida dars jarayonini tashkil etish orqali chet tilga o'qitish va ushbu tillarda o'z fikrini erkin bayon qila oladigan, kasbiy muloqotni yarata oladigan, tanqidiy fikr bildiradi oladigan mutaxassislarni tayyorlashni zamon talablariga mos ravishda rivojlantirish borasida fikr va mulohazalar keltirilib, tavsiyalar ishlab chiqilgan[1].

Bo‘lajak mutaxassislarning kasbiy kompetentligiga qo‘yilgan muhim talablar kasbiy bilim, malaka, ko‘nikma va shaxsiy fazilatlariga ega bo‘lishlik bilan bir qatorda, ingliz tilida kasbiy kommunikativ muloqotni yarata olishi hamda kompyuter texnologiyalarni kasbiy sohalarda muvaffaqiyatli qo‘llay olishlaridir. ATKI yo‘nalishlarida ta‘lim olayotgan Multi-Level darajasidagi talabalarga ingliz tilini o‘qitishda taqdim etilayotgan matnlar va lug‘at boyligini sohaviyligi ularni kasbga doir ma‘lumotlarni tushunish orqali idrok etishini, qabul qilishini va amaliyotga joriy qilishini ta‘minlab, professional muloqotni yarata olishlarini hamda kompyuter sohasida erkin faoliyatlarini ta‘minlaydi. Bunda til va nutq mashqlarining sohaviyligi, grammatik mashqlarning tabaqalashgani, aqlini charxlashligi ularning bilim, malaka va ko‘nikmalarini rivojlantirishda muhim ahamiyat kasb etadi.

Leksik mashqlar vazifasiga ko‘ra turlicha bo‘lib, til o‘rganish ko‘nikmalarini rivojlantirishda asosiy bosqichdir. Masalan, J.Jalolov mashqlar sistemasini chet til metodistlari o‘zbekcha atamalar bilan *shakllantiruvchi*, *rivojlantiruvchi* va *takomillashtiruvchi* mashqlar deb ataganini e‘tirof etib, shakllantiruvchi mashqlar til materialini o‘rganishga, rivojlantiruvchi mashqlar nutqda til materiallaridan foydalanishda hamda takomillashtiruvchi mashqlar fikrni bayon qilishga xizmat qilishini tushuntiradi va prof. I.V.Raxmanovni barcha mashq turlarni til va nutq mashqlariga ajratganligini aytib o‘tadi[2].

Kasbga yo‘naltirilgan leksik materiallar to‘g‘risida turlicha kontseptual qarashlar mavjud. O.Jdanko o‘zining ilmiy qarashlarida: “Ularni muvaffaqiyatli assimilyatsiya qilish kognitiv jarayonlar bilan ta‘minlanadi. Talabalarning chet tilida muloqotga kirishishlari uchun matnlardagi kasbiy leksikani tushunishi, foydalana olishi, ularning diqqatini jamlashiga yordam berishi, xotirasini tiklashi, tasavvurini kengaytirishi, kognitiv tafakkurini shakllantirishi, til va nutq qobiliyatlarini rivojlantiruvchi lozim”[3]. Demak, sohaviy matn talabalarni leksik birliklarini oshirishning eng mahsuldor usuli bo‘lib, undan talabaning bilim darajasini hisobga olgan holda to‘g‘ri foydalanish ularni til o‘rganishga bo‘lgan qiziqishini oshiradi.

Til o‘rganish jarayonida kasbiy leksikani rivojlantirish fanlararo integratsiyalashuv asosida bo‘lishi borasida G.Dadamirzayev hamda Q.Fayzullayevlar fikr bildirishib, til va nutq mashqlari talabani kasbiy malakasini oshirishda muhim ahamiyat kasb etishini e‘tirof etishgan[4].

Talabalarning kasbiy leksikasini rivojlantirish orqali kasbiy kommunikativ muloqotga tayyorlashda til ESP doirasida o‘qitilishi mahsuldorligi bilan ajralib turishini T.Xatchinson, A.Uolters, L.Selinker va P.Stryunslar e‘tirof etishgan. Ularning ta‘kidlashicha: “ESP *natijaviyligi va mahsuldorligi* bilan xarakterlanishini uqtirib, kasbiy kommunikativlikni rivojlantiruvchi omil xisoblanadi hamda kasbiy kommunikativlikni talabaning kasbiy muloqot jarayonidagi chet tilidagi nutq faoliyatini tashkil etish qobiliyatidir va tayyorgarligidir”, – deydi. Ya‘ni, til, nutq, ijtimoiy va madaniy bilim, ko‘nikma va malakalarga ega bo‘lishlikdir”[5].

X.Basturkmen fikriga ko‘ra: “Ingliz tili ESP (Ingliz tili maxsus maqsadlar uchun) doirasida o‘qitilishida til, ikkinchi til sifatida o‘qitilishdan ko‘ra yengilroq

kechishini va o‘quv materiallari talabani ehtiyojidan kelib chiqib tanlanishi muhim. Dars jarayonida taklif qilingan kasbiy leksik, grammatik mashqlar ularda xorij soha vakillari bilan samarali muloqot qilish imkonini beruvchi bilim, ko‘nikma va malakalarini shakllantiradi”, – deydi[6].

A.Shirokix esa ingliz tilini maxsus maqsadlarda o‘qitishda fanlararo aloqadorlikni yo‘lga qo‘yishni autentik materiallar yordamida, ya’ni (sohaga doir matnlar, video materiallar) orqali o‘qitish fikrini olg‘a suradi. Soha vakillari bugungi kun ta’lim tizimida chet tilini umumakadem maqsadlarda o‘qitilishdan ko‘ra maxsus maqsadlarda, ya’ni kasbga doir o‘qitilishni taklif qilishmoqda[7].

Foydalanilgan adabiyotlar ro‘yxati

1. Максудова Х.Ф. Фармацевтика йўналишида инглиз тилини ўқитиш жараёнида талабаларнинг касбий лаёқатларини ривожлантириш: пед. фан. фалсафа доктори (PhD) дисс. ... автореф. – Тошкент, 2020. –188 (50) б.
2. Ўзбекистон Республикаси Президентининг 20.04.2017 йилдаги ПҚ – 2909 сон Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисидаги қарори.
3. Жалолов Ж.Ж. Чет тили ўқитиш методикаси: чет тиллар олий ўқув юртлари (факультетлари) талабалари учун дарслик – Тошкент: Ўқитувчи, 2012. – 177, 432 б.
4. Жданько О.И. Методика формирования профессионально ориентированной лексической компетенции обучающихся в техническом вузе: дис. ... кан. пед. наук. – Нижний Новгород, 2016. – 15-16, 118 с.
5. Дадамирзаев.Г, Файзуллаев Қ.М.Фанлараро боғланишнинг муҳандислик тизимидаги ўрни// Педагогический науки//Международный научный журнал.№1. 2016. –В. 34-36.



MUNDARIJA*СОДЕРЖАНИИ***CONTENTS**

13.00.00

**PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES**

BO'LAJAK INGLIZ TILI O'QITUVCHILARINI TAYYORLASHDA MILLIY VA UMUMMADANIY KOMPETENSIYALARINI TAKOMILLASHTIRISHNING ILMIY-METODIK ASOSLARI <i>Qadirova Dilnoza</i>	4
ИЗУЧЕНИЕ БИОГРАФИИ УЗБЕКСКИХ ПИСАТЕЛЕЙ НА ОСНОВЕ ПРИМЕНЕНИЯ ИНТЕРАКТИВНЫХ СРЕДСТВ ОБУЧЕНИЯ <i>Алютина Татьяна</i>	12
BOSHLANG'ICH MAKTABDA XITOY TILI VA SAN'ATNI INTEGRATSIYALASH STRATEGIYALARI VA USULLARI <i>Ikramov Muboshshirxon</i>	17
TRACK AND REFLECTIVE PRACTICE: A PATHWAY TO STUDENT-CENTERED LEARNING <i>Tadjibayeva Albina</i>	23
CREATIVE CLASSROOM STRATEGIES: USING VISUAL AIDS TO TEACH YOUNG KIDS <i>Jo'rayeva Nigoraxon</i>	29
THE IMPORTANCE OF MULTIMEDIA TOOLS FOR DEVELOPING INTERCULTURAL COMPTENCES IN EFL CLASSROOM <i>Axmadjanov Tursunpulat</i>	34
BOSHLANG'ICH SINFLARGA NEMIS TILI INTERAKTIV METODLAR ORQALI O'RGATISH <i>Matrasulova Nozima</i>	39
FOSTERING LEARNER AUTONOMY IN 21ST CENTURY'S LANGUAGE EDUCATION THROUGH TECHNOLOGY-INTEGRATED APPROACHES <i>Adashalieva Margiyona</i>	44
INGLIZ TILI TA'LIMIDA YOZMA NUTQNI RIVOJLANTIRISHNING ILMIY-USLUBIY ASOSLARI <i>Nilufar Islamova</i>	52
CHET TILI O'QITISHDA INNOVATSION TEXNOLOGIYALAR VA RAQAMLI RESURSLARDAN FOYDALANISHNING AFZALLIKLARI <i>Toshmatova Madinaxon</i>	56
TIL O'QITISHDA INTERFAOLLIK VA TANQIDIY FIKRLASH: USULLAR, YONDASHUVLAR, NATIJALARI <i>Shamshidinova Gulmira</i>	63
WIKI-TEXNOLOGIYALAR YORDAMIDA TEXNIK MUTAXASSISLAR UCHUN INGLIZ TILI KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISH <i>Qodirova Nargiza</i>	67
METOKOGNITIV YONDASHUV ASOSIDA TALABALARDA YOZMA VA NUTQ KO'NIKMALARINI RIVOJLANTIRISH TEXNOLOGIYASI (IQTISOD YO'NALISHIGA INGLIZ TILINI O'QITISH MISOLIDA) <i>Mamadjanova Shoxida</i>	71
DIGITAL STORYTELLING FOR ENHANCING CRITICAL AND COMMUNICATIVE THINKING SKILLS IN EFL CLASSROOMS: A STUDY FROM NAMANGAN SECONDARY SCHOOL CONTEXT (2024–2025) <i>Umida Abdurazakova, Shirin Umaralieva</i>	79
THE IMPACT OF DIFFERENTIAL APPROACH IN FOREIGN LANGUAGE TEACHING ON THE KNOWLEDGE OF PRIMARY SCHOOL STUDENTS <i>Toshmatova Madinaxon</i>	83
MUQOBILI YO'Q SO'ZLARNI TARJIMA QILISH <i>Abduxolikova Guljahon</i>	90

INGLIZ TILI O'QITISHDA TEXNOLOGIYALARDAN FOYDALANISHNING AFZALLIKLARI VA KAMCHILIKLARI	
<i>D.A. Rasulova</i>	94
INNOVATIVE APPROACHES IN TEACHING ENGLISH TO PRESCHOOL LEARNERS	
<i>Jurayeva Shahnoza</i>	99
THE NEUROSCIENCE OF PLAY: HOW GAME-BASED LEARNING SHAPES THE BRAIN	
<i>Raximova Muslima</i>	102
RAQAMLI TA'LIM MUHITINING ASOSIY TUSHUNCHALARI VA YAPON TILIDA GAPIRISH KO'NIKMALARINI RIVOJLANTIRISH	
<i>Baqoyev Navro'zjon</i>	108
ПЛАНИРОВАНИЕ ЗАНЯТИЙ ПО ЭКОЛОГО-ЭСТЕТИЧЕСКОМУ ВОСПИТАНИЮ ДЕТЕЙ В ДОО В УЗБЕКИСТАНЕ	
<i>Гафарова Лилия, Юлдашева Дилафруз</i>	115
IMPROVING PRIMARY SCHOOL CHILDREN'S ENGLISH PRONUNCIATION WITHOUT USING MODERN TECHNOLOGIES	
<i>Akhmadjonova Muattar, Ayturaev Majid</i>	119
GRAMMATIKANI O'QUVCHILARGA O'QITISH METODLARI: AN'ANAVIY VA ZAMONAVIY YONDASHUVLAR	
<i>Ismoilova Zarnigor, Xamidxonova Saroymulk Bibixonim</i>	123
B2 DARAJADAGI O'QUVCHILARNING INGLIZ TILIDAGI TINGLAB TUSHUNISH KO'NIKMASINI RIVOJLANTIRISH METODIKASI	
<i>Ismoilova Zarnigor, Botirjonova Dilshoda</i>	127
NOFILOLOGIK YO'NALISHDA XORIJIY TILLARNI O'QITILISHI	
<i>Jo'rayeva Oygul, Ochilova Zulfiya</i>	130
DEVELOPING PRE-INTERMEDIATE EFL/ESL LEARNERS' SPEAKING SKILLS THROUGH TASK-BASED LANGUAGE TEACHING (TBLT)	
<i>Jaloliddinova Nigora</i>	134
OLIY TA'LIM MUASSASALARI TURLI TIL BILISH DARAJASIDAGI TALABALARGA INGLIZ TILI O'QITISH USULLARI	
<i>Qo'chqarova Muxtasar</i>	143
TURLI DARAJAGA EGA BO'LGAN TALABALARNI XORIJIY TILGA O'QITISH VA O'QUV JARAYONINING TAHLILI	
<i>Qo'chqarova Muxtasar</i>	146