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FOREIGN LANGUAGES IN THE PERIOD OF
GLOBALIZATION AND SUSTAINABLE
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XORIJIY TILLARNI O'RGANISHDA TARJIMA KOMPETENSIYASINI RIVOJLANTIRISH: TAPS (THINK-ALOUD PROTOCOLS) METODI

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Annotatsiya. Mazkur maqolada **Think-Aloud Protocols (TAPs)** metodining xorijiy til o'qitish va tarjima kompetensiyasini rivojlantirishdagi ahamiyati tahlil qilingan. TAPs metodi talabalarning tafakkur jarayonlarini baland ovozda ifodalash orqali ularning tarjima strategiyalarini tushunishi va tahlil qilishiga yordam beradi. Maqolada TAPs metodining kognitiv lingvistika bilan bog'liqligi hamda uning tarjima jarayonini samarali tashkil etishdagi roli yoritilgan. Tadqiqot natijalari TAPs metodining tarjimonlik ta'limida qo'llanilishi o'quvchilarning tarjima jarayonida duch keladigan muammolarini aniqlash va ularni bartaraf etish imkonini berishini ko'rsatmoqda.

Kalit so'zlar: til o'rganish kompetensiyalari, Think-Aloud Protocols (TAPs) metodi, tarjima kompetensiyasi, kognitiv lingvistika, sinxron va retrospektiv TAPs.

Abstract. This article analyzes the significance of the **Think-Aloud Protocols (TAPs)** method in foreign language teaching and the development of translation competence. The TAPs method helps students understand and analyze their translation strategies by verbalizing their thought processes aloud. The article explores the relationship between the TAPs method and cognitive linguistics, as well as its role in effectively organizing the translation process. The research findings demonstrate that the application of the TAPs method in translator education enables students to identify and overcome challenges encountered during the translation process.

Keywords: language learning competencies, Think-Aloud Protocols (TAPs) method, translation competence, cognitive linguistics, synchronous and retrospective TAPs.

So'nggi yillarda xorijiy tillarni o'rgatish metodikasi bo'yicha juda ko'p yondashuvlar ishlab chiqilmoqda. Bunday yonoshuvlar turli tajribalarga asoslangan holda shakllangan bo'lsada, ularning zahirida an'anaviy o'qitish usullarning ham hissi katta. Mazkur maqolada so'z yuritiladigan pedagogik metodlardan bo'lmish Think-Aloud Protocols (TAPs), ya'ni *tafakkur jarayonini ovozli ifodalash protokollari* metodi xorijiy tillarni o'qitishda samarali vosita sifatida xizmat qilishi isbotlangan.

TAPs (Think-Aloud Protocols) — bu tadqiqot usuli bo'lib, ishtirokchilardan muayyan vazifani bajarish jarayonida o'z fikrlash jarayonlarini baland ovozda ifodalashni so'rash orqali ularning qaror qabul qilish jarayonini tahlil qilishga yordam beradi.

Ericsson va Simon (1980) TAPs metodikasining rivojlanishiga ilk qadamni qo'yib, og'zaki va xulqiy javoblarni kodlash orqali ularni tahlil qilish maqsadida ma'lumot sifatida jamlash va buni kognitiv xotira jarayoni bilan bog'laganligini ko'rsatadi S.Stivens. Uning so'zlariga muvofiq, TAPs ishtirokchilaridan ularga berilgan vazifani bajarish jarayonida o'z ichki fikr va o'ylarini baland ovozda ifoda etish talab qilinadi, shuningdek, bu jarayonda to'plangan ma'lumotlar retrospektiv intervyu orqali yig'ilib, baholanadi. (Stevens, 2019:6)

Darhaqiqat, mazkur usulda chet tili o'rganuvchilarning o'z fikrlarini baland ovozda ifodalashi orqali ularda kechadigan kognitiv jarayonlarni tahlil qilish mumkin bo'ladi. Ayni zamonda, ta'limning o'ziga xos tendensiyalariga ko'ra, ta'lim "o'qituvchi-markaz" modelidan "talaba-markaz" shakliga tomon o'zgarganligi va bu aynan davr talabi ekanligi yaqqol kuzatilmoqda. Shunday ekan, xorijiy tillarni o'rgatish jarayonida o'qituvchi uchun o'rganuvchilarning fikrlash jarayonini kuzatish va tushunish muhim ahamiyatga ega.

TAPs metodi kognitiv lingvistika bilan chambarchas bog'liq bo'lib, mazkur usul o'quvchilarning til o'rganish jarayonida qanday fikrlash strategiya va usullaridan foydalanishini aniqlashga yordam beradi. Shunga ko'ra, o'qituvchilar o'quvchilarning til o'rganishdagi kamchilik va muammolarini yaxshiroq tushunishi va mos pedagogik yondashuvlarni ishlab chiqishi mumkin. TAPs usuli til o'rganishning o'qish, tushunish, yozish, so'zlashish singari kompetensiyalarni rivojlantirishda samarali hisoblanadi. Lekin mazkur maqolada TAPs usulining til o'rganuvchilarning tarjima qilish kompetensiyasini rivojlantirishdagi ahamiyati va uni qo'llash metodikasi tahliliga bag'ishlangan.

P.Kusmaul (Kusmaul, 1995:178) TAPs tahlillarining kamida **ikki asosiy ta'limiy maqsadini** qayd etadi: a) TAPs orqali kuzatilgan tarjima strategiyalari **muvaffaqiyatli tarjima qilish uchun namuna sifatida xizmat qilishi** mumkin. b) agar TAPs tadqiqotlarida **tarjimonlikka o'qiyotgan talabalar** ishtirok etsa, ularning qayerda muammoga duch kelayotganini aniqlash imkoniyati paydo bo'ladi.

Mu Leyning ta'kidlashicha, TAPs, tarjimonning tarjima jarayonini qanday amalga oshirayotganini kuzatib, uning fikrini til orqali ifodalashga asoslangan tadqiqot metodidir. Tadqiqotchilar bu jarayonda turli vositalardan foydalanadilar, jumladan, mikrofonlar, videokameralar yoki kompyuter dasturlari kabi vositalar orqali yozma eslatmalar olishadi, so'ngra bu yozmalarni tahlil qilib, tarjima jarayonini o'rganadilar (Mu, 2010:165).

T.Pavlovich J.Xausdan iqtibos keltirib, quyidagilarni ko'rsatadi: **"tarjima jarayoni"** atamasidan foydalanishda, **biz izolyatsiya qilingan bitta jarayon emas, balki jarayonlar majmuasi – muammolarni hal qilish va qaror qabul qilish bilan bog'liq murakkab jarayonlar tizimi bilan shug'ullanayotganimizni yodda tutishimiz kerak**". (Pavlović, 2013:49) Ma'lumki, tarjima jarayoni quyidagi bosqichlardan iborat: 1) matnni idrok qilish; 2) interpretatsiya; 3) tarjima strategiyasi yoki usulini tanlash; 4) tarjimani shakllantirish va 5) tarjima matnini tahrir qilish. Keltirib o'tilgan bosqichlar butun bir tarjima jarayoni majmuini tashkil qiladi. Tarjimonlar avtomatik ravishda ushbu bosqichlarni bosib o'tgan holda, ma'lum bir vaqt ichida bir tildan ikkinchi tilga tarjimani amalga oshiradilar.

X.Guoga ko'ra, TAPs (Think-Aloud Protocols) ikkita asosiy toifaga bo'linadi: birinchisi, sinxron ovozli fikrlash, ya'ni ishtirokchilar vazifani bajarish jarayonida o'z xayolidagi barcha ma'lumotlarni baland ovozda ifoda etishlari; ikkinchisi esa, ovozli retrospektiv fikrlash, ya'ni ma'lumotlar vazifa tugallangandan keyin ishtirokchilardan yig'iladi (Guo, 2020:1142). Ko'rinib turganidek, birinchi tur biroz murakkab bo'lib, ikkita ham tarjima faoliyati, ham tarjima qilish faoliyatini fikrlash jarayoni bir paytning o'zida amalga oshirishda, tarjimon-talabalardan yuqori diqqatlilik, ya'ni diqqatni to'g'ri taqsimlash qobiliyati talab qilinadi. Lekin ikkinchi turda, vazifani bajarish jarayonida hayol qilingan fikrlarni yodda tustish uchun kuchli xotiraga ega bo'lish yaxshi natijalarni beradi.

Mu Leyning ta'kidlashicha, agar **TAPs metodidan tarjima jarayonini o'rganish** uchun foydalanilsa, **avvalo tadqiqot obyekti va doirasi aniq belgilanishi kerak**. U **tarjima muammolarini aniqlash**, tarjima jarayonida **diqqatning taqsimlanishi**, **jarayondagi to'xtalishlar**, **matnni tahrirlash**, **lug'atlardan foydalanish kabi yo'nalishlarning bari "yuzaki hodisalar"** (*surface phenomena*) bo'lib, **o'zini ochiq namoyon qiladigan** jarayonlar hisoblanishi hamda ularni **nisbatan oson kuzatish va tahlil qilish** mumkinligini ko'rsatadi (Mu, 2010:171). Yuzaki hodisalar vositasida til birliklarini **til birliklarini tanlash jarayoni**, masalan, leksik birlikka ekvivalent topish yoki sinonim tanlash kabilar o'rganiladi.

Albatta, dars jarayonida talabalarining ovozli fikrlashlari yordamida yozib olingan protokollar asosida o'qituvchi talabalarining tilni o'zlashtirishdagi bir qator masalalarini ko'rib chiqish imkoniyatiga ega bo'ladi. Tarjimon-talabaning diqqati tarjima jarayonida grammatik shakllarni qurish yohud lug'aviy birliklarni tanlash, talaffuzga e'tibor berish yohud jumla stilistikasini tuzatishga

urinishi kabi harakatlari va ularni hisobot shaklida bayon etishi o'qituvchining kelgusidagi o'quv jarayonini qay tariqa shakllantirishi uchun asos bo'la oladi.

“Bu **protokollar tarjima strategiyalarini tasniflash** maqsadida tahlil qilindi, bunda **talabalar duch keladigan qiyinchiliklarni kuzatish** asosiy didaktik maqsad sifatida belgilanadi” – deya ta'kidlaydi T.Pavlovich (Pavlović, 2013:52)

Shuningdek, tarjima jarayonida yana **aniq ko'rinmaydigan (“yashirin hodisalar” – *hidden phenomena*), o'z-o'zidan anglashilmaydigan** va chuqurroq tahlil talab etiladigan hodisalar ham mavjud (Mu, 2010, 171). Bularga **madaniy tafovutlarning adaptatsiyasi, so'z va iboralarni assotsiativ bog'lash kabilar kiradi. Yashirin hodisalarni tahlil qilish yordamida** kognitiv strategiyalar, masalan, kontekstdan foydalanish, tasviriy tarjima qilish, madaniy qiyinchiliklar, masalan, madaniy tafovutlar, murakkab iboralar, milliy xos so'zlarni tarjima qilish borasida ma'lumotlar olish mumkin.

Xulosa qilib aytganda, tadqiqot natijalari shuni ko'rsatadiki, TAPs metodi orqali til o'rganuvchilarning tafakkur jarayonlarini kuzatish va tahlil qilish mumkin bo'lib, bu ularning tarjima strategiyalarini yaxshilashga yordam beradi.

TAPs metodining asosiy afzalliklari kognitiv jarayonlarni tahlil qilish imkoniyati, til o'rganish va tarjima qilishda metakognitiv yondashuvni rivojlantirish, o'qituvchi va o'rganuvchi o'rtasida o'zaro samarali aloqa o'rnatish singari afzalliklardan iborat.

TAPs metodi yordamida tarjimon-talabalarning tarjima qilish paytidagi muammolari va qaysi bosqichda qiyinchiliklarga duch kelishi aniqroq kuzatilishi mumkin. Bu esa xorijiy tillarni o'rganish, xususan, tarjima ta'limi samaradorligini oshirishda muhim ahamiyat kasb etadi.

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INNOVATIVE APPROACHES IN FOREIGN LANGUAGE TEACHING: THE ROLE OF ARTIFICIAL INTELLIGENCE AND PROFESSIONAL COMPETENCE ENHANCEMENT

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Abstract The 21st century has ushered in unprecedented changes in the field of education, particularly in foreign language instruction. With the rapid advancement of technology and shifting learner needs, traditional methods are increasingly being supplemented by innovative approaches and artificial intelligence (AI) applications. This paper explores the interplay between modern teaching methodologies, AI integration, and the continuous professional development (CPD) of language teachers. A qualitative and descriptive analysis of current practices and a small-scale survey provide insight into teacher readiness and institutional support. The paper concludes with actionable recommendations aimed at improving foreign language education quality through innovation and teacher competence development.

Introduction Foreign language education has long been a cornerstone of global communication and cross-cultural understanding. However, the methods used to teach foreign languages are evolving